

Selection procedures

4.1.3.2 Leadership

The leadership criterion is considered highly important for membership selection. A faculty council may wish to interpret leadership in terms of number of offices a student has held in school or community organizations; however, it is important to recognize that leadership also exists outside elected positions including leadership roles with the classroom and effective participation in positions of responsibility in other activities offered on campus such as athletic team captains, section leaders in band and chorus, committee chairs in student groups, etc. Leadership roles in both the school and community may be considered, provided they can be verified.

Chapters are encouraged to consider a specific, objective standard for the leadership criterion. Such standards could include a specific number of leadership experiences required for all candidates or other indicators of leadership experience.

Leadership can be quantified by the candidate using his or her candidate information form; the quality or effectiveness of those leadership experiences can be assessed using teacher recommendations or faculty input forms submitted with professional comments by the staff of the school. (See also the subsection below on using supplemental forms.)

An example of such an objective standard could read, "To meet the leadership criterion for NHS, a student must name three (3) leadership roles at school or in the community achieved since the ninth grade [in a 9–12 school] and indicate the roles and the name of the adult who supervised each of these activities on the candidate information form.

More than three roles may be listed, but there must be three verifiable listings to be selected to our chapter." If a faculty council decides upon such an objective standard, it will prove helpful to have available the professional rationale used in developing the standard, particularly when introducing the standard to the principal for review. The rationale for this or any other aspect of the selection process should be available upon request to any individual.

Chapters can consider the following descriptors as they develop their local definition and standard for leadership. This list is for consideration and should not be thought of as a checklist for this criterion.

A student exercises leadership when he or she:

- Is resourceful in proposing new problems, applying principles, and making suggestions
- Demonstrates initiative in promoting school activities
- Exercises positive influence on peers in upholding school ideals and spirit
- Contributes ideas that improve the civic life of the school
- Is able to delegate responsibilities
- Inspires positive behavior in others
- Demonstrates academic initiative
- Successfully holds school offices or positions of responsibility; conducts business effectively and efficiently; demonstrates reliability and dependability
- Is a leader in the classroom, at work, or in other school or community activities
- Is dependable in any responsibility accepted

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4.1.3.3 Service

Service is generally considered to be those actions undertaken by the student that are done with or on behalf of others without any direct financial or material compensation. In considering service, the contributions each candidate has made to school and community can be reviewed.

All chapters are strongly encouraged to develop and use an objective standard for service based on either a specific number of projects or a specific quantity of hours. For example,

“To be selected as a member of our chapter, a candidate must demonstrate on his or her candidate information form, the completion of ten (10) hours of service undertaken at school or in the community since the start of ninth grade [in a 9–12 school].” A quantity of service, as noted in the selection process description developed by the faculty council after consultation with staff and students, should be determined as a fair and reasonable quantity of service to require. All such service references by candidates should include verification by an adult supervisor of the activity under consideration.

(Refer to the sample candidate information form in the Chapter Management Tools found at the end of this chapter.)

It is advantageous both for the faculty council and for students considering membership to have such an objective standard in place for the chapter.

Chapters can consider the following descriptors as they develop their local definition and standard for service. This list is for consideration only and should not be thought of as a checklist for this criterion.

The student who serves:

- Volunteers and provides dependable and well-organized assistance, and is willing to make sacrifices to offer assistance
- Works well with others and is willing to take on difficult or inconspicuous responsibilities
- Enthusiastically renders any requested service to the school
- Is willing to represent the class or school in interclass and interscholastic competition
- Does committee and staff work without complaint
- Participates in some activity outside of school, for example, Girl Scouts; Boy Scouts; religious groups; volunteer services for the elderly, poor, or disadvantaged.
- Mentors in the community or students at other schools
- Shows courtesy by assisting visitors, teachers, and students.

4.1.3.4 Character

Character is by all accounts a difficult criterion to define. The faculty council should consider the positive as well as the negative aspects of each candidate’s character. All judgments in this and other selection criteria should be free of speculation, rumor, or hearsay. National Honor Society is a member of the Character Counts!TM Coalition and supports and recommends the use of a multifaceted definition of character known as the Six Pillars of Character.

A person of character demonstrates the following six qualities: trustworthiness, respect, responsibility, fairness, caring, and citizenship. Schools are encouraged to take this model, modify it to meet their local needs, and utilize it frequently in the work of their chapter. (For more information on Character Counts! (See www.charactercounts.org)

Additional character resources are found at www.nhs.us

This information was taken from the *National Honor Society Handbook 17th Edition*, 2011, pages 39-41.