



# The 5 C's of Leadership:

## An assessment tool to assist in the identification of student leaders.

Because a leader needs to have more than skills, this assessment tool frames student excellence around five educational aims or characteristics (the 5 C's) for an effective leader: competence, character, civility, citizenship and chemical health.

This instrument is designed to be used by chapter advisors, staff mentors, coaches, athletic directors, or administrators to assess an individual's potential as an effective leader.

### Usage:

- A chapter advisor should observe a potential student leader for a limited period of time.
- Circle the appropriate number that best describes the potential leader on each of the five components.
- Determine average and calculate the total of the average scores.
- Make a recommendation whether the student should be an HPP chapter leader, has potential, or should not be considered based on the average scores.
- Be sure to include comments about both positive and negative behaviors of the things that were observed.

Student Name \_\_\_\_\_

Athletic and Extracurricular Involvement: \_\_\_\_\_

Surveyor Name \_\_\_\_\_

**Calculation:** (To calculate average take total score of each category and divide by number of questions in category.)

Competence average \_\_\_\_\_  
Character average \_\_\_\_\_  
Civility average \_\_\_\_\_  
Citizenship average \_\_\_\_\_  
Chemical Health average \_\_\_\_\_

**Total Average Score** \_\_\_\_\_

**Scoring Key:** Student Leader 4.0 – 3.0; Leader in Training 2.9 – 2.1; Would not Recommend ≤ 2.0

**Recommendation:**  Student Leader  Leader in Training  Would Not Recommend

**Circle the number that best describes the evidence of the character of the potential leader.**

1= not evident    2 = sometimes evident    3 = mostly evident    4 = strongly evident

**COMPETENCE**

(Has the necessary knowledge and understanding of HPP, and indicates an ability to teach the lifestyle)

**Knowledge of HPP**

- Has actively engaged in learning the core science modules 1 2 3 4
- Demonstrates the skills necessary to teach others how to integrate HPP into their lifestyle 1 2 3 4

**Knowledge of the Extracurricular**

- Demonstrates knowledge of rules and guidelines related to chosen extracurricular 1 2 3 4
- Demonstrates knowledge of strategies related to chosen extracurricular 1 2 3 4

**Healthy Behaviors**

- Demonstrates a commitment to living a healthy lifestyle 1 2 3 4
- Shows commitment to health in multiple areas of their life, i.e. nutrition and chemical health 1 2 3 4

**Competence Score Average:** \_\_\_\_\_

**CHARACTER**

(Demonstrates attitudes and behaviors that relate to moral strength including: responsibility, accountability, dedication, trustworthiness, and self-control)

**Responsibility**

- Dependable in fulfilling obligations and commitments 1 2 3 4

**Accountability**

- Accepts responsibility for consequences of actions; doesn't make excuses or blame others 1 2 3 4

**Dedication**

- Strives to excel 1 2 3 4
- Is committed 1 2 3 4
- Perseveres, gives 100% effort; doesn't give up in the face of setbacks 1 2 3 4

**Trustworthiness**

- Demonstrates truthfulness 1 2 3 4
- Respects the rules and doesn't cheat 1 2 3 4

**Self-control**

- Controls anger and frustration; refrains from displays of temper and bad language 1 2 3 4
- Accepts success/failure gracefully 1 2 3 4

**Character Score Average:** \_\_\_\_\_

**Circle the number that best describes the evidence of the character of the potential leader.**

1= not evident    2 = sometimes evident    3 = mostly evident    4 = strongly evident

**CIVILITY**

(Demonstrates behavior that exemplifies consideration for others through respect, fairness, and caring)

**Respect**

- Practices good manners in all environments
- Treats all persons respectfully, regardless of individual differences
- Shows respect for legitimate authority (e.g. teachers, coaches, and other adults)

1 2 3 4  
1 2 3 4  
1 2 3 4

**Fairness**

- Is fair; treats others as one wishes to be treated

1 2 3 4

**Caring**

- Listens to and tries to understand others; is sensitive and compassionate
- Actively supports peers

1 2 3 4  
1 2 3 4

**Civility Score Average:** \_\_\_\_\_

**CITIZENSHIP**

(Represents social responsibility to extracurriculars and the community through commitment, teamwork, and role modeling)

**Commitment**

- Is faithful to the ideals of HPP, including having a positive attitude
- Keeps commitments
- Shows school/team spirit (encourages others, contributes to good morale)

1 2 3 4  
1 2 3 4  
1 2 3 4

**Teamwork**

- Puts the good of the group ahead of personal gain
- Works well with classmates/teammates to achieve group goals

1 2 3 4  
1 2 3 4

**Role Modeling**

- Sets a good example for peers, younger students, and the school community

1 2 3 4

**Citizenship Score Average:** \_\_\_\_\_

**Circle the number that best describes the evidence of the character of the potential leader.**

1= not evident    2 = sometimes evident    3 = mostly evident    4 = strongly evident

**CHEMICAL HEALTH**

(Supports zero tolerance of chemical use individually and for the group through role modeling, communication, and enforcement)

**Role Modeling**

- Follows the chemical use standards for the school code of conduct
- Signs the HPP pledge and follows the guidelines for higher standards

1 2 3 4  
1 2 3 4

**Communication**

- Speaks of standards of behavior especially of chemical health issues among peers
- Acts as a conduit between the peers and staff mentors

1 2 3 4  
1 2 3 4

**Enforcement**

- Confronts any group members/teammate that discourages or fails to comply with chemical health standards
- Takes any behaviors of concern or noncompliance of code of conduct to adult authority

1 2 3 4  
1 2 3 4

**Chemical Health Score Average:** \_\_\_\_\_

Additional Notes

**Areas of Strength:**

**Areas for Improvement:**

**Additional Comments:**



Life of an Athlete  
Human Performance Project



APPLIED  
PERFORMANCE  
SCIENCES

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