



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 1 2 3 4
- Treats all persons respectfully, regardless of individual differences 1 2 3 4
- Shows respect for legitimate authority (e.g. teachers, coaches, and other adults) 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 1 2 3 4
- Actively supports peers 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 1 2 3 4
- Keeps commitments 1 2 3 4
- Shows school/team spirit (encourages others, contributes to good morale) 1 2 3 4

Teamwork

- Puts the good of the group ahead of personal gain 1 2 3 4
- Works well with classmates/teammates to achieve group goals 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 1 2 3 4
- Signs the HPP pledge and follows the guidelines for higher standards 1 2 3 4

Communication

- Speaks of standards of behavior especially of chemical health issues among peers 1 2 3 4
- Acts as a conduit between the peers and staff mentors 1 2 3 4

Enforcement

- Confronts any group members/teammate that discourages or fails to comply with chemical health standards 1 2 3 4
- Takes any behaviors of concern or noncompliance of code of conduct to adult authority 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

Developed and funded in whole and or part, by the Illinois Department of Human Services and/or Substance Abuse and Mental Health Services Administration. The views, opinions, and content of this publication are those of the authors and contributors, and do not necessarily reflect the views, opinions, or policies of IDHS, SAMHSA, or HHS, and should not be construed as such.