

**Brave New Worlds - The Changing Climate of Training and  
Developing the 21st Century Athlete  
2007 NSCAA Convention Presentation**

**by Anson Dorrance**

**I. Share “Pearls before Swine” speech given to all freshman athletes at UNC February 2, 2005.**

*From the Carolina Creed:*

*“I will excel athletically by committing myself to performance excellence, team success, and continual improvement.”*

- I. *There is a guy named Herb Greenberg who started a company called Caliper, through his company he sells his services to the NHL, NFL, NBA and major league baseball.*
  - A. *What he is paid a lot of money to do is to analyze athletic potential and advise different professional teams who to draft.*
  - B. *His methodology is to have the athletes he is asked to analyze take a battery of psychological tests to see if the three most critical qualities for athletic success are a part of their make up.*
  - C. *If one or more of these qualities is not there he advises his clients not to draft the athletes being considered, not to take the risk.*
  
- II. *There is nothing horribly profound or surprising about what he is searching for in his tests. He is looking for the core of athletic character. He is looking for:*

*One . . . self-discipline*  
*Two . . . competitive fire and*  
*Three . . . self-belief*

  - A. *All the talent in the world can be torpedoed by any one or all three of these critical qualities if you are missing them.*
  - B. *All of you have choices to make that will sort out how good you are going to be . . . how you chase these three areas will be the final measure in your athletic greatness.*
  
- III. *I am sure everyone in this room has huge talent. The University of North Carolina does not recruit athletes without it.*
  - A. *And some of you are going to make it because you have the self discipline to separate yourself from your peers even though self discipline is an extraordinarily uncomfortable state . . . it is not easy for ordinary people. Most of us are rather ordinary so most of us will not really attain their potential. It is just too hard to invest*

*in being the best. Most of us would rather be comfortable. But please understand being ordinary is not an indictment it is a choice.*

***Mia Hamm – Umstead Park . . . she decides to work on her own . . . The Vision of a Champion***

*“The vision of a champion is someone who is bent over, drenched in sweat at the point of exhaustion when no one else is watching”.*

- B. *Some of you will make a name for yourself and your university because your competitive fire lights up an arena or a stadium. Do you remember the day or the moment you decided you were always going to do your best?*

***Carla Overbeck – years ago I had a player that in her freshman year . . .***

- C. *Some of you will make a name for yourself because your self belief will not be shaken, regardless of what happens to you.*

***Heather O’Reilly – in overtime had a chance to take out Germany the team that beat us in the 2003 World Cup . . . she missed, she hit the post. . .***

- IV. *I am here to tell you, you control all of these qualities. These are not genetic traits you inherited, these are all decisions you all have made or can make now to make a difference.*
- V. *I learned a wonderful lesson about choice from a math teacher (Dunleavy) I had when I was a sophomore in high school.*
- A. *He said he was going to give us a homework assignment every day. It was going to be worth a percentage of our final grade in the class.*
- B. *He said we could select to do the assignment or not. Then he showed us with percentages (after all this WAS a math class) how little our grade would be affected if we choose not to do it. He also said he would never get upset with us over not choosing to do our homework. Looking back it seems like he was actually “daring” us not to do it.*
- C. *Then he said something wonderfully profound. He said he honestly could care less whether or not we did the homework but he did care about this: if we selected to do something else he wanted us to make sure that what we selected to do was more important to us than lowering our math grade that small percentage.*
- D. *For a while all of us in that class except for the teacher’s pet, of course, periodically did something crazy that we pretended was our “more important” choice, hoping that he would ask us one day what we had selected to do rather than do our homework. Bragging about our exploits we hoped would take us into boarding school legend but unfortunately for us, he never asked. In fact he never talked about this again. And to*

*our disappointment not turning the homework in did not upset him in the least, just like he had promised.*

E. *I have never forgotten that extraordinary lesson from that obviously very wise man. He was the first person that treated me completely like an adult. In his very clever way he made me consciously accountable for my choices and never took a self righteous position on any choice I made but taught me in an extraordinarily powerful way that every choice has a consequence and I have lived my life accepting everything that has happened to me because in some way I have chosen it. He was the man that convinced me of this.*

VI. *So let me ask you, what are all of you going to choose to be? This core of athletic character is not what you have been given, it is what you choose to have. So will you choose to have:*

- *self-discipline*
- *competitive fire and*
- *self-belief?*

*And if you don't choose it, don't worry, very few people do . . . these kinds of people are exceptionally rare, they are sometimes called champions. "Champion" is another word for individuals willing to do difficult and uncomfortable things on a daily basis that no one else is willing to do.*

VII. *I am proud to be a part of an athletic department whose athletes make these decisions all the time. Good luck to all of you, have a wonderful year.*

This speech is about choice and accountability. I think this aspect of athletics is where the greatest value of athletics lies. It is an area that is being undermined by "parents going to ludicrous lengths to take the lumps and bumps out of life for their children". If athletics has any real value then it is here, where you get to choose not to have any discipline and watch a lesser athlete that works harder play in front of you and decide if this lack of commitment is the way you are going to live your life. Or you get to compete against some one 1v1 and quit in the middle it and realize that either you are just not mentally tough enough or accept that this doesn't mean that much to you . . . you would rather not try (not compete) because you would rather remain more comfortable.

And then of course you have to decide how you are going to navigate the real character issues: do you take responsibility for where you are and not recruit your parents to defend you from this "grave injustice" of not starting or playing as much as you would like OR after seeing your "failure", do your parents have the character to recognize your lack of accountability and commitment and hold you to the higher standard of performance and behavior that the coach is hoping you will obtain? And if one of these last two scenarios is played out the right way, then athletics, this wonderful laboratory of the human spirit, has helped you grow up to be a stronger and more honorable human being.

**II. The most poignant story I have ever heard about this “athletics as building character” appeared in the March, 2004 New York Times magazine. It was written by Michael Lewis, the author of Moneyball. It is a story about Michael Lewis’ high school baseball coach, Coach Fitz.**

- A. *One of his former players, a 44 year old financier named David Pointer had the idea of redoing the old school gym and naming it for Coach Fitz. Pointer started calling around and found that hundreds of former players and parents shared his enthusiasm for his old coach, and the money poured in. “the most common response from the parents,” Pointer said, “is that Fitz did all the hard work” in raising their kids.*

*But there was a second piece of news: after the summer baseball season, Fitz gave a speech to his current Newman players. It had been a long, depressing season: the kids, who during the school year won the Louisiana state baseball championship in their division, had lost interest. Fitz grew increasingly upset with them until, following their final summer game, he went around the room and explained what was wrong with each and every one of them. One player had wasted his talent to pursue a life of ease; another blamed everyone but himself for his failure; a third agreed before the summer to lose 15 pounds and instead gained 10. The players went home and complained about Fitz to their parents. Fathers of eight of them – half the team – had then complained to the headmaster.*

*The past was no longer on speaking terms with the present. As the cash poured in from former players and parents of former players who wanted to name the gym for the 56-year-old Fitz, his current players and their parents were doing their best to persuade the headmaster to get rid of him.*

- B. *The more I looked into it, the more mysterious this new twist in Fitz’s coaching career became. The parents never confronted Fitz directly. They did their work behind his back. The closest to a direct complaint that I could tease from the parents I spoke with came from a father of one of the team’s better players. “You know about what Fitz did to Peyton Manning, don’t you?” he said. Manning, now the quarterback of the Indianapolis Colts and most valuable player of the NFL last season, played basketball and baseball at Newman for Fitz. Fitz, the story went, had benched Manning for skipping basketball practice, and Manning challenged him. They’d had words, maybe even come to blows, and Manning left the basketball team. And while he continued to play baseball for Fitz, their relationship was widely taken as proof, by those who sought it, that Fitz was out of control. “You ought to read Peyton’s book,” the disgruntled father says. “It’s all in there.”*

*And it is. Manning wrote his memoirs with his father, Archie, and understandably, they are mostly about football. But it isn’t his high-school football coach Manning dwells on: it’s Fitz. He goes on for pages about his old baseball coach, and while he says nothing critical, he does indeed reveal what Fitz did to him:*

*“One of things I had to learn growing up was toughness, because it doesn’t seem to be something you can count on being born with. Dad . . . says he may have told me, ‘Peyton, you have to stand up for this or that,’ but the resolve that gets it done is*

*something you probably have to appreciate first in others. Coach Fitz was a major source of mine, and I'm grateful."*

*Of course you should never trust a memoir. And so I called Peyton Manning, to make sure of his feelings. He might be one of the highest-paid players in pro football, but on the subject of Fitz, he has no sense of the value of his time. "As far as the respect and admiration I feel for the man," Manning said, "I couldn't put it into words. Just incredibly strong. Unlike some coaches – for whom it's all about winning and losing – Coach Fitz was trying to make men out of people. I think he prepares you for life. And if you want my opinion, the people who are screwing up high-school sports are the parents. The parents who want their son to be the next Michael Jordan. Or the parent who beats up the coach or gets into a fight in the stands. Here's a coach who is so intense. Yet he's never laid a hand on anybody."*

- C. But the culture had changed between the former player like David Pointer who wanted to name a gym after him and the current collection of parents who wanted to get rid of him.

They didn't get it . . . now most kids don't get it; but there was a time that "when the kids didn't get it", the parents would, and allow this challenging experience to help shape their kids.

- D. By the phrase "most kids don't get it" *he did not mean the importance of winning or even, exactly, of trying hard. What he meant was neatly captured on a sheet of paper he held in his hand, which he intended to photocopy and hand out to his palyers, as the keynote of one of his sermons. The paper contained a quote from Lou Piniella, the legendary baseball manager: HE WILL NEVER BE A TOUGH COMPETITOR. HE DOESN'T KNOW HOW TO BE COMFORTABLE WITH BEING UNCOMFORTABLE. "It" was the importance of battling one's way through all the easy excuses life offers for giving up. Fitz had a gift for addressing this psychological problem, but he was no longer permitted to use it. "The trouble is," he said, "Every time I try, the parents get in the way."*
- E. *"An invisible line ran from the parents' desire to minimize their children's discomfort to the choices the children make in their lives. A week after my trip to New Orleans, two days before the start of the 2004 regular season, eight players were caught drinking. All but one of them – two team captains, two members of the school's honor committee – lied about it before eventually confessing. After he handed out the obligatory school-sanctioned two-week suspensions to the eight players, Fitz gathered the entire team for a sharp little talk. Not two days before, he had the patience for a long sermon about the dangers of getting a little too good at displacing responsibility. ("You're gonna lose. You're gonna have someone else to blame for it. But you're gonna lose. Is that what you want?") Now he had the patience only for a vivid threat: "I'm going to run you until you hate me." The first phone call, a few hours later, came from the mother of the third baseman, who said her son had drunk only "one sip of a daiquiri" and so shouldn't be made to run. She was followed by another father who wanted to know why his son, the second baseman, wasn't starting at shortstop instead."*

F. *“I know about parents. I know how much they love to say ‘I pay \$14,000 in tuition, and so my little boy deserves to play.’ No way. You earn the right to play. I had a mom and dad, too, you know. I loved by mom and dad. My dad didn’t understand much about athletics, and so he didn’t always get it. You have to make that distinction at some point. At some point you have to stand up and be a man and say: ‘This is how I’m going to do it. This is how I’m going to approach it.’ When is the last time any of you guys did that? No. For you, it’s all ‘fun.’ Well, it’s not all fun. Some days it’s work.”*

G. *“And that’s how I left him. Largely unchanged. No longer, sadly, my baseball coach. Instead, the kind of person who might one day coach my children and when I think of that, I become aware of a new fear: that my children might never meet up with their Fitz. Or that they will, and their father will fail to understand what he’s up to.”*

### III. There is a new coaching world out there now. This kind of parent is extinct: *Show clip from Hoosiers.*

**“Hi, I’m Rollin Butcher. My son’s got something to say to you.”**

*“Sorry Coach about walking out . . . be obliged if I got myself another chance, it won’t happen again, you’re the boss.”*

**“Boys get a little mixed up from time to time, if you get any trouble from Ray and Whit you let me know.”**

**“What are you boy’s doing here? Hey, I got this. This man’s got a job to do . . . he wants you out of here.”**

A. Those days are over . . . now the parents are irrational protective bubbles for their kids . . . sheltering them from the “chaos of the universe”. Creating what a November/December 2004 article in Psychology Today calls “A Nation of Wimps”. \*1 (See “A Nation of Wimps . . . Psychology Today article Nov/Dec 2004).

1. “Kids need to feel badly sometimes”, says child psychologist David Elkind, professor at Tufts University. “We learn through experience and we learn through bad experiences. Through failure we learn how to cope.”
2. “Kids are losing leadership skills”. (Because their parents are doing everything for them).
3. The “eternal umbilicus”: the cell phone “reporting every flicker of experience”. Or a comparable phenomena: the “helicopter parent” hovering over every aspect of their son or daughter’s life . . . saving or protecting them at every opportunity.
4. “Parents are always so concerned about children having high self esteem . . . but the numbers are spiking in depression.”
5. Bench markers of adulthood – In 1960 by the age of 30 – 65% of males had reached it. In 2000 only 31% had. Among women in 1960 – 77% could demonstrate the bench markers of adulthood but by 2000 it had dropped to 46%.
6. “Children can’t handle difficult situations” anymore.

B. William Damon’s Greater Expectations – “the culture of indulgence in America’s homes and schools”.

Out of a noble desire to give kids self esteem we are praising them for everything they do . . . this has a double negative effect:

1. they develop no sense of standards “everything is wonderful”
  2. they develop no sense of respect for authority because no one is telling them the truth about the demands of the real world and they know they are being lied to . . .
- C. We as coaches are now asked to develop what is left of these kids. It is harder now but we have a very real opportunity to impact.

#### IV. Here are my efforts to make a difference born of my own failures:

- A. I now recruit the parents to help me take their daughters to the highest level by telling them everything we are doing and why. **\*2 (See enclosed parents letter June 6, 2003).**
1. We explain our competitive caldron.
  2. We let the parents know their daughters are in control of their playing time (accountability) not the coaches.
  3. (Read top of the second page of the letter)
- B. We try to construct character by giving the players eleven core values to live by. And we try to imprint each value by having the players memorize a motivational quotation attached to each core value. **\*3 (See University of North Carolina Women Soccer’s Core Values).**
1. I got this idea from an article written in the New York Times about this Russian poet Broadsky hired by Columbia University to teach Russian poetry to Columbia graduate students.
    - a. He wanted them to memorize reams of Russian poetry.
    - b. They didn’t want to do it but . . .
- C. The poetry became a part of their intellectual fabric.
1. I want these core values to be a part of the moral fabric of our players.
  2. I also want them to measure themselves against the values and evaluate their teammates against these values as well.
- D. We measure physical capacity three times a year to impact on discipline but also to try to motivate it (“players do what you inspect not what you expect”): we test in preseason, after winter break and on the last day of spring training. **\*4 (See Long Range Athletic Tracking and Long Range Technical Tracking).**
1. Heather O’Reilly
  2. Libby Guess
- E. We create competitive caldrons in practice to impact on competitive fire. **\*5 (See enclosure, 2006 Fall Final Statistical Composite Rankings).**
- F. We share positive video pre-game and prepare a highlight reel given on DVD to every player as they leave for the summer and our goal in every player conference (three times a year) is to share with every player what their potential is and try to inspire them to attain it. This is what we do to cultivate self belief.
1. Mary McDowell vs. Ali Wingate
  2. Share the structure of the current Player Development Meetings with the outline of:
    - a. Academics

- b. Career
- c. Player development discussion under umbrellas of:
  - i. Competitive Five
    - discussion of the most recent fall or spring competitive caldron matrix
  - ii. Self Discipline
    - discussion of all the competitions athletically, technically, improvement tables (we want to live on a never ending ascension).
  - iii. Self Belief
    - do you have it – why?

**V. What Caliper (and Herb Greenberg) is telling us is that after college it is too late. “Don’t waste your draft choice or your time on this talented but potentially limited player.” What I am asking you is, for whatever age group you train and develop: do you believe you can impact psychologically in all these areas?**

And then . . .

- A. What do you do?
- B. Is it enough?
- C. Can you get better?

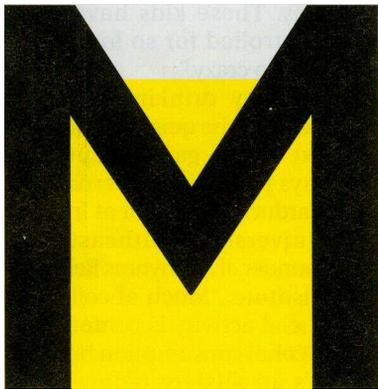
# A NATION OF WIMPS

Parents are going to ludicrous lengths to take the lumps and bumps out of life for their children. However well-intentioned, parental hyperconcern and microscrutiny have the net effect of making kids more fragile. That may be why the young are breaking down in record numbers.

BY HARA ESTROFF MARANO PHOTOGRAPHS BY KARJEAN LEVINE







## AYBE IT'S THE CYCLIST IN THE PARK, TRIM UNDER HIS SLEEK METALLIC BLUE

helmet, cruising along the dirt path... at three miles an hour. On his tricycle.

Or perhaps it's today's playground, all-rubber-cushioned surface where kids used to skin their knees. And...wait a minute...those aren't little kids playing. Their mommies—and especially their daddies—are in there with them, coplaying or play-by-play coaching. Few take it half-easy on the perimeter benches, as parents used to do, letting the kids figure things out for themselves.

Then there are the sanitizing gels, with which over a third of parents now send their kids to school, according to a recent survey. Presumably, parents now worry that school bathrooms are not good enough for their children.

Consider the teacher new to an upscale suburban town. Shuffling through the sheaf of reports certifying the educational "accommodations" he was required to make for many of his history students, he was struck by the exhaustive, well-written—and obviously costly—one on behalf of a girl who was already proving among the most competent of his ninth-graders. "She's somewhat neurotic," he confides, "but she is bright, organized and conscientious—the type who'd get to school to turn in a paper on time, even if she were dying of stomach flu." He finally found the disability he was to make allowances for: difficulty with Gestalt thinking. The 13-year-old "couldn't see the big picture." That cleverly devised defect (what 13-year-old can construct the big picture?) would allow her to take all her tests untimed, especially the big one at the end of the rainbow, the college-worthy SAT.

Behold the wholly sanitized childhood, without skinned knees or the occasional C in history. "Kids need to feel badly sometimes," says child psychologist David Elkind, professor at Tufts

University. "We learn through experience and we learn through bad experiences. Through failure we learn how to cope."

Messing up, however, even in the playground, is wildly out of style. Although error and experimentation are the true mothers of success, parents are taking pains to remove failure from the equation.

"Life is planned out for us," says Elise Kramer, a Cornell University junior. "But we don't know what to want." As Elkind puts it, "Parents and schools are no longer geared toward child development, they're geared to academic achievement."

No one doubts that there are significant economic forces pushing parents to invest so heavily in their children's outcome from an early age. But taking all the discomfort, disappointment and even the play out of development, especially while increasing pressure for success, turns out to be misguided by just about 180 degrees. With few challenges all their own, kids are unable to forge their creative adaptations to the normal vicissitudes of life. That not only makes them risk-averse, it makes them psychologically fragile, riddled with anxiety. In the process they're robbed of identity, meaning and a sense of accomplishment, to say nothing of a shot at real happiness. Forget, too, about perseverance, not simply a moral virtue but a necessary life skill. These turn out to be the spreading psychic fault lines of 21st-century youth. Whether we want to or not, we're on our way to creating a nation of wimps.

### THE FRAGILITY FACTOR

College, it seems, is where the fragility factor is now making its greatest mark. It's where intellectual and developmental tracks converge as the emotional training wheels come off. By all accounts, psychological distress is rampant on college campuses. It takes a variety of forms, including anxiety and depression—which

# OVERPARENTING CAN CREATE LIFELONG VULNERABILITY TO ANXIETY AND DEPRESSION.

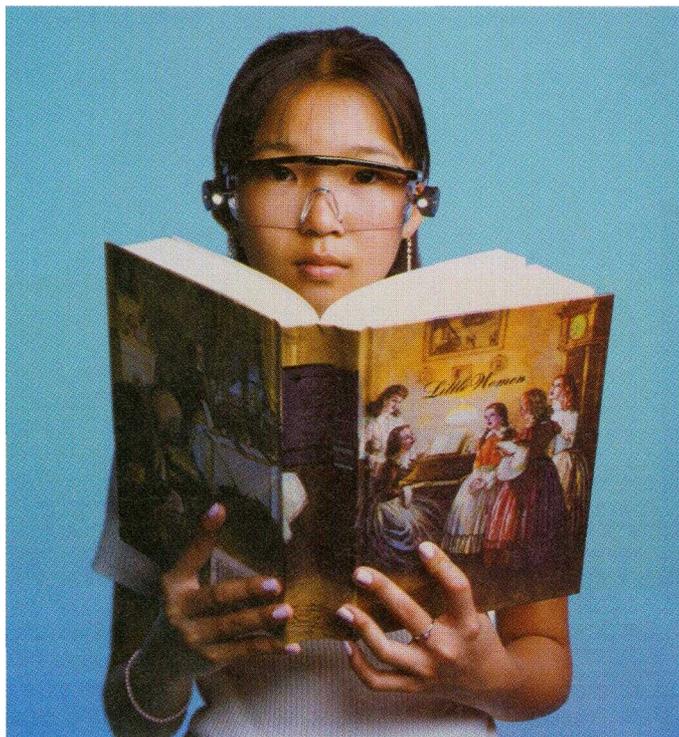
are increasingly regarded as two faces of the same coin—binge drinking and substance abuse, self-mutilation and other forms of disconnection. The mental state of students is now so precarious for so many that, says Steven Hyman, provost of Harvard University and former director of the National Institute of Mental Health, "it is interfering with the core mission of the university."

The severity of student mental health problems has been rising since 1988, according to an annual survey of counseling center directors. Through 1996, the most common problems raised by students were relationship issues. That is developmentally appropriate, reports Sherry Benton, assistant director of counseling at Kansas State University. But in 1996, anxiety overtook relationship concerns and has remained the major problem. The University of Michigan Depression Center, the nation's first, estimates that 15 percent of college students nationwide are suffering from that disorder alone.

Relationship problems haven't gone away; their nature has dramatically shifted and the severity escalated. Colleges report ever more cases of obsessive pursuit, otherwise known as stalking, leading to violence, even death. Anorexia or bulimia in florid or subclinical form now afflicts 40 percent of women at some time in their college career. Eleven weeks into a semester, reports psychologist Russ Federman, head of counseling at the University of Virginia, "all appointment slots are filled. But the students don't stop coming."

Drinking, too, has changed. Once a means of social lubrication, it has acquired a darker, more desperate nature. Campuses nationwide are reporting record increases in binge drinking over the past decade, with students often stuporous in class, if they get there at all. Psychologist Paul E. Joffe, chair of the suicide prevention team at the University of Illinois at Urbana-Champaign, contends that at bottom binge-drinking is a quest for authenticity and intensity of experience. It gives young people something all their own to talk about, and sharing stories about the path to passing out is a primary purpose. It's an inverted world in which drinking to oblivion is the way to feel connected and alive.

"There is a ritual every university administrator has come to fear," reports John Portmann, professor of religious studies at



the University of Virginia. "Every fall, parents drop off their well-groomed freshmen and within two or three days many have consumed a dangerous amount of alcohol and placed themselves in harm's way. These kids have been controlled for so long, they just go crazy."

Heavy drinking has also become the quickest and easiest way to gain acceptance, says psychologist Bernardo J. Carducci, professor at Indiana University Southeast and founder of its Shyness Research Institute. "Much of collegiate social activity is centered on alcohol consumption because it's an anxiety reducer and demands no social skills," he says. "Plus it provides an instant identity; it lets people know that you are willing to belong."

## WELCOME TO THE HOTHOUSE

Talk to a college president or administrator and you're almost certainly bound to hear tales of the parents who call at 2 a.m. to protest Branden's C in economics because it's going to damage his shot at grad school.

Shortly after psychologist Robert Epstein announced to his university students that he expected them to work hard and would hold them to high standards, he heard from a parent—on official judicial stationery—asking how he could dare mistreat the young. Epstein, former editor in chief of *Psychology Today*, eventually filed a complaint with the California commission on judicial misconduct, and the judge was censured for abusing his office—but not before he created havoc in the psychology department at the University of California San Diego.

Enter: grade inflation. When he took over as president of Harvard in July 2001, Lawrence Summers publicly ridiculed the value of honors after discovering that 94 percent of the college's seniors were graduating with them. Safer to lower the bar than raise the discomfort level. Grade inflation is the institutional response to parental anxiety about school demands on children, contends social historian Peter Stearns of George Mason University. As such, it is a pure index of emotional overinvestment in a child's success. And it rests on a notion of juvenile frailty—"the assumption that children are easily bruised and need explicit uplift," Stearns argues in his book, *Anxious Parenting: A History of Modern Childrearing in America*.

Parental protectionism may reach its most comic excesses in college, but it doesn't begin there. Primary schools and high schools are arguably just as guilty of grade inflation. But if you're searching for someone to blame, consider Dr. Seuss. "Parents have told their kids from day one that there's no end to what they are capable of doing," says Virginia's Portmann. "They read them the Dr. Seuss book *Oh, the Places You'll Go!* and create bumper stickers telling the world their child is an honor student. American parents today expect their children to be perfect—the smartest, fastest, most charming people in the universe. And if they can't get the children to prove it on their own, they'll turn to doctors to make their kids into the people that parents want to believe their kids are."

What they're really doing, he stresses, is "showing kids how to work the system for their own benefit."

And subjecting them to intense scrutiny. "I wish my parents had some hobby other than me," one young patient told David Anderegg, a child psychologist in Lenox, Massachusetts, and professor of psychology at Bennington College. Anderegg finds that anxious parents are hyperattentive to their kids, reactive to every blip of their child's day, eager to solve every problem for their child—and believe that's good parenting. "If you have an infant and the baby has gas, burping the baby is being a good parent. But when you have a 10-year-old who has metaphoric gas, you don't have to burp him. You have to let him sit with it, try to figure out what to do about it. He then learns to tolerate moderate amounts of difficulty, and it's not the end of the world."

#### ARRIVEDERCI, PLAYTIME

In the hothouse that child raising has become, play is all but dead. Over 40,000 U.S. schools no longer have recess. And what play there is has been corrupted. The organized sports many kids participate in are managed by adults; difficulties that arise are not worked out by kids but adjudicated by adult referees.

## A DANGEROUS NEW REMEDY FOR ANXIETY

**O**f all the disorders now afflicting young people, perhaps most puzzling is self-injury—deliberate cutting, cigarette-burning or other repetitive mutilation of body tissue. No one knows whether it's a sudden epidemic or has been rising gradually, but there appears to be an absolute increase in occurrence: "It has now reached critical mass and is on all our radar screens," says Russ Federman, director of counseling at the University of Virginia.

It's highly disturbing for a student to walk into a dorm room and find her roommate meticulously slicing her thighs with a shard of glass or a razor. But it may be the emblematic activity of the psychically shielded and overly fragile. People "do it to feel better. It's an impulsive act done to regulate mood," observes Armando Favazza, author of *Bodies Under Siege: Self Mutilation in Psychiatry and Culture*.

It's basically a very effective "home remedy" for anxiety, states Chicago psychiatrist Arthur Neilsen, who teaches at Northwestern University. People who deliberately hurt themselves—twice as many women as men—report "it's like popping a balloon." There's an immediate release of tension. It also serves an important defense—distraction—stresses Federman. "In the midst of emotional turmoil, physical pain helps people disconnect from the turmoil." But the effect is very short-lived.

Self-harm reflects young people's inability to find something that makes them feel fully alive. Earlier generations sought meaning in movements of social change or intellectual engagement inside and outside the classroom. "But young people are not speaking up or asking questions in the classroom," reports John Portmann, professor of religious studies at the University of Virginia and author of *Bad for Us: The Lure of Self-Harm*. It may be that cutting *is* their form of protest. So constrained and stressed by expectations, so invaded by parental control, they have no room to turn—except against themselves. —HEM

"So many toys now are designed by and for adults," says Tufts' Elkind. When kids do engage in their own kind of play, parents become alarmed. Anderegg points to kids exercising time-honored curiosity by playing doctor. "It's normal for children to have curiosity about other children's genitals," he says. "But when they do, most parents I know are totally freaked out. They wonder what's wrong."

Kids are having a hard time even playing neighborhood pickup games because they've never done it, observes Barbara Carlson, president and cofounder of Putting Families First. "They've been told by their coaches where on the field to stand, told by their parents what color socks to wear, told by the referees who's won and what's fair. Kids are losing leadership skills."

A lot has been written about the commercialization of children's play, but not the side effects, says Elkind. "Children aren't getting any benefits out of play as they once did." From the beginning play helps children learn how to control themselves, how to interact with others. Contrary to the widely held belief that only intellectual activities build a sharp brain, it's in play that cognitive agility really develops. Studies of children and adults around the world demonstrate that social engagement actually improves intellectual skills. It fosters decision-making, memory and thinking, speed of mental processing. This shouldn't come as a surprise. After all, the human mind is believed to have evolved to deal with social problems.

#### THE ETERNAL UMBILICUS

It's bad enough that today's children are raised in a psychological hothouse where they are overmonitored and oversheltered. But that hothouse no longer has geographical or temporal boundaries. For that you can thank the cell phone. Even in college—or perhaps especially at college—students are typically in contact with their parents several times a day, reporting every flicker of experience. One long-distance call overheard on a

recent cross-campus walk: "Hi, Mom. I just got an ice-cream cone; can you believe they put sprinkles on the bottom as well as on top?"

"Kids are constantly talking to parents," laments Cornell student Kramer, which makes them perpetually homesick. Of course, they're not telling the folks everything, notes Portmann. "They're not calling their parents to say, 'I really went wild last Friday at the frat house and now I might have chlamydia. Should I go to the student health center?'"

The perpetual access to parents infantilizes the young, keeping them in a permanent state of dependency. Whenever the slightest difficulty arises, "they're constantly referring to their parents for guidance," reports Kramer. They're not learning how to manage for themselves.

Think of the cell phone as the eternal umbilicus. One of the ways we grow up is by internalizing an image of Mom and Dad and the values and advice they imparted over the early years. Then, whenever we find ourselves faced with uncertainty or difficulty, we call on that internalized image. We become, in a way, all the wise adults we've had the privilege to know. "But cell phones keep kids from figuring out what to do," says Andereg. "They've never internalized any images; all they've internalized is 'call Mom or Dad.'"

Some psychologists think we have yet to recognize the full impact of the cell phone on child development, because its use is so new. Although there are far too many variables to establish clear causes and effects, Indiana's Carducci believes that reliance on cell phones undermines the young by destroying the ability to plan ahead. "The first thing students do when they walk out the door of my classroom is flip open the cell phone. Ninety-five percent of the conversations go like this: 'I just got out of class; I'll see you in the library in five minutes.' Absent the phone, you'd have to make arrangements ahead of time; you'd have to think ahead."

Herein lies another possible pathway to depression. The ability to plan resides in the prefrontal cortex (PFC), the executive branch of the brain. The PFC is a critical part of the self-regulation system, and it's deeply implicated in depres-

sion, a disorder increasingly seen as caused or maintained by unregulated thought patterns—lack of intellectual rigor, if you will. Cognitive therapy owes its very effectiveness to the systematic application of critical thinking to emotional reactions. Further, it's in the setting of goals and progress in working toward them, however mundane they are, that positive feelings are generated. From such everyday activity, resistance to depression is born.

What's more, cell phones—along with the instant availability of cash and almost any consumer good your heart desires—promote fragility by weakening self-regulation. "You get used to things happening right away," says Carducci. You not only want the pizza now, you generalize that expectation to other domains, like friendship and intimate relationships. You become frustrated and impatient easily. You become unwilling to work out problems. And so relationships fail—perhaps the single most powerful experience leading to depression.

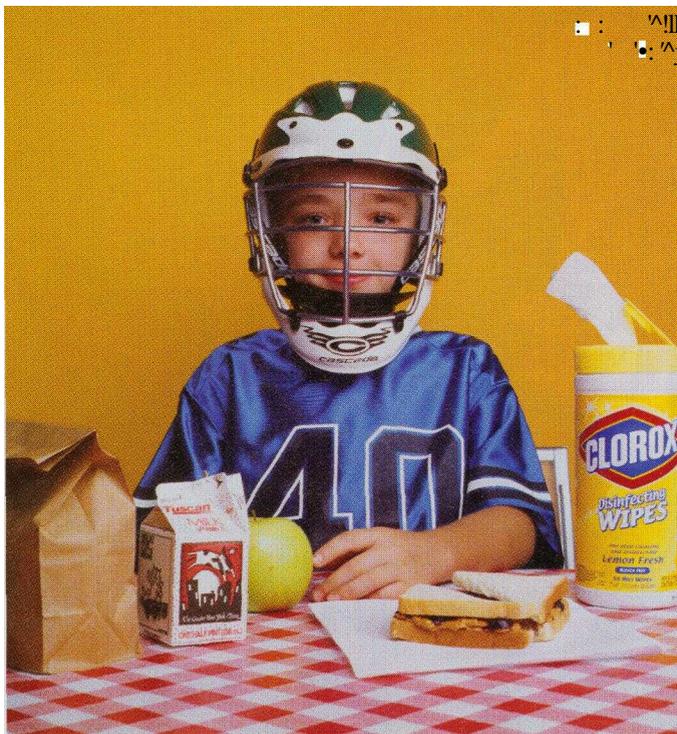
#### FROM SCRUTINY TO ANXIETY...AND BEYOND

The 1990s witnessed a landmark reversal in the traditional patterns of psychopathology. While rates of depression rise with advancing age among people over 40, they're now increasing fastest among children, striking more children at younger and younger ages.

In his now-famous studies of how children's temperaments play out, Harvard psychologist

Jerome Kagan has shown unequivocally that what creates anxious children is parents hovering and protecting them from stressful experiences. About 20 percent of babies are born with a high-strung temperament. They can be spotted even in the womb; they have fast heartbeats. Their nervous systems are innately programmed to be overexcitable in response to stimulation, constantly sending out false alarms about what is dangerous.

As infants and children this group experiences stress in situations most kids find unthreatening, and they may go through childhood and even adulthood fearful of unfamiliar people and events, withdrawn and shy. At school age they become cautious, quiet and introverted. Left to their own devices they grow up shrinking



**PARENTS NEED TO GIVE KIDS-AND THEMSELVES-A BREAK BY LOOSENING THEIR INVASIVE CONTROL: SOONER OR LATER, MOST KIDS WILL BE FORCED TO CONFRONT THEIR OWN MEDIOCRITY.**

# TEENS USE IRONY AND DETACHMENT TO "HIDE IN PLAIN SIGHT" THEY JUST DON'T WANT TO BE EXPOSED TO ANY MORE SCRUTINY.

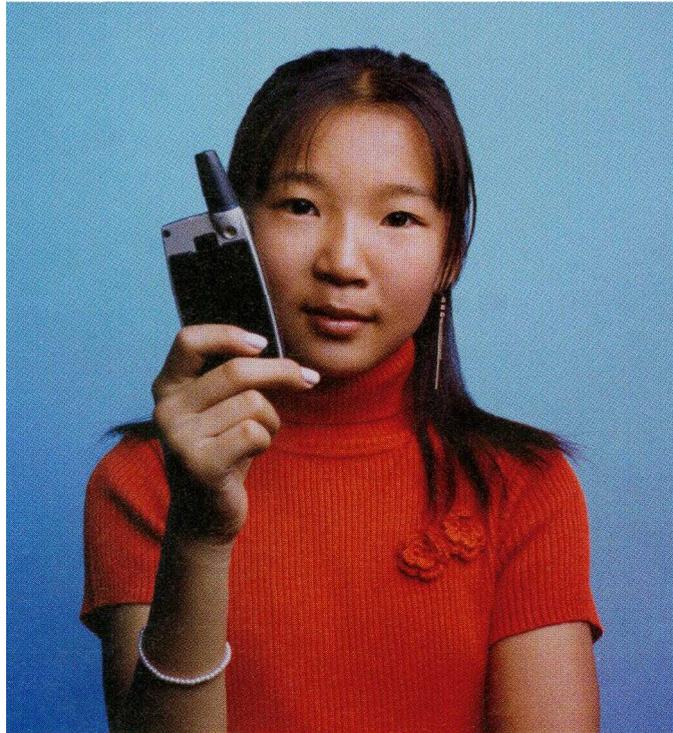
from social encounters. They lack confidence around others. They're easily influenced by others. They are sitting ducks for bullies. And they are on the path to depression.

While their innate reactivity seems to destine all these children for later anxiety disorders, things didn't turn out that way. Between a touchy temperament in infancy and persistence of anxiety stand two highly significant things: parents. Kagan found to his surprise that the development of anxiety was scarcely inevitable despite apparent genetic programming. At age 2, none of the overexcitable infants wound up fearful if their parents backed off from hovering and allowed the children to find some comfortable level of accommodation to the world on their own. Those parents who overprotected their children—directly observed by conducting interviews in the home—brought out the worst in them.

A small percentage of children seem almost invulnerable to anxiety from the start. But the overwhelming majority of kids are somewhere in between. For them, overparenting can program the nervous system to create lifelong vulnerability to anxiety and depression.

There is in these studies a lesson for all parents. Those who allow their kids to find a way to deal with life's day-to-day stresses by themselves are helping them develop resilience and coping strategies. "Children need to be gently encouraged to take risks and learn that nothing terrible happens," says Michael Liebowitz, clinical professor of psychiatry at Columbia University and head of the Anxiety Disorders Clinic at New York State Psychiatric Institute. "They need gradual exposure to find that the world is not dangerous. Having overprotective parents is a risk factor for anxiety disorders because children do not have opportunities to master their innate shyness and become more comfortable in the world." They never learn to dampen the pathways from perception to alarm reaction.

Hothouse parenting undermines children in other ways, too, says Anderegg. Being examined all the time makes children extremely self-conscious. As a result they get less communicative; scrutiny teaches them to bury their real feelings deeply. And most of all, self-consciousness removes the safety to be experimental and playful. "If every drawing is going to end up



on your parents' refrigerator, you're not free to fool around, to goof up or make mistakes," says Anderegg.

Parental hovering is **why** so many teenagers are so ironic, he notes. It's a kind of detachment, "a way of hiding in plain sight. They just don't want to be exposed to any more scrutiny."

Parents are always so concerned about children having high self-esteem, he adds. "But when you cheat on their behalf to get them ahead of other children"—by pursuing accommodations and recommendations—"you just completely corrode their sense of self. They feel 'I couldn't do this on my own.' It robs them of their own sense of efficacy." A child comes to think, "if I need every advantage I can get, then perhaps there is really something wrong with me." A slam dunk for depression.

Virginia's Portmann feels the effects are even more pernicious; they weaken the whole fabric of society. He sees young people becoming weaker right before his eyes, more responsive to the herd, too eager to fit in—less assertive in the classroom, unwilling to disagree with their peers, afraid to question authority, more willing to conform to the expectations of those on the next rung of power above them.

## ENDLESS ADOLESCENCE

The end result of cheating childhood is to extend it forever. Despite all the parental pressure, and probably because of it, kids are pushing back—in their own way. They're taking longer to grow up.

Adulthood no longer begins when adolescence ends, according to a recent report by University of Pennsylvania sociologist Frank F. Furstenberg and colleagues. There is, instead, a growing no-man's-land of postadolescence from 20 to 30, which they dub "early adulthood." Those in it look like adults but "haven't become fully adult yet—traditionally defined as finishing school, landing a job with benefits, marrying and parenting—because they are not ready or perhaps not permitted to do so."

Using the classic benchmarks of adulthood, 65 percent of males had reached adulthood by the age of 30 in 1960. By contrast, in 2000, only 31 percent had. Among women, 77 percent met the benchmarks of adulthood by age 30 in 1960. By 2000, the number had fallen to 46 percent.

## BOOM BOOM BOOMERANG

Take away play from the front end of development and it finds a way onto the back end. A steady march of success through regimented childhood arranged and monitored by parents creates young adults who need time to explore themselves. "They often need a period in college or afterward to legitimately experiment—to be children," says historian Steams. "There's decent historical evidence to suggest that societies that allow kids a few years of latitude and even moderate [rebellion] end up with healthier kids than societies that pretend such impulses don't exist."

Marriage is one benchmark of adulthood, but its antecedents extend well into childhood. "The precursor to marriage is dating, and the precursor to dating is playing," says Carducci. The less time children spend in free play, the less socially competent they'll be as adults. It's in play that we learn give and take, the

## UN-ADVICE FOR PARENTS

CHILL OUT! IF YOU'RE NOT HAVING FUN, YOU MAY BE PUSHING YOUR KIDS TOO HARD. —

- Never invest more in an outcome than your child does.
- Allow children of all ages time for free play. It's a natural way to learn regulation, social skills and cognitive skills.
- Be reasonable about what is dangerous and what is not. Some risk-taking is healthy.
- Don't overreact to every bad grade or negative encounter your child has. Sometimes discomfort is the appropriate response to a situation—and a stimulus to self-improvement.;
- Don't be too willing to slap a disease label on your child at the first sign of a problem; instead, spend some time helping your child learn how to deal with the problem.
- Peers are important, but young people also need to spend time socializing with adults in order to know how to *be* adults.
- Modify your expectations about child-raising in light of your child's temperament; the same actions don't work with everyone.
- Recognize that there are many paths to success. Allow your children latitude—even to take a year off before starting college.
- Don't manipulate the academic system on behalf of your child; it makes kids guilty and doubtful of their own ability.
- Remember that the goal of child-rearing is to raise an independent adult. Encourage your children to think for themselves, to disagree (respectfully) with authority, even to incur the critical gaze of their peers.

fundamental rhythm of all relationships. We learn how to read the feelings of others and how to negotiate conflicts. Taking the play out of childhood, he says, is bound to create a developmental lag, and he sees it clearly in the social patterns of today's adolescents and young adults, who hang around in groups that are more typical of childhood. Not to be forgotten: The backdrop of continued high levels of divorce confuses kids already too fragile to take the huge risk of commitment.

## JUST WHOSE SHARK TANK IS IT ANYWAY?

The stressful world of cutthroat competition that parents see their kids facing may not even exist. Or it exists, but more in their mind than in reality—not quite a fiction, more like a distorting mirror. "Parents perceive the world as a terribly competitive place," observes Anderegg. "And many of them project that onto their children when they're the ones who live or work in a competitive environment. They then imagine that their children must be swimming in a big shark tank, too."

"It's hard to know what the world is going to look like 10 years from now," says Elkind. "How best do you prepare kids for that? Parents think that earlier is better. That's a natural intuition, but it happens to be wrong."

What if parents have micromanaged their kids' lives because they've hitched their measurement of success to a single event whose value to life and paycheck they have frantically overestimated? No one denies the Ivy League offers excellent learning experiences, but most educators know that some of the best programs exist at schools that don't top the *U.S. News and World* .Report list, and that with the right attitude—a willingness to be engaged by new ideas—it's possible to get a meaningful education almost anywhere. Further, argues historian Steams, there are ample openings for students at an array of colleges. "We have a competitive frenzy that frankly involves parents more than it involves kids themselves," he observes, both as a father of eight and teacher of many. "Kids are more ambivalent about the college race than are parents."

Yet the very process of application to select colleges undermines both the goal of education and the inherent strengths of young people. "It makes kids sneaky," says Anderegg. Bending rules and calling in favors to give one's kid a competitive edge is morally corrosive.

Like Steams, he is alarmed that parents, pursuing disability diagnoses so that children can take untimed SATs, actually encourage kids to think of themselves as sickly and fragile. Colleges no longer know when SATs are untimed—but the kids know. "The kids know when you're cheating on their behalf," says Anderegg, "and it makes them feel terribly guilty. Sometimes they arrange to fail to right the scales. And when you cheat on their behalf, you completely undermine their sense of self-esteem. They feel they didn't earn it on their own."

In buying their children accommodations to assuage their own anxiety, parents are actually locking their kids into fragility. Says the suburban teacher: "Exams are a fact of life. They are anxiety-producing. The kids never learn how to cope with anxiety."

## PUTTING WORRY IN ITS PLACE

Children, however, are not the only ones who are harmed by hyperconcern. Vigilance is enormously taxing—and it's taken all the fun out of parenting. "Parenting has in some measurable ways become less enjoyable than it used to be," says Steams. "I find parents less willing to indulge their children's sense of time. So they either force-feed them or do things for them."

Parents need to (NATION OF WIMPS *continued on page 103*)

(NATION OF WIMPS *continued from page 70*) abandon the idea of perfection and give up some of the invasive control they've maintained over their children. The goal of parenting, Portmann reminds, is to raise an independent human being. Sooner or later, he says, most kids will be forced to confront their own mediocrity. Parents may find it easier to give up some control if they recognize they have exaggerated many of the dangers of childhood—although they have steadfastly ignored others, namely the removal of recess from schools and the ubiquity of video games that encourage aggression.

## THERE ARE KIDS WORTH WORRYING ABOUT-KIDS IN POVERTY.

The childhood we've introduced to our children is very different from that in past eras, Epstein stresses. Children no longer work at young ages. They stay in school for longer periods of time and spend more time exclusively in the company of peers. Children are far less integrated into adult society than they used to be at every step of the way. We've introduced laws that give children many rights and protections—although we have allowed media and marketers to have free access.

In changing the nature of childhood, Steams argues, we've introduced a tendency to assume that children can't handle difficult situations. "Middle-class parents especially assume that if kids start getting into difficulty they need to rush in and do it for them, rather than let them flounder a bit and learn from it. I don't mean we should abandon them," he says, "but give them more credit for figuring things out." And recognize that parents themselves have created many of the stresses and anxieties children are suffering from, without giving them tools to manage them.

While the adults are at it, they need to remember that one of the goals of higher education is to help young people develop the capacity to think for themselves.

Although we're well on our way to making kids more fragile, no one thinks that kids and young adults are fundamentally more flawed than in previous generations. Maybe many will "recover" from diagnoses too liberally slapped on to them. In his own studies of 14 skills he has identified as essential for adulthood in American culture, from love to leadership, Epstein has found that "although teens don't necessarily behave in a competent way, they have the potential to be every bit as competent and as incompetent as adults."

Parental anxiety has its place. But the way things now stand, it's not being applied wisely. We're paying too much attention to too few kids—and in the end, the wrong kids. As with the girl whose parents bought her the Gestalt-defect diagnosis, resources are being expended for kids who don't need them.

There are kids who are worth worrying about—kids in poverty, stresses Anderregg. "We focus so much on our own children," says EUdnd, "It's time to begin caring about all children." **PT**

June 6, 2003

«FirstName» «LastName»  
«Address1»  
«City», «State» «PostalCode»

Dear «FirstName»:

As all of us look forward to our European Tour and the next fall season, I wanted to share with you a review of the past year with you in "numbers". A part of what we try to do to take people to their soccer potential is to frame our athletic culture with these three fundamental ideas:

People do what you inspect not what you expect.

Players develop best in competitive environments.

- The truly great athletes (the ones that are ambitious and hard working) want constant feedback and information about where they are and where they need to concentrate to get better.

I have enclosed a recent (May 26, 2003) *Time* magazine article on Annika Sorenstam that makes mention of "numbers" that bears some comparison with what we try to do with our "competitive cauldrons", athletic and technical tracking and thorough information packets. A middle paragraph in the article struck me most:

*"Sorenstam, a math lover and self-confessed geek, says 'the numbers always tell the truth.' For 16 years she has kept a spreadsheet with all her vital golfing stats - scoring, putting, driving. In 1987 'my scoring average was 77', she notes. Last year it was an LPGA record 68.70 (Tiger Woods' average was 68.56.) 'It's fun to see the progress', she says. Despite the presence of phenoms such as Karrie Webb and Se Ri Pak, Sorenstam has owned the past two seasons. In 2001 she won 11 tournaments and shot a record-low round of 59; last year she won 13 times, matching a mark set by Hall of Famer Mickey Wright in 1963. 'I have days when everything/alls into place, but then I think, 'Why can't I do this more often.?'"*

*Her perfectionism stems from her hypercompetitive childhood in the small Swedish town of Bro.)"*

We have always tried to set up an environment here that is "hypercompetitive" with "numbers always telling the truth" designed to take our players to the highest level. Numbers help us do it because there is something very clear and uncompromising about them. I like this tie in with Annika because like us she wants to test her limits and reach her full potential and even though her "spread sheet" was over 16 years and ours is only over 4, I want the players to take responsibility for their own successes and failures. I also want our players to feel "its fun to see the progress" as well. And with few exceptions the progress over four years here is very clear with the numbers.

This is all a part of an effort to help these young women become accountable. Although it is always clear to us who works hard and trains properly that is a pretty meaningless understanding if the athlete herself has constructed a comfortable bubble around herself and is without accountability for her own (insert what applies) playing time, fitness level, performance. It is "human" to protect yourself in this fashion. After a while the numbers force even the most irresponsible to take stock and often this realization is the first step in reaching potential, becoming mature or demonstrating nobility ... sometimes growth is manifested in all three areas. Accountability is not just for the individuals on the weak side of the continuum but also anyone scattered along it including the very good who aspire to be extraordinary.

You as parents can help us with this. Unquestionably you are part of the reason we recruited your wonderful daughter. We have always felt that the parental support is one reason the talented young soccer player we recruit has ascended to her level. That is why, unlike many collegiate programs, we want you to participate with us and your daughter in everything: cookouts at Dino's, dinners at my house, golf in between Friday/Sunday games for parents and coaches, European tours, etc. One way you can continue to help is to still serve as sounding boards when your daughters come to you with their problems, obviously; but if it is a soccer issue, the best way to help them is to push them to become accountable and responsible for wherever they are in their game. Don't protect them from "the chaos of the universe" ... let them face it and be strengthened by it. Please don't use the numbers as a club to beat your daughter with but don't be naive if she purports to be killing herself all the time when the numbers indicate she might not be. The most thorough review is the fall composite matrix. Even though we compile the overall matrix at the end of the season (so we don't look at this to pick our lineups), the top ten generally is close to the starting unit. Even going back to when we started this in the early 90's, the #1 player in our fall competitive matrix has almost always been a member of the full national team, something we have been very proud of since usually she is the only collegiate player on the roster. If a player is not a starter, the higher they are on the list usually gets them on the field faster (where obviously with a poor performance they can lose time or their place or with a great performance solidify it or expand it... Gaston and Morrell are good examples from last fall of fighting to get on the field and then staying there). Other things to look for are long range athletic and long range technical tracking ... these reflect a combination of natural ability and work ethic. Hopefully a look at everything will give you an insight into what we see on a daily basis. And please don't feel if someone is low in one chart or another they are not training or playing to their potential, natural talent divides us all. Then the triumph in this individual is to keep working hard to push teammates in practice, to still remain positive and support the team mission and to demonstrate a nobility and dignity even though painfully this positive life force rarely gets to play.

I have also enclosed a chapter out of my book "The Vision of a Champion" on the ways young players can help their parents. I wrote it for high school aged girls, I hope you find it interesting. Please don't look for yourselves in there, I am very happy with the way all of our parents support their daughters and our program ... it's there in case any of you decide to visit the "dark side" so you can see the symptoms.

Also attached is our core values. Another part of what we try to do is take your daughters to their human potential as well. I hope you understand how much the entire staff enjoys the challenge of helping these wonderful young women to all (soccer and human) aspects of their potential.

Sincerely,

Anson Dorrance  
Head Women's Soccer Coach  
University of North Carolina

Enclosures: (The 2003-2003 Competitive Cauldron; Annika Sorenstam's article in *Time Magazine*; UNC's Core Values). And please feel free to share all of this with your daughter ... we are always very open and up front with all of them. See you soon, I hope.

## The University of North Carolina Women's Soccer Team's Core Values 2006

People who make a living from studying what makes organizations excellent usually boil their consistent success down to the group living a powerful set of core values. So if you were to read “**In Search of Excellence: Lessons from America's Best Run Companies**” (by Tom Peters et. Al) or “**Built to Last: Successful Habits of Visionary Companies**” (by Collins & Porras) or “**Good to Great: Why Some Companies Make the Leap . . . and Others Don't** (Collins) or even “**The Seven Habits of Highly Successful People** (Covey) or “**The 10 Natural Laws of Successful Time and Life Management**” (Smith), and these might be the best of the books by the brightest minds, . . . what these people are trying to teach us is this: there are certain principles of behavior that produce extraordinary results.

Every year when I meet with the rising seniors each week in the spring our discussions center around our core values and what they can do to live them and how they can help drive everyone within the culture to live them as well. Human nature being what it is, some leaders embrace the personal and public challenge of our discussions and some don't; just like some people within the culture live the core values and some just don't have the strength.

What we are trying to do now is collect our core values under an umbrella of quotes that are meaningful to us (coaches and rising seniors). Obviously since I have been reflecting on this longer and with a better understanding of what kind of behavior will positively effect our culture (because I have seen quite a bit in coaching the past 25 years) much of what you are going to digest are ideas that have inspired me. Still every rising senior has made contributions or is sold on these ideas because we ask them to review them in the spring. We need them to embrace and live what we have collected below because our culture and core values are only as strong as our leaders and what they endorse and drive as acceptable behavior.

**So over the past 25 years, since our program began in 1979, what are the best elements of our tradition? What are our core values?**

### The Core Values

- I. Let's begin with this, we don't whine. This individual can handle any situation and never complain about anything on or off the field. (*“The true joy in life is to be a force of fortune instead of a feverish, selfish little clod of ailments and grievances complaining that the world will not devote itself to making you happy.”* **George Bernard Shaw**).
- II. The truly extraordinary do something every day. This individual has remarkable **self-discipline**, does the summer workout sheets from beginning to end without omission or substitution, and every day has a plan to do something to get better. (*“Roosevelt, more than any other man living within the range of notoriety showed the singular primitive quality that belongs to ultimate matter, the quality that medieval theology assigned to God: ‘he was pure act’.*” **Henry Adams Theodore Rex – Desmond Morris**).
- III. And we want these four years of college to be rich, valuable and deep. This is that focused individual that is here for the “right reason” to get an education. She leads her life here with the proper balance and an orientation towards her intellectual growth, and against the highest public standards and most noble universal ideals, she makes good choices to best represent herself, her team, and her university. (*“College is about books. And by the word books, the proposition means this: College is about the best available tools—books, computers, lab equipment—for*

*broadening your mastery of one or more important subjects that will go on deepening your understanding of the world, yourself and the people around you.*

*This will almost certainly be the last time in your life when other people bear the expense of awarding you four years of financially unburdened time. If you use the years primarily for mastering the skills of social life—as though those skills shouldn't already have been acquired by the end of middle school—or if you use these years for testing the degree to which your vulnerable brain and body can bear the strains of the alcoholism with which a number of students depart campus, or the sexual excess that can seem so rewarding (to name only two of the lurking maelstroms), then you may ultimately leave this vast table of nutriment as the one more prematurely burnt-out case.” **Reynolds Price**).*

- IV. We work hard. This individual embodies the “indefatigable human spirit” and never stops pushing herself. She is absolutely **relentless** in training and in the match. (*“The difference between one person and another, between the weak and the powerful, the great and the insignificant, is energy – invisible determination . . . This quality will do anything that has to be done in the world, and no talents, no circumstances, no opportunities will make you a great person without it.” **Thomas Buxton – Philanthropist***).
- V. We don't freak out over ridiculous issues or live in fragile states of emotional catharsis or create crises where none should exist. The best example is the even-keeled stoic that is forever unflappable. The worst example is the “over-bred dog,” that high maintenance, overly sensitive “flower” that becomes unstable or volatile over nothing significant. (*“What an extraordinary place of liberties the West really is . . . exempt from many of the relentless physical and social obligations necessary for a traditional life for survival, they become spoiled and fragile like over bred dogs; neurotic and prone to a host of emotional crises elsewhere.” **Jason Elliot An Unexpected Light: Travels in Afghanistan***).
- VI. We choose to be positive. Nothing can depress or upset this powerful and positive life force – no mood swings, not even negative circumstances can affect this “rock”. (*“ . . . everything can be taken from a man but one thing: the last of the human freedoms – to choose one's attitude in any given set of circumstances, to choose one's own way. And there were always choices to make. Every day, every hour, offered the opportunity to make a decision, a decision which determined whether you would or would not submit to those powers which threatened to rob you of your very self, your inner freedom; which determined whether or not you would become the plaything of circumstance . . . in the final analysis it becomes clear that the sort of person (you are is) the result of an inner decision . . . therefore, any man can . . . decide . . . that (this) last inner freedom cannot be lost.” **Viktor E. Frankl Man's Search for Meaning***).
- VII. We treat everyone with respect. This is that angel that goes out of her way to never separate herself from anyone or make anyone feel beneath her. (*“Class is the graceful way you treat someone even when they can do nothing for you.” **Doug Smith, Mgr ('86)***
- VIII. We care about each other as teammates and as human beings. This is that non-judgmental, inclusive friend that never says a negative thing about anyone and embraces everyone because of their humanity, with no elitist separation by academic class, social class, race, religious preference, or sexual orientation. (*“No man is an island, entire of itself, every man is a piece of the continent, a part of the main . . . any man's death diminishes me, because I am involved in mankind, and therefore never send to know for whom the bell tolls; it tolls for thee.” **John Donne For Whom the Bell Tolls***).

- IX. When we don't play as much as we would like we are noble and still support the team and its mission. This remarkably noble, self sacrificing, generous human being **always** places the team before herself. (*"If there is a meaning in life at all, then there must be a meaning in suffering. Suffering is an ineradicable part of life, even as fate and death. Without suffering and death human life cannot be complete. The way in which a man accepts his fate and all the suffering it entails, the way in which he takes up his cross, gives him ample opportunity – even under the most difficult circumstances – to add a deeper meaning to his life. It may remain brave, dignified and unselfish. Or in the bitter fight for self-preservation he may forget his human dignity and become no more than an animal. Here lies the chance for a man either to make use of or to forgo the opportunities of attaining the moral values that a difficult situation may afford him. And this decides whether he is worthy of his sufferings or not."* **Viktor E. Frankl** Man's Search for Meaning).
- X. We play for each other. This is the kind of player that works herself to death covering for all of her teammates in the toughest games. Her effort and care (her verbal encouragement) make her a pleasure to play with and her selflessness helps everyone around her to be a better player. (*"People don't care how much you know until they know how much you care."* **Note given to me by Rakel Karvelsson (UNC '98)**)
- XI. We are well led. This is the verbal leader on the field that is less concerned about her popularity and more concerned about holding everyone to their highest standards and driving her teammates to their potential. This person competes all the time and demands that everyone else do as well! (*"Not long ago, to 'believe in yourself' meant taking a principled, and often lonely, stand when it appeared difficult or dangerous to do so. Now it means accepting one's own desires and inclinations, whatever they may be, and taking whatever steps that may be necessary to advance them."* **William Damon** Greater Expectations).
- XII. We want our lives (and not just in soccer) to be never ending ascensions but for that to happen properly our fundamental attitude about life and our appreciation for it is critical. This is that humble, gracious high-achiever that is thankful for everything that she has been given in life, and has a contagious generosity and optimism that lights up a room just by walking into it. (*"Finally there is the question of whether we have a duty to feel grateful. Hundreds of generations who came before us lived dire, short lives, in deprivation or hunger, in ignorance or under oppression or during war, and did so partly motivated by the dream that someday there would be men and women who lived long lives in liberty with plenty to eat and without fear of an approaching storm. Suffering through privation, those who came before us accumulated the knowledge that makes our lives favored; fought the battles that made our lives free; physically built much of what we rely on for our prosperity; and, most important, shaped the ideals of liberty. For all the myriad problems of modern society, we now live in the world our forebears would have wished for us—in many ways, a better place than they dared imagine. For us not to feel grateful is treacherous selfishness. Failing to feel grateful to those who came before is such a corrosive notion, it must account at some level for part of our bad feelings about the present. The solution—a rebirth of thankfulness—is in our self-interest"*. **Gregg Easterbrook**, The Progress Paradox.)

# The University of North Carolina

## Women's Soccer

### Self/Peer Evaluation

So with these things in mind let's look at where we stand and our teammates stand with our core values. First, measure yourselves against all twelve of them: "how many of them do you live and to what extent?". Then measure your teammates against them. (Obviously the freshmen just do a self-evaluation for now.) The grading scale is "1" to "4" with "1" being "an extraordinary example of this core value and "4" means this person rarely embodies this core value or is the embodiment of an "over-bred dog" or whatever the negative opposite extreme of that core value is . . .

1. We don't whine: this individual can handle any situation and never complains about anything on or off the field **ever**.
2. The truly extraordinary do something every day: this individual has remarkable **self-discipline**, does the summer workout sheets from beginning to the end without omission or substitution; every day has a plan to do something to get better.
3. And we want these four years of college to be rich, valuable and deep: this is that focused individual that is here for the right reason: to get an education. She leads her life here with the proper balance and an orientation toward her intellectual growth and makes good choices to represent herself, her team and her university well (against the highest public standards and most noble universal ideals).
4. We work hard: this individual is the "indefatigable human spirit" and **never** stops pushing herself, she is absolutely relentless in training and in the match.
5. We don't freak out over ridiculous issues or live in fragile states of emotional catharsis or create crises where none should exist: best example is the even keeled stoic that is forever unflappable. The worst example of this is the "over-bred dog" . . . that high maintenance, overly sensitive "flower" that becomes unstable or volatile over nothing significant.
6. We choose to be positive: nothing can depress or upset this powerful and positive life force, no mood swings, not even negative circumstances affect this "rock".
7. We treat everyone with respect: this is that angel that goes out of her way to never separate herself from anyone or make anyone feel beneath her.
8. We care about each other as teammates and as human beings: this is that non-judgmental inclusive friend that never says a negative thing about anyone and embraces everyone because of their humanity with no elitist separation by academic class, social class, race, religious preference or sexual orientation.
9. When we don't play as much or we would like, we are noble and still support the team and its mission: this remarkably noble self sacrificing generous human being **always** places the team before herself.
10. We play for each other: this is the kind of player that works herself to death covering for all her teammates in the toughest games. Her effort and care (her verbal encouragement) makes her a pleasure to play with and her selflessness helps everyone around her be a better player.
11. We are well led: this is a verbal leader on the field that is less concerned about her popularity and more concerned about holding everyone to their highest standards and driving her teammates to their potential . . . this person competes all the time and demands that everyone else do as well!
12. We want our lives (and not just in soccer) to be never ending ascensions but for that to happen properly our fundamental attitude about life and our appreciation for it is critical: this is that humble, gracious high achiever that is thankful for everything she has been given in life and with a contagious generosity and optimism lights up a room just by walking into it.

Right after you email your Peer / Self Evaluation back, begin memorizing the three core value quotes (from pages 1-3) assigned to your class below. They are listed in order of class.

- I: freshmen
- II: freshmen
- III: freshmen
- IV: sophomores
- V: sophomores
- VI: sophomores
- VII: juniors
- VIII: juniors
- IX: juniors
- X: seniors
- XI: seniors
- XII: seniors

You will be tested in front of the team in preseason, and then tested in every player conference that you have (three a year). Not only do you have to memorize them, but you have to understand them, so reflect on them as well. Anson Dorrance, former law school dropout, will be cross-examining you, and these have to be “performed” in front of your teammates . . . these are wonderful insights into how we should lead our lives so present them with some drama and passion! Be prepared!

**North Carolina  
Women's Soccer  
2006 Long Range Technical Tracking**

personal best

	F2003	W2004	S2004	F2004	W2005	S2005	F2005	W2006	S2006	F2006	
<b>Averbuch</b>											
Bogies offense (% scoring)							37.50			20.00	higher=better
Bogies defense (shutout %)							70.45				higher=better
Top Gun (% won)							79.40			81.80	higher=better
1v1 to Goal offense (% scoring)							42.50			62.50	higher=better
1v1 to Goal defense (shutout %)							15.90			67.10	higher=better
Technical Shooting (% scoring)											higher=better
1v1 Shooting (ppg)											higher=better
Triangle Passing (success pass/session)											higher=better
(2 min) LS/LR 20 yds (succ serves/session)							15.50		18.00	30.00	higher=better
(2 min) LS/LR 30 yds (succ serves/session)							3.80		12.00	25.40	higher=better
(2 min) LS/LR 45 yds (succ serves/session)							4.30		16.00	14.00	higher=better
(ave) Long Service R (yards)									60.00	72.00	higher=better
(ave) Long Service L (yards)									45.00	63.00	higher=better
(ave) Power Heading (yards)									23.50		higher=better
(ave) Clearing (gpa - based on 4.0)									2.80		higher=better
(best) Figure 8s (laps)									9.36		higher=better
(best) Passing Gates (goals)									7.00		higher=better
(best) Body Part Juggling (number)									37.00		higher=better
(best) Swedish Test (turns)									14.50		higher=better
(ave) Shooting Power R (mph)									60.00	66.00	higher=better
(ave) Shooting Power L (mph)									57.00	65.00	higher=better
(best) Bending Balls (% scoring)									50.00		higher=better
PKs (% scoring)									30.00	64.00	higher=better

	F2003	W2004	S2004	F2004	W2005	S2005	F2005	W2006	S2006	F2006	
<b>Guess</b>											
Bogies offense (% scoring)	29.69			10.71			30.43			0.00	higher=better
Bogies defense (shutout %)	77.78			61.76							higher=better
Top Gun (% won)	44.40	46.70		57.50			64.30			76.70	higher=better
1v1 to Goal offense (% scoring)	40.80		53.60	53.30			63.90			47.40	higher=better
1v1 to Goal defense (shutout %)	55.30		20.00	53.80			70.80			62.50	higher=better
Technical Shooting (% scoring)	31.50	43.90	40.30	34.50							higher=better
1v1 Shooting (ppg)	3.60	2.70	0.90	-3.80							higher=better
Triangle Passing (success pass/session)	1.10	0.80		2.00							higher=better
(2 min) LS/LR 20 yds (succ serves/session)		2.50		10.70		14.00	13.00			23.00	higher=better
(2 min) LS/LR 30 yds (succ serves/session)		2.00		3.50		10.00	3.80			15.80	higher=better
(2 min) LS/LR 45 yds (succ serves/session)		1.00		1.40		2.00	1.80			6.80	higher=better
(ave) Long Service R (yards)		40.00				41.00				51.25	higher=better
(ave) Long Service L (yards)		33.00				40.00				53.00	higher=better
(ave) Power Heading (yards)	19.50	20.30		17.80							higher=better
(ave) Clearing (gpa - based on 4.0)	3.00	2.30		2.50		3.50					higher=better
(best) Figure 8s (laps)						8.50					higher=better
(best) Passing Gates (goals)						7.00					higher=better
(best) Body Part Juggling (number)						11.00					higher=better
(best) Swedish Test (turns)						12.50					higher=better
(ave) Shooting Power R (mph)					70.00	64.00				61.00	higher=better
(ave) Shooting Power L (mph)					60.00	65.00				61.50	higher=better
(best) Bending Balls (% scoring)											higher=better
PKs (% scoring)										58.00	higher=better

**North Carolina  
Women' Soccer  
2006 Long Range Athletic Tracking**

*"People do what you inspect,  
not what you expect."*

personal best

	F 2003	W 2004	S 2004	F 2004	W 2005	S 2005	F 2005	W 2006	S 2006	F 2006	
<b>O'Reilly</b>											
Weight (lbs)											
Vert (in)				16.50	23.00	23.50	24.50	22.00	21.00		higher=better
Agility (s)					16.17	14.74	14.72	14.28			lower=better
Acceleration (m/s)					5.39	5.97	5.52	6.02			higher=better
Fastest Speed (m/s)					6.49	7.13	6.91	7.26			higher=better
Ave Speed (m/s)					6.23	6.87	6.59	6.89			higher=better
AA Fitness (fatigue) (%)					4.39	5.73	7.21	7.48			lower=better
Beep (m)					1760	1760		1680			higher=better

# University of North Carolina Women's Soccer

## 2006 Fall Final Statistical Composite Rankings by Order of Finish

Rank	Player	Category	Preseason Testing							Wt Test	Pres Tech	Aerobic Fitness		Spd Ladder	1v1's to Cone	1v1's to Goal		Bogies 1v1		BTP 1v1 (S/M) Clearing (D)	3 Tier Shoot	LSLR	PKs	Heading A&D	1/2 Field Games	Total Points	Player (05,04,03 Ranks)	Rank
			Sub-Category	Ave Spd	Fastest Spd	Accel	Agil	Vert J	Beep			120's	Cones			Offensive	Defensive	Offensive	Defensive									
			Sub-Cat Multiplier	1/2X*	1/2X*	1X	1/2X	1X	1X			1X	1X			2X	2X	1-2X	1-2X									
			Category Multiplier	4.5 X								1X	1X			2X	4X *	4X	4X									
1.	O'Reilly, Heather	4,4,13	2	1	1	1	5	2	15	9	1	1	1	4	1	13	5		1	1	19	8	8	16	203	O'Reilly, Heather	4,4,13	1.
2.	Averbuch, Yael	10,-,-	8	13	11	11	7	1	3	1	1	6	13	1	3	4	16	4	4	10	1	15	3	14	213	Averbuch, Yael	10,-,-	2.
3.	Heath, Tobin	-,-,-	3	6	8	1	4	4	4	15	1	8	6	5	10	1	9	1	1	17	14	6	19	5	230	Heath, Tobin	-,-,-	3.
4.	Maxwell, Jessica	-6,17	11	12	14	9	1	3	2	15	13	10	10	9	8	10	8	2	4	15	15	3	2	252	Maxwell, Jessica	-6,17	4.	
5.	Engen, Whitney	-,-,-	7	8	10	5	14	7	16	3	1	1	8	8	10	4	9	1	12	4	4	15	7	10	258	Engen, Whitney	-,-,-	5.
6.	Nogueira, Casey	-,-,-	5	9	7	6	2	14	13	15	14	10	11	2	5	12	10		7	4	18	10	14	1	262	Nogueira, Casey	-,-,-	6.
7.	Gayle, Robyn	8,9,-	1	1	1	2	2	5	1	15	11	16	4	6	14	7		6	1	20	8	15	21	9	269	Gayle, Robyn	8,9,-	7.
8.	Eveland, Kristi	-,-,-	4	3	2	4	7	9	7	9	1	1	7	11	6	19		7	3	13	6	15	9	17	301	Eveland, Kristi	-,-,-	8.
9.	Harris, Ariel	6,18,-	10	5	3	7	4	9	5	9	10	1	5	16	9	5		3	4	16	11	15	2	22	308	Harris, Ariel	6,18,-	9.
10.	Hawkins, Ali	-,-,-	15	15	15	15	16	9	14	1	1	11	16	12	12	18	11	5	7	11	12	3	3	20	368	Hawkins, Ali	-,-,-	10.
11.	Smith, Sterling	-,-,-	12	10	12	13	6	8	15	9	11	11	9	11	21	2	4		7	4	21	15	11	19	369	Smith, Sterling	-,-,-	11.
12.	Guess, Elizabeth	7,12,18	18	15	10	12	6	20	15	12	19	19	15	2	11	7	18		14	14	10	15	1	13	371	Guess, Elizabeth	7,12,18	12.
13.	Washington, Nikki	-,-,-	2	2	5	8	6	9	17	9	1	19	2	20	2	3	14	2	3	22	22	1	17	23	374	Washington, Nikki	-,-,-	13.
14.	Moraca, Mandy	15,-,-	1	6	3	2	6	3	15	9	1	6	3	13	16	21	13	11	7	15	17	6	13	21	378	Moraca, Mandy	15,-,-	14.
15.	Gilbert, Jaime	11,16,-	19	19	19	19	19	6	15	15	15	17	19	8	7	15	3		7	9	9	5	14	7	379	Gilbert, Jaime	11,16,-	15.
15.	Yates, Julie	13,21,-	18	16	17	18	14	8	12	15	16	10	16	7	17	11	17		7	12	23	9	6	4	379	Yates, Julie	13,21,-	15.
17.	Hayes, Melissa	-,-,-	20	20	20	14	12	19	8	15	21	15	20	18	15	6	12	9	4	2	13	4	10	6	381	Hayes, Melissa	-,-,-	17.
18.	Boneparth, Caroline	-,-,-	13	11	9	9	19	17	6	18	12	9	12	19	19	14	15		17	21	2	15	18	3	415	Boneparth, Caroline	-,-,-	18.
19.	Brooks, Katie	14,15,-	14	14	16	12	12	1	11	9	1	1	17	14	20	16	2		14	8	3	15	20	17	419	Brooks, Katie	14,15,-	19.
20.	Moore, Ashley	-,-,-	9	7	4	13	7	18	9	18	17	13	14	21	18	17	8		7	23	16	15	22	8	464	Moore, Ashley	-,-,-	20.
21.	Perkins, Jennifer	17,22,23	6	4	6	3	7	14	10	15	24	19	15	17	13	20	7		16	17	20	15	14	15	466	Perkins, Jennifer	17,22,23	21.
22.	Frederick, Betsy	20,-,-	16	18	18	17	7	16	19	18	18	23	18	14	22	22	10		5	3	7	2	12	12	470	Frederick, Betsy	20,-,-	22.
23.	Esposito, Kelly	21,-,-	17	17	13	16	16	9	20	15	22	14	21	22	23	23	6		18	19	5	15	23	11	557	Esposito, Kelly	21,-,-	23.

Rank	Player	Category	Preseason Testing							Wt Test	Pres Tech	Aerobic Fitness		Spd Ladder	1v1's to Cone	1v1's to Goal		Bogies 1v1		BTP 1v1	3 Tier Shoot	LSLR	PKs	Heading A&D	1/2 Field Games	Total Points	Keeper	
			Sub-Category	Ave Spd	Fastest Spd	Accel	Agil	Vert J	Beep			120's	Cones			Offensive	Defensive	Offensive	Defensive									
			Sub-Cat Multiplier	1/2X*	1/2X*	1X	1/2X	1X	1X			1X	1X			2X	2X	1-2X	1-2X									
			Category Multiplier	1X								1X				1X	5X	4X	3X ***									1X
1.	Rodenbough, Anna	3,-,-							1								1							1	7	Rodenbough, Anna	3,-,-	1.
2.	Harris, Ash	-,-,-							2								2							2	14	Harris, Ash	-,-,-	2.

NUMBERS IN BOLD INDICATE DATA EXTRAPOLATED FROM OTHER TESTING BECAUSE DRILL NOT DONE

\*\*\* Players are 2X for dominant position and 1X for secondary position

\* Central players (Hawkins, Averbuch, Hayes) have 2X for speed