



# LIFE OF AN ATHLETE

A Program of NHIAA

## THE FIVE 5C'S OF AN EFFECTIVE LEADER:

### An assessment tool to determine leadership characteristics

Because a leader needs to have more than skills, this assessment tool frames athletic excellence around five educational aims or characteristics (the 5 C's) for an effective leader: competence, civility, character, citizenship, and chemical health. This instrument is designed to be used by athletic directors, administrators, or coaches to assess an individual's potential as an effective leader.

#### Usage:

- An AD, coach, or other administrator 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 a team leader, has potential, or should not be considered based on the average scores.
- Be sure to include comments of the things that were observed, both positive and negative.

Student Name: \_\_\_\_\_ Team: \_\_\_\_\_

Coach: \_\_\_\_\_ Name Surveyor: \_\_\_\_\_

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

Competence average \_\_\_\_\_

Civility average \_\_\_\_\_

Character average \_\_\_\_\_

Citizenship average \_\_\_\_\_

Chemical Health average \_\_\_\_\_

**TOTAL AVERAGE SCORE:** \_\_\_\_\_

Recommendation: (circle one)

**Team Leader**

**Leader in Training**

**Would Not Recommend**

Areas of Strength:

Scoring Key:

4.0-3.0 = **Team Leader**

2.9-2.1 = **Leader in Training**

≤ 2.0 = **Would Not Recommend**

Areas for Improvement:



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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 necessary level of skill development and knowledge of game/strategies, and fitness/conditioning/  
healthy behavior

### Skill Development

C– 1.1 Has developed the skills necessary to participate competently in the game 1 2 3 4

### Knowledge of the Game/Strategies

C– 1.2 Demonstrates knowledge of the rules and conventions of the game 1 2 3 4

C– 1.3 Demonstrates knowledge of the strategies of the game 1 2 3 4

### Fitness/Conditioning/Healthy Behavior

C– 1.4 Demonstrates a level of physical conditioning and fitness sufficient of participate competently  
in the game 1 2 3 4

C– 1.5 Demonstrates knowledge of healthy behaviors, including nutritional issues 1 2 3 4

**COMPETENCE SCORE** (average of ratings of items 1.1-1.5): \_\_\_\_\_

## CIVILITY

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

### Respect

C– 2.1 Practices good manners on and off field; refrains from trash talk of opponents or teammates 1 2 3 4

C– 2.2 Treats all persons respectfully, regardless of individual differences 1 2 3 4

C– 2.3 Shows respect for legitimate authority (e.g. officials, coaches, and captains) 1 2 3 4

### Fairness

C– 2.4 Is fair; treats others as one wishes to be treated 1 2 3 4

### Caring

C– 2.5 Listens to and tries to understand others; is sensitive and compassionate 1 2 3 4

C– 2.6 Actively supports teammates and others 1 2 3 4

**CIVILITY SCORE** (average of ratings of items 2.1-2.6): \_\_\_\_\_



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## CHARACTER

Demonstrates attitudes and behaviors that relate to moral strength, including responsibility, accountability, dedication, trustworthiness/fair play, and self control

### Responsibility

C– 3.1 Dependable in fulfilling obligations 1 2 3 4

### Accountability

C– 3.2 Accepts responsibility for consequences of actions; doesn't make excuses or blame others 1 2 3 4

### Dedication

C– 3.3 Strives to excel 1 2 3 4

C– 3.4 Is committed 1 2 3 4

C– 3.5 Perseveres (gives 100% effort; doesn't give up in the face of setbacks) 1 2 3 4

### Trustworthiness/ Fair Play

C– 3.6 Demonstrates truthfulness 1 2 3 4

C– 3.7 Plays by the rules of the game; doesn't cheat 1 2 3 4

### Self Control

C– 3.8 Controls anger and frustration; refrains from displays of temper and bad language 1 2 3 4

C– 3.9 Accepts losing/winning gracefully (congratulates opponents; doesn't sulk or display other negative behavior) 1 2 3 4

**CHARACTER SCORE** (average of ratings of items 3.1-3.9): \_\_\_\_\_



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## CITIZENSHIP

Represents the social responsibility to the team and community through commitment, teamwork, and role modeling

### Commitment

C– 4.1 Is faithful to the ideals of the game, including sportsmanship **1 2 3 4**

C– 4.2 Keeps commitments to the team (e.g. is diligent about practice and following rules) **1 2 3 4**

C– 4.3 Shows team spirit (encourages others, contributes to good morale) **1 2 3 4**

### Teamwork

C– 4.5 Works well with teammates to achieve team goals **1 2 3 4**

### Role Modeling

C– 4.6 Sets a good example for teammates, younger players, fans, and school community **1 2 3 4**

**CITIZENSHIP SCORE** (average of ratings of items 4.1-4.6): \_\_\_\_\_

## CHEMICAL HEALTH

Supports zero tolerance of chemical health use individually and for the team through role modeling, communication, and enforcement

### Role Modeling

C– 5.1 Follows the standards for athlete chemical health use as dictated by the code of conduct **1 2 3 4**

### Communication

C– 5.2 Speaks of standards of behavior, especially of chemical health issues among teammates **1 2 3 4**

C– 5.3 Acts as a conduit between the team and coaches **1 2 3 4**

### Enforcement

C– 5.4 Confronts any teammate that discourages or fails to comply with chemical health standards **1 2 3 4**

C– 5.5 Takes any behaviors of concern or noncompliance of code of conduct to adult authority **1 2 3 4**

**CHEMICAL HEALTH SCORE** (average of ratings of items 5.1-5.5): \_\_\_\_\_