

Volunteers Leading Volunteers



MEMBERSHIP-BASED NOT-FOR-PROFIT organizations such as ASSE provide many leadership opportunities to their members. These leadership roles occur in constituent groups such as chapters, regions, practice specialties, task groups, committees and councils. Volunteers in these roles can struggle with leading other volunteers for a variety of reasons. One primary reason for this struggle is that these leaders do not recognize that volunteer members choose to follow them; they cannot be forced to follow. Therefore, to be successful, leaders who lead volunteers must learn to use their influence to motivate volunteers and achieve assigned tasks or goals.

Using ASSE as an example, this article explores the leader-member exchange (LMX) theory and the three major leadership skill sets on which it is based: mutual respect, trust, and sense of obligation between leader and member (Northouse, 2007). These three skill sets are defined through review of several leadership texts with recommendations provided for further research and study. The article also serves as a guide for personal leadership growth for volunteers at all levels—chapter/section, region, council, practice specialty and Society—and it provides guidance to help active volunteer

leaders become better leaders and mentors to emerging volunteer leaders. It concludes with suggested actions readers can explore to improve their effectiveness as volunteer leaders.

Volunteer Leaders Are Critical to the Mission

ASSE's (2007) stated mission is to be "a global member-driven association providing representation, promotion, and support for those engaged in the profession and/or the practice of safety, health and environment in their efforts to protect people, property and the environment." Although ASSE has a paid professional staff, the organization relies

significantly on member volunteers to perform the work to achieve the vision to "be a global champion of the safety, health and environmental profession, a global leader of the profession and a premier resource for those engaged in protecting people, property and the environment" (ASSE, 2007).

An important question for volunteer leaders in any organization is, how do leaders transform the membership into volunteers, influence these volunteers into essentially becoming unpaid staff, and create and develop future volunteer leaders? President Dwight Eisenhower defined leadership as "the art of getting someone else to do something you want done because they want to do it." This is the key to leadership in a not-for-profit organization. Volunteer organizations such as ASSE require some volunteers to lead and many others to follow. Its future growth relies on volunteer leaders. Therefore, the Society must continue to grow the effectiveness of its current leaders and also identify and cultivate future volunteer leaders.

The Leader-Member Exchange Theory

Northouse (2007) found that many theories on leadership emphasize the leader's traits, skills or style, while others focus on the follower and the environment or context of the leadership situations. The LMX theory of leadership differs in that it focuses on the interactions between leaders and followers. In this context, the term *leaders* refers to volunteer leaders and the term *followers* refers to volunteer members.

The key to the LMX theory is to identify the *in-group* and *out-group* within the organization. In-group members are those who do more than is expected and are continually looking for ways to move their groups forward in innovative ways. The in-group is given more responsibility, more opportu-

Jeffery C. Camplin, CSP, CPEA, is president of Camplin Environmental Services Inc., a safety and environmental consulting firm in Rosemont, IL. He is an active volunteer serving as a member of ASSE's Leadership Task Force. Jeff has received the Society's President Award (2003), Culbertson Outstanding Volunteer Service Award (2005) and Council on Practices & Standards Safety Professional of the Year Award (2008). He holds a B.S. in Safety from Northern Illinois University and is currently enrolled in the Master's in Safety and Emergency Management program at Eastern Kentucky University.



Developing the leadership chain in not-for-profit organizations

By Jeffery C. Camplin

nities and greater recognition for its extra efforts (Northouse, 2007).

Alternatively, the out-group does what it is assigned and nothing more. This group is still valuable, but will not typically gain special support or recognition beyond the basic acknowledgments of its members' volunteer contributions (Northouse, 2007).

Chandler (2008) states that the most important principle of motivation is to understand that leaders achieve success in the areas in which they offer rewards. Leaders must acknowledge any volunteer's contributions in order to build trust and to motivate the out-group members to continue to grow. The LMX theory focuses on building trust and respect within both the in-group and out-group. This is accomplished by offering all volunteers opportunities for growth through new assignments and responsibilities. It also provides encouragement and an additional pathway for those in the out-group to become part of the in-group.

The LMX theory calls for giving special support and recognition, similar to that given to the in-group, to all members—active or not. This requires that all members be offered the opportunity to take on new positions, responsibilities and expectations to the degree to which they want to be involved. This process engages inactive members and prompts them to move into volunteer positions. It also attempts to bring some out-group members into the in-group.

The LMX theory emphasizes that leaders must be fair with all volunteers, paying attention to how special treatment is allocated and perceived by all involved (Northouse, 2007). Leaders must recognize that each volunteer is unique and has some special skill set or knowledge to offer in his/her own way. The key to maximizing this relationship is to respect

each member's unique potentials and contributions to construct a shared trust.

According to the LMX theory, leaders must cultivate high-quality exchanges with members, looking for ways to build trust and mutual respect so that all volunteers function at their own level, yet are encouraged by those currently in the in-group. Finally, leaders need to look beyond their current assignments to build high-quality partnerships with other members at every level throughout the organization (Northouse, 2007). This helps constituent groups and the organization meet the goal to provide members with more leadership skills as they pursue a greater leadership role within the organization. The LMX theory focuses attention on the "special, unique relationships that leaders can create with others. When these relationships are of high quality, the goals of the leaders, the followers and the organization are all advanced" (Northouse).

Leadership Skills in Support of LMX Theory

As noted, the LMX theory relies on mutual respect, trust and sense of obligation between the leader and follower. Therefore, effective volunteer leaders must recognize how these three areas affect their own leadership skills and those of the members they seek to develop into leaders. However, the constituent groups and ASSE must also support volunteer leaders and focus on high-quality exchanges between the organization and its leaders, and from leaders to volunteers.

Northouse (2007) summarizes Graen and Uhl-Bien's (1991) theories that leadership making develops over time in three phases: 1) the stranger phase; 2) the acquaintance phase; and 3) the mature partnership phase. The stranger phase is a low-quality exchange between leader and volunteer relating to each other under prescribed chapter or organization roles. This theory suggests that during this phase, volunteers are motivated by self-interest rather than the good of the given organization. An example would be a member who joins a committee solely to earn continuing education units to maintain a certification or to build up a resume.

In the acquaintance phase, the leader and volunteer explore whether opportunities exist for the volunteer to take on more roles or responsibilities. In this phase, the quality of the exchange is improved over that of the acquaintance phase. Interest shifts from oneself and one's goals to the organization and its goals. An example of the acquaintance phase would be a member who writes an article for a newsletter, then is asked to be the newsletter editor.

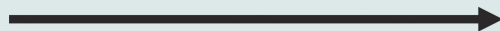
The high-quality exchanges the organization and its leaders should seek are found in the mature part-

Abstract: *Not-for-profit membership organizations such as ASSE rely on their volunteers to fulfill their vision and goals. Some member volunteers lead, many more follow in management roles, others volunteer only on small tasks, and an even larger group never volunteer. To be successful, a volunteer-based member organization must continue to develop strong leaders who can influence the membership to achieve the organization's vision and goals. This article examines one theory of leadership and how it can be applied to build a successful leadership chain.*

Figure 1

Phases in Leadership Making

	Phase I: Stranger	Phase II: Acquaintance	Phase III: Partner
Roles	Scripted	Tested	Negotiated
Influences	One way	Mixed	Reciprocal
Exchanges	Low quality	Medium quality	High quality
Interests	Self	Self and others	Group

TIME 

Note. Adapted from *Leadership: Theory and Practice*, 4th ed. (p. 138), by P. Northouse, 2007, Nashville, TN: Thomas Nelson.

nership phase of Graen and Uhl-Bien's (1991) theories. At this level, both leader and volunteer have developed a high degree of mutual trust, respect and obligation. The exchange has now morphed into an extremely effective way to relate. This interaction produces positive outcomes for the leader and volunteer, as well as the organization (Figure 1). An example of a high-quality exchange would be a volunteer working on a membership development committee who suggests an idea for a topical presentation, then steps up with committee leadership support to lead and organize this new project.

The following key skills are needed to develop these high-level exchanges among and between leaders and volunteers—respect, trust and sense of obligation.

Establish Mutual Respect

Maxwell's (1998/2007) 21 laws of leadership include law number seven: the law of respect. Maxwell found that the less-skilled tend to follow the more highly skilled and gifted. Yet, he recognizes that stronger leaders will choose to follow a weaker leader out of respect for a person's status, rank or past accomplishments. However, the law of respect finds that followers are attracted to people who are better leaders than themselves. Those with stronger leadership skills generally can recognize leadership strengths or weaknesses in individuals and a group in which they participate. Strong leaders will identify stronger leaders and follow—or, where stronger leadership is lacking, may leave the group and pursue their own agenda. Maxwell identified six ways for leaders to gain others' respect:

1) Natural leadership ability. Northouse (2007) discusses the pros and cons of born leaders in his discussion of the "trait approach" leadership theory. The pros are that most recognize or believe that they are born leaders—and one can point to more than a century of research to support this inherent trait. It also provides some benchmarks for what to look for in a leader.

However, natural leadership cannot be taught—a leader either has it or does not. Also, the leadership approach focuses only on the traits of the leader, not the follower. This recognition of natural leaders can work against the LMX theory, which focuses on the interaction between leader and follower. That said, it

is important to recognize the perceptions by followers of natural leadership and the accompanying respect associated with it.

2) Respect for others. Leaders cannot force a volunteer to comply. By its very definition, volunteering is a choice. Maxwell (1998/2007) found that "when people respect you as a leader, they will follow you" (p. 79). According to Abrashoff (2002), the main

challenge for leaders in the 21st century is attracting and retaining "not just employees, but the best employees—and more importantly, how to motivate them so that they work with passion, energy and enthusiasm" (p. 12).

Abrashoff, a naval officer, reviewed exit surveys and interviews conducted with personnel leaving the Navy. The top reason people cited for leaving the military was not being treated with respect or dignity (p. 13). Carnegie (1936/1981) found that there was only one way to get people to do something: "And that is by making the other person want to do it" (p. 47). He found that the only way to get someone to do something was to give them something they want. Respect is something everyone seeks. Giving volunteers respect makes leaders more effective in their ability to influence them to participate in activities that achieve the organization's goals.

3) Courage. Personal experience has demonstrated that leaders must pierce the thin veil of fear to be effective. Ziglar (1986/1987) defines the acronym FEAR as fictitious events appearing real. Leaders must face their fear and push through it. Good leaders do what is right, regardless of its popularity or the criticism that may be received.

Maxwell states that "a leader's courage has great value; it gives followers hope." Abrashoff (2002, p. 27) discusses leaving "his comfort zone" to have a positive effect on the Navy and the young men he led. He found that what motivated him to overcome fear was not to squander an opportunity that was presented to him. He did not want to look back on a project or his life and say, "If only I had. . . ." (p. 28). Organizations such as ASSE must continue to encourage their leaders to push themselves and the organization forward and do the right thing.

In his 1933 inaugural address, President Franklin D. Roosevelt said, "All we have to fear is fear itself." Often, this involves the fear of change from the organization, its leaders, and/or the membership. Becoming an agent of change is an important concept for leaders in an organization such as ASSE to understand.

Likewise, Abrashoff (2002) found that "change frightens workers and their fears thrive in silence. The antidote is obvious: Keep talking" (p. 54). Leading and communicating change are skills leaders must have to overcome the fears among their followers. In

the case of ASSE, the notion of providing a vision for change and providing supporting communications to its leaders and membership to alleviate fear is another area that should continue to be developed.

4) Success. People respect others' accomplishments. Maxwell (2007) states that a person will follow success because s/he wants to be part of success in the future (p. 80). He advances this notion further in his law number nine, the law of magnetism. Leaders tend to draw followers who possess the same qualities. "Who you are is who you attract" (p. 104). ASSE must continue to recognize the success of its leaders and followers to build a success-oriented legacy. Leaders must recognize and acknowledge the success of group members so that they, too, build a legacy of success for future leaders. ASSE has a strong volunteer recognition program that it must continue to emphasize and expand. This will build a deep track record of member successes within the organization and the SH&E profession for their benefit as future leaders.

5) Loyalty. By definition, loyalty is being faithful to a cause, ideal, custom or institution. Being faithful is defined as steadfast in affection or allegiance. This allegiance or devotion to the organization is what drives member volunteers to action. Therefore, an organization like ASSE and its leaders need to portray a sound vision that demonstrates a cause in which its members can believe.

This also suggests the need for a greater focus on the members'/volunteers' needs. When volunteers are asked to follow a leader on a project to reach a

goal, they must first be able to understand the goal. The leader must then be able to explain what is in it for the volunteer. This establishes several positive conditions for the leaders. Answering what is in it for the follower provides a value or service a member needs, which can influence him/her to want to actively participate in the project.

Answering this question is also good salesmanship. Good salespeople develop loyal customers or followers. Chandler (2008) puts it simply: "this [salesmanship] simply means asking for what you want, being very direct with your requests, and having your communication centered on requests and promises." Understanding what sales techniques leaders need to use is another area that must be developed. Ultimately, a member-based organizations like ASSE must focus on developing and maintaining loyalty among its membership and leaders.

6) Value added to others. As noted, the organization (ASSE) must provide a vision of value to its leaders and members. Maxwell (2007) takes it a step further, stating, "you can be sure that followers value leaders who add value to them. And their respect for them carries on long after the relationship has ended" (p. 81). Therefore, there must be a means to measure or demonstrate the increased value the individual receives from participating in activities that serve the organization's goals.

Maxwell concludes his discussion on respect by discussing how strong leaders surround themselves with equals or better while less-successful leaders surround themselves with subordinates. ASSE, its constituent groups and leaders will benefit from establishing additional venues where top leaders can mentor up-and-coming leaders to nurture and solidify mutual respect throughout the leadership ranks.

Establish Trust

Abrashoff (2002) found trust to be "a kind of jujitsu: You have to earn it, and you earn it by giving it" (p. 63). However, leaders can only give trust to those who are trustworthy. A survey performed by Covey (2004) of 54,000 people asked them to identify essential qualities of a leader. The study listed integrity as the clear top choice. Covey defines trustworthiness as having both competency and character. He states, "When you develop strong character and competence, the fruit is wisdom and judgment—the foundation of all great and everlasting achievement and trust" (p. 149).

Most of ASSE's volunteer leadership positions evolve from capturing and sharing subject-matter expertise in some form. If a member has strong character yet lacks technical competency, the knowledge is suspect. Likewise, if a member has great technical competency yet lacks character, s/he might withhold the knowledge and refuse to share it. Therefore, volunteer leaders and volunteers must possess character and competency.

Chandler (2008) notes that building trust also requires good communication. If feedback to volunteers is cut off, they may begin to speculate, leading



Leaders must recognize and acknowledge the success of group members so that they, too, build a legacy of success for future leaders.

Strong Leadership Tips for Leading Volunteers

- Volunteers choose to be led—they cannot be forced to follow you.
- Influence is the strongest trait of a leader of volunteers.
- He who thinks he leads but has no followers is just taking a walk (Maxwell, 2007).
- Develop respect from volunteers and give respect back.
- Be trustworthy—have both character and competency.
- Develop a sense of obligation for volunteers—get buy-in.
- Acknowledge appreciation for a volunteer's efforts—people want recognition.
- Provide opportunities for volunteers to grow—then ask them to participate.
- Keep your eye out for emerging leaders—give them opportunities to advance.
- Mentor or provide mentors for up-and-coming leaders—show them the way.
- Lead by example—present an image of what a good leader looks like.
- Leave a legacy by filling your shoes with an emerging leader—always have a succession plan.

to fears about their performance. Chandler also states that “it is no accident that trust and communication are two organizational problems most often cited by employee surveys” (p. 30).

ASSE is continually preparing and developing opportunities for its members to enhance their technical competencies and participate in professional development. These efforts should also encompass the expansion of leadership and communication competencies. ASSE has a major role and responsibility in developing core competencies among its leaders, volunteers and members. The organization and its volunteer leaders should continue to identify ways to balance competency development with character expectations and a strong adherence to a code of conduct and/or ethics. Character and competency go hand in hand in building trust.

Establish a Sense of Obligation

When discussing the law of buy-in, Maxwell (2007) states, “People don’t at first follow worthy causes. They follow worthy leaders who promote causes they believe in” (p. 171). He then discusses how leaders are messengers. If the followers believe the messenger is credible, then they will find value in the message.

This point is illustrated by the numerous ads and commercials featuring athletes, movie stars and other celebrities. For example, think about Oprah Winfrey and some of the messages and causes she supports. When she supports an issue or cause, her leadership credibility influences people to follow her lead. Leaders must be credible messengers so that the message in the organization’s vision can be delivered to its membership.

Maxwell (2007) closes his discussion of the law of buy-in by explaining that a leader’s success is measured by his/her ability to take followers where they need to go—which is only possible when they buy in (p. 176). Volunteer leaders must first sell themselves to volunteers before presenting the message.

Recommendations

In the author’s opinion, ASSE’s volunteer leaders should embrace the modified version of the LMX theory that identifies the in-group and out-group as well as the inactive group of members. All three groups form a stepladder to help move inactive and passive members into an in-group of active members and emerging leaders. The stepladder approach will also develop leaders by incorporating key skills into volunteer opportunities that reinforce mutual respect, trust and sense of obligation. Furthermore, supporting skills such as communication and salesmanship will solidify the effectiveness of leadership creation within the organization. Following are several recommendations that should be considered for achieving success.

Leader Making Through the LMX Theory

The LMX theory is also referred to as the *leader making* process (Northouse, 2007). As noted, it provides a ladder for member development—from the inactive group to out-group to in-group to higher leadership roles in the organization. This theory serves two needs. First, it increases the effectiveness of currently emerging leaders (the in-group) and helps an organization and its constituent groups provide opportunities to identify and encourage future leaders from its basic volunteers (the out-group). Currently, there is great reliance on a small subset of dedicated, active members to volunteer and pursue goals.

Figure 2

Adapted LMX Questionnaire

Instructions: This questionnaire contains items that ask you to describe your relationship between either ASSE, the team leader, and/or the volunteer(s). For each item indicate the degree to which you think the item is true for you by circling one of the responses that appear below the item.

- 1) Do you know where you stand with ASSE/leader/volunteers and do you usually know how satisfied ASSE is with what else you do?

Rarely	Occasionally	Sometimes	Fairly often	Very often
1	2	3	4	5

- 2) How well does ASSE/leader/volunteer understand your task problems and needs?

Not a bit	A little	A fair amount	Quite a bit	A great deal
1	2	3	4	5

- 3) How well does ASSE/leader/volunteer recognize your potential?

Not at all	A little	Moderately	Mostly	Fully
1	2	3	4	5

- 4) Regardless of how much formal authority you have built into your position, what are the chances that ASSE/leader/volunteer would use their power to help you solve problems or issues with your tasks and/or roles in the Society?

None	Small	Moderate	High	Very high
1	2	3	4	5

- 5) Regardless of how much formal authority you have built into your position, what are the chances that ASSE/leader/volunteer would bail you out at their own expense?

None	Small	Moderate	High	Very high
1	2	3	4	5

- 6) I have enough confidence in ASSE/leader/volunteer that I would defend and justify their decision if they were not present to do so.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	2	3	4	5

- 7) How would you characterize your working relationship with ASSE/leader/volunteer?

Extremely ineffective	Worse than average	Average	Better than average	Extremely effective
1	2	3	4	5

Scoring: 30-35 very high, 25-29 high, 20-24 moderate, 15-19 low, 7-14 very low. Upper scores indicate a stronger, high-quality leader-member exchange (e.g., in-group members) whereas lower scores indicate exchanges of lesser quality (e.g., out-group members).

Note. Adapted from *Leadership: Theory and Practice*, 4th ed. (p. 138), by P. Northouse, 2007, Nashville, TN: Thomas Nelson.

Second, the theory supports volunteer leaders and defines a clear path for their continued growth as leaders. Leaders at all levels must maximize the development of active volunteers by recognizing the in-group and out-group. The in-group is the current source of emerging future leaders. Current leaders must encourage the out-group to take on more active roles and responsibilities and move into the in-group. This group is a great source for potential future leaders who have not yet emerged. Those in the out-group should be treated as if they are in the in-group and must be encouraged to become more active.

Finally, the LMX theory should be modified and extended to a third set of members—the so-called *inactive group*. In the case of ASSE, this group encompasses those who pay dues, read *Professional Safety* and other publications, and perhaps attend a chapter meeting, professional development conference or seminar on occasion. These members are important and should be given additional encouragement and opportunities. For ASSE, this third group is ground zero for future leadership development. Its members must be inspired and motivated to take on small tasks and move up the ladder of leadership by engaging in volunteer activities of at least the out-group.

Learn Motivation Skills

Chandler (2008) lists many methods for motivating others into action. His first suggestion is to understand the source of motivation. Motivation to volunteer is internal. Therefore, leaders must learn how to get members to motivate themselves or each other. Inactive members need to be motivated by a leader and will not motivate themselves—at least not the first time—into volunteer roles. This is called the influence of leadership. Leaders often fail to use the ability to praise and inspire volunteers with the realization of their latent potentials and possibilities (Carnegie, 1936/1981).

However, Chandler (2008) also recognizes the value of going after low-hanging fruit by suggesting finding self-motivated volunteers—“The best way to create a highly motivated team is to hire people who are already motivated people.” The LMX theory requires that leaders focus on identifying the in-group. The theory helps identify self-motivated volunteers, but also encourages leaders to inspire out-group volunteers to become self-motivated.

Finding Time to Learn Leadership

Finding time to improve your leadership skills can be difficult. However, many people have long commutes to and from work and job-sites. Audio and video recordings can provide an excellent method for improving leadership knowledge and gaining competencies. Many books and presentations on leadership are now found in various media formats. These books and presentations can be listened to while traveling. Otherwise, make time in the morning, at lunch or the end of the day to read or listen to books.

Covey (2004) found that individuals who dedicate 1 hour a day to reading or listening to books, and/or watching technical presentations will gain enormous knowledge and competency in a short time. He claims a person can learn up to 90% of what is known by those considered to be experts in that field of study in only a year. Imagine 365 hours of concentrated training on a given topic. Would you have a commanding knowledge of the subject matter?

Topics to gain leadership knowledge and competencies on include:

- leadership;
- management;
- public speaking;
- communications;
- self-esteem;
- public relations;
- writing skills;
- marketing;
- motivation;
- salesmanship.

Leadership at all levels of the volunteer organization must recognize the need to both select self-motivated volunteers (emerging leaders in the in-group) and inspire those who are weakly motivated (potential leaders in the out-group) or unmotivated (unknown potential of inactive volunteer members).

Morphing Volunteers Into Unpaid Employees

Competency is a critical skill for self-motivated leaders and emerging leaders. Drucker (1990/2005) interviewed Father Leo Bartel of the Rockford, IL, archdiocese on leading volunteers and volunteer leaders. Bartel discussed a problem with some of his extremely motivated and very dedicated volunteers:

The fact is, though, that if people are properly motivated—and those people are deeply motivated—developing competence becomes part of their very need. My biggest difficulty in asking people to serve is that they are painfully aware of their lack of experience and lack of preparation. If we can provide them with that, they are eager to learn.

Cultivate Leadership Skills

As discussed, the LMX theory stresses high-level volunteer member interaction embracing mutual respect, trust and sense of obligation, and it highlights the importance of supporting skills such as communication and salesmanship. Training provided to volunteer leaders should teach these leadership skills. These



Strong role model leaders will develop buy-in for achieving the organization's vision and goals and, in the process, will nurture leaders.

skills can be introduced to members (inactive group), volunteers (out-group) and emerging leaders (in-group) in several ways, including role models, leadership training and budding leadership roles.

The LMX theory relies heavily on high-level exchanges between the leader and follower. Northouse (2007) provides a questionnaire designed to measure the quality of interaction and exchanges between the leaders and followers. A modified version of that questionnaire (Figure 2, p. 40) can be used to evaluate the quality of leader-volunteer working relationships. ASSE and its constituent groups should continue to identify opportunities and new venues for providing training and guidance to all current and past leaders (still active in ASSE) on developing mutual respect, trust and sense of obligation.

Leaders are good role models and provide strong mentoring to all members. Maxwell (2007) stresses the importance of leaders as role models and mentors to emerging and future leaders. He found that people do what people see. By modeling key leadership qualities, volunteers and emerging leaders will share a vision of what an ASSE leader looks like.

Maxwell (2007) also discusses how people buy into the leader first, then his/her vision. Strong role model leaders will develop buy-in for achieving the organization's vision and goals and, in the process, will nurture leaders. Maxwell addresses the legacy factor as well, which acknowledges the need for leaders to develop successors. There is a strong need to build successors to continue the legacy of many successful projects and leadership positions. Finally, Maxwell addresses the growth of new leaders by stressing that the more experienced leaders must support emerging leaders. Mentoring will accomplish this. Using current leaders as role models and mentors provides an example for emerging leaders while also satisfying the need to develop leadership successors.

Other venues for molding mutual respect, trust and sense of obligation include the annual 2-day ASSE leadership conference, professional development activities and *Professional Safety*. Supportive leadership skills such as communication and salesmanship can also be addressed in these venues.

Other leadership training and networking venues are available through the various councils, regions and chapters. Emphasizing key leadership traits and skills to emerging leaders through these educational and networking settings will support the role modeling and mentoring efforts and the development of a succession plan. In these venues, questionnaires similar to that in Figure 2 can be used as a tool to benchmark leadership growth and effectiveness. Finally, these key skills and traits can be exemplified through keynote speakers at chapter meetings, local conferences, leadership events, annual professional development conference sessions, newsletters, e-mails, websites and articles in *Professional Safety*.

Mentoring is another strong way to build leaders. One approach is to tap into a key source—retired past leaders. In ASSE's case, these would include chapter presidents, region vice presidents, council vice presi-

dents, practice specialty administrators, board of director members, committee chairs and task force leaders. However, as Drucker (1990/2005) points out, far too many organizations do not provide a venue for past leadership alumni to continue to lead through mentoring. ASSE must continue its efforts to reengage its previous leaders and provide a means to mentor new and emerging leaders. Maxwell (2007) discusses how leaders like to leave a legacy in their positions. This is a leadership law that must not be broken. An expanded platform for volunteer leader mentoring will help develop emerging leaders while also providing a legacy and succession plan.

Finally, it is also important to identify and promote entry-level leadership opportunities—such as volunteering with a local chapter, or joining a task force or committee—in which members can hone their skills for larger future leadership roles.

Conclusion

It is time to embrace this modified version of the LMX theory, which creates in- and out-groups and helps to identify inactive groups. All three groups form a stepladder for moving volunteer members toward the in-group of emerging leaders. Such an approach will also help develop leaders by incorporating key skills that reinforce the need for mutual respect, trust and sense of obligation into volunteer opportunities. Providing opportunities in which members can develop supporting skills such as communication and salesmanship will also solidify the effectiveness of leadership creation. Finally, good role modeling and mentoring by current leaders will inspire all members to become more active, eventually leading to the emergence of new volunteers and leaders. ■

References

- Abrashoff, D. (2002). *It's your ship: Management techniques from the best damn ship in the Navy*. New York: Warner Business Books.
- ASSE. (2007). ASSE strategic plan. Des Plaines, IL: Author. Retrieved April 27, 2008, from http://www.asse.org/about/strategic_plan.php.
- Carnegie, D. (1981). *How to win friends and influence people* (Revised ed.). New York: Simon & Schuster. (Original work published 1936)
- Chandler, S. (2008). *100 ways to motivate others* (Revised ed.). Franklin Lakes, NJ: Career Press.
- Covey, S. (2004). *The 8th habit: From effectiveness to greatness*. New York: Free Press.
- Drucker, P. (2005). *Managing the nonprofit organization: Principles and practices* (Business ed.). New York: Collins Business. (Original work published 1990)
- Graen, G.B. & Uhl-Bien, M. (1991). The transformation of professionals into self-managing and partially self-designing contributions: Towards a theory of leadership making. *Journal of Management Systems*, 3(3), 33-48.
- Graen, G.B. & Uhl-Bien, M. (1995). Relationship-based approach to leadership: Development of leader-member exchange (LMX) theory of leadership over 25 years: Applying a multi-level, multi-domain perspective. *Leadership Quarterly*, 6(2), 219-247.
- Maxwell, J. (2007). *The 21 irrefutable laws of leadership* (10th anniversary ed.). Nashville, TN: Thomas Nelson. (Original work published 1998)
- Northouse, P. (2007). *Leadership: Theory and practice* (4th ed.). Thousand Oaks, CA: SAGE Publications.
- Ziglar, Z. (1987). *Top performance: How to develop excellence in yourself and others*. New York: Berkley Books. (Original work published 1986)