

Grand Lodge Blood Program
 Handbook on
 How to Design and Maintain a Successful
 District and Lodge Blood Program
(summary on page 21)

Introduction

These ideas will help with developing, running and maintaining a blood volunteer program within your District/Lodge. Maintaining a volunteer program requires a clear understanding of the interaction of all the stages of program development and maintenance and how they interact. This handbook will detail a blood program at the District and Lodge level and recruitment and retention of volunteer donors. The Diagram below outlines the major phases for a healthy and vibrant program.

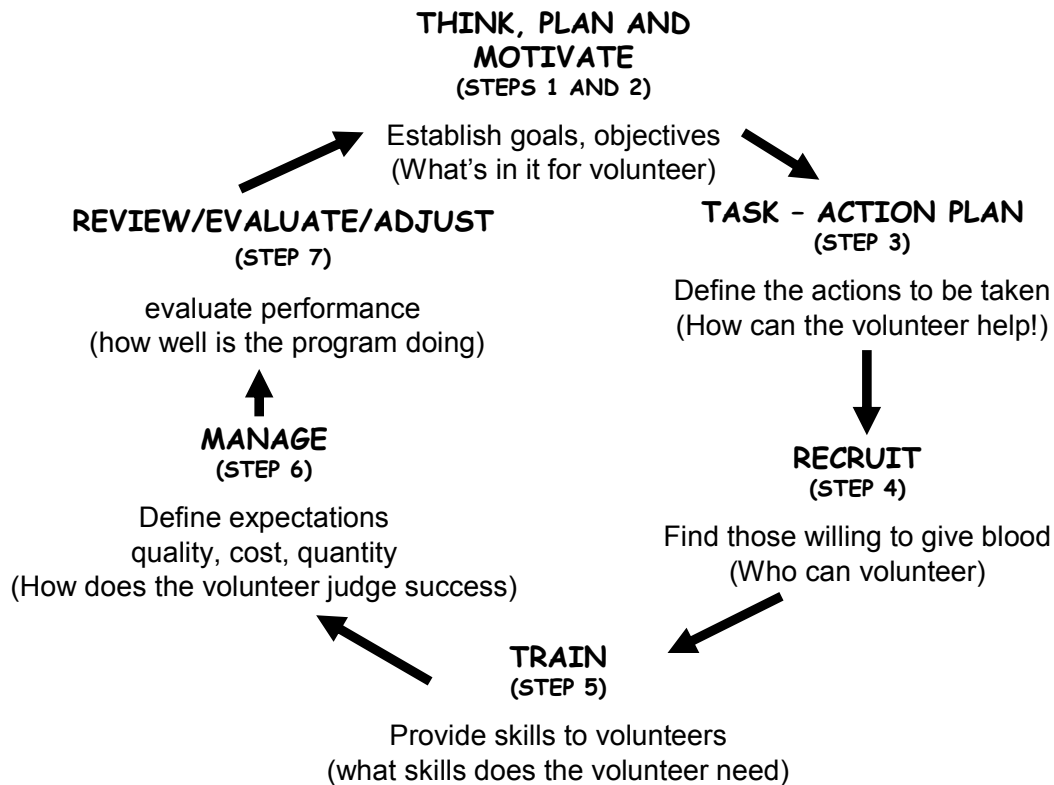


Figure 1. Phases for designing and implementing a successful Blood Program.

Strategic Thinking and Motivation

Most successful volunteer organizations have leaders who are concerned for all constituents, program managers, volunteers, and groups and organizations that the volunteer program works with. These leaders reward open, creative, and proactive behavior, and value leadership and processes that produce results and adapt to change. Conversely, the lack of such visible committed leadership will cause many volunteer programs to stagnate and fail.

The components of the volunteer program that can most visibly indicate positive leadership can be reflected in the following attributes to motivate people – giving volunteers the power to succeed (from Diane Tracy, *The Power Pyramid: How to Get Power By Giving It Away*).

THE POWER PYRAMID

An effective Blood Program will provide

- ✓ Power through RESPONSIBILITY
- ✓ Power through AUTHORITY
- ✓ Power through STANDARDS
- ✓ Power through TRAINING
- ✓ Power through KNOWLEDGE
- ✓ Power through FEEDBACK

cont

Responsibility – Assure District and Lodge Blood Coordinator responsibilities are spelled out –they know what is expected.

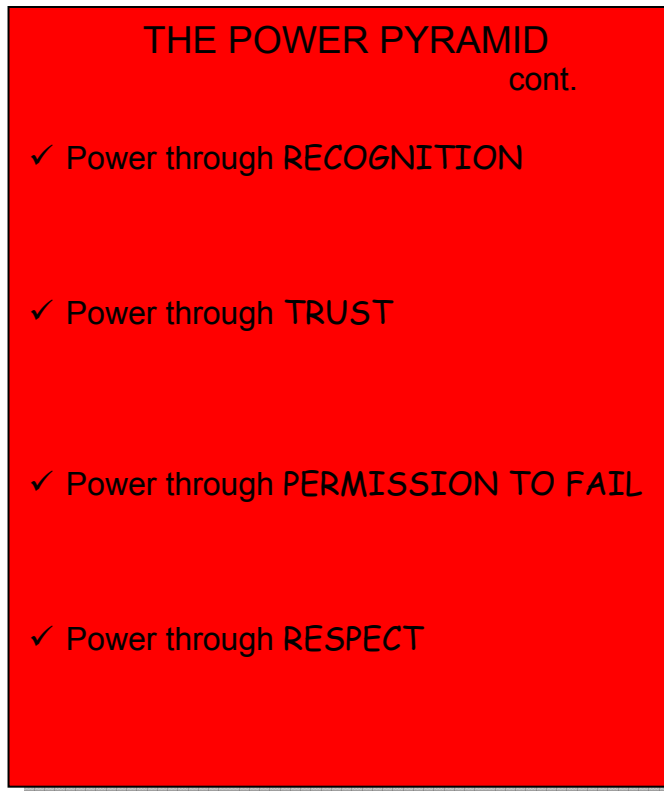
Authority – District and Lodge Blood Coordinators are delegated as much authority as possible to make decisions about the Blood Program implementation.

Standards – The Grand Lodge Blood Program expectations are specifically defined and understood.

Training – Opportunities and materials are provided that clearly and succinctly teach District and Lodge Blood Coordinators how to implement a District or Lodge Blood Program.

Knowledge – Information is shared timely among all who volunteer or manage the Blood Program.

Feedback – District and Lodge Blood coordinators provide timely feedback to Grand Lodge on successes and failures.



Recognition – District and Lodge Blood Coordinators are afforded recognition as are volunteer blood donors.

Trust – District and Lodge Blood Coordinators are assumed worthy of trust, with open and candid sharing of perspectives at all levels within the Grand Lodge Blood Program.

Permission to Fail – We learn from our failures rather than assigning blame or penalizing failure. New approaches are encouraged as a learning opportunity.

Respect – Protocols are followed that respect all volunteers within the Blood Program. This respect is gained by following the other principles of the Power Pyramid.

In defining and implementing a District or Lodge Blood Program, the above principles should be integrated into each of the phases identified in Figure 1 above.

Step 1: Establish Goals and Objectives

Goals are simply a clearer statement of the visions, specifying the accomplishments to be achieved if the vision is to become real. The target objectives are clearer statements of the specific activities required to achieve the goals, starting from the current status.

The difference between where we are (current status) and where we want to be (vision and goals) is what we do (target objectives and action plans).

As the statement shows, setting goals and objectives builds on a vision. That vision has been defined as

*To assure availability of blood products for
Masons and non-Masons alike.*

In many situations people use words goals and objectives as interchangeable. Yet, in the context of goal setting, the difference between goals and objectives has an important practical meaning.

After you set your important goals you move to setting objectives. Objectives are also goals, but they are down the hierarchy. They are sub goals set with the only purpose to **serve** your goals.

To achieve your goals, which conditions should you provide, which resources should you collect, which skills should you develop, what knowledge should you acquire? Is there anything significant you should achieve before you can reach your goals? Formulate the answers to these questions as your objectives, in writing.

Note that objectives are also more than just activities. They still contain some challenge in them. Activities are things that you just do.

Think of goal setting as one of those broad, **long range** things you want to accomplish – such as every member of the Lodge values a blood donation program. They are very general and sometimes even abstract.

Setting goals is not intended to be specific for you to act on, but simply give you an idea of the general level of accomplishment you want.

Individual goal setting for broad issues will help you focus on the next phase. developing specific, realistic objectives.

*Objectives are more detailed, specific
targets of performance.*

Common objectives might deal with desired levels of blood donation, number of members contributing, number of blood drives held or even coordination with local community blood drives.

Because some of these objectives might conflict with one another, you should consider setting priorities. Which targets are most important? Which are least important? Arranging these objectives in a list according to their priority can help you resolve problems when they arise.

Well thought out objectives are "SMART" – they have the following characteristics in common.

They are...

Specific,

Measurable,

Achievable,

Realistic, and

Timely.

As an example of what a District or Lodge Blood Program may want to consider for its goals and objectives, look over Table 1. This Table can provide you with a starting point for developing your goals and objectives that then serve as an initial step in motivating people to volunteer to implement the Blood Program as well as inspire them to donate blood. Note that for each objective, a measure should be assigned so you can fulfill the Pyramid Principle of “Standards” and “Recognition”.

Step 2. Motivate the Membership

The success in achievement of your goals and objectives will depend on people taking action. This action will involve people volunteering to do tasks and participate in the blood program – this is a voluntary commitment. ***So why do people volunteer?*** There are many reasons why volunteers are willing to share their time and effort with communities and organizations. These different motivating factors require different approaches for gaining and maintaining support for your Blood Program. The factors displayed in Table 2. will be of help in deciding how to communicate your goals and objectives in ways that will resonate with different people’s values, attitudes, and temperaments.

Tasking Actions

Now we have our goals and objectives. But these objectives can not be reached without specific people taking specific actions within specific timeframes. Some actions are prerequisite to other actions, that is, they must proceed in sequence. Other actions can be done in parallel – that is, some actions can be done simultaneously.

Step 3. Create an Action Plan -- Task out Actions for Each Objective.

The tasking of projects is what makes a blood program succeed or fail. And before you can get others involved with your blood program, you need to clearly think through what actions or tasks need to be done for each objective. Multiple projects are most likely needed to satisfy any objective.

Further, each project will require multiple tasks to be taken. Regardless of who is assigned for a given project – which may not be the District or Lodge Blood Coordinator – specific tasks and assignments should be made before the project begins. This is nothing more than creating an action plan for each project.

At the District or Lodge level what may be needed is nothing more than a list of the projects to be accomplished for the year. The action plan for each project can be developed later as the project is refined.

Regardless of the stage where you are – defining a list of projects, or specifying the tasks for a specific project – some simple but important components should be determined; these consist of the who, what, where and when.

Tasking Actions
Key items

- Who
- What
- How
- Where
- When

Who: What specific individual is assigned the task that needs to be taken. This may be a member of the lodge, or a person or organization within the community. In deciding who is best suited for a project or task, consider the motivating factors in Table 2 and which of these apply to the project and what people are best suited for the project.

What: What is the task – this should be spelled out in specific terms: is it a letter, and construction product, a meeting, phone calls, etc.

How: Is there a specific way in which the task is to be done. In some cases this is not important, in others it may be necessary to define. As an example, notify members may be “what” has to be done, the how could be phone tree, e-mail, letter,

etc. Sometimes the How is imbedded in the What.

Where: Sometimes the where is not important, other times it is critical. If a task must be performed in a specific place, it should be specified.

When: A specific date may or may not be required. But if some tasks must be done prior to other tasks, this should be spelled out.

Again, as District or Lodge Blood Coordinator it is not necessarily your job to oversee each action plan. But you should provide the project coordinator with some hints on how they might proceed – such as the use of Table 3. Table 3 is an example action plan. This example can serve as a general template for any project.

Table 1. Example Goals and Objectives for a District or Lodge Blood Program.

Goal	Objective	Measure
1. Viable Lodge blood programs.	a. Each Lodge in the District to quality for the Levy award.	% of members donating in a given year.
	b. Have an appointed blood coordinator for each lodge.	A specific name and contact for an individual.
	c. Progress reports submitted timely by each lodge.	% of Lodge reports submitted by due date.
2. Support community blood donation projects.	a. Participate as volunteers to community blood drives.	Number of Lodge members serving as volunteers.
	b. Donate at community blood drives.	Number of pints contributed.
	c. Sponsor a community blood drive.	Number of blood drives sponsored and number of donations.
	d. Provide canteen services.	
3. Increase knowledge of the importance of blood donations.	a. Each member of the Lodge appreciates the blood program.	Number of programs presented, number of notices distributed to members.
	b. Participate in community efforts to disseminate information of blood donation.	Number of mailings supported, number of programs presented to other groups.
4. Recognize those who participate.	a. Provide Blood Donor Award Pins.	Number of pints donated.
	b. Provide certificates for excellence.	Number of certificates.

Table 2. Factors to Consider in Motivating Volunteers in the District or Lodge Blood Program.

Motive	Characteristics	Select Tasks that:
<p>Power Motive -- volunteers who like to impact or influence organizational programs and policies.</p>	<ul style="list-style-type: none"> ▪ Concern for authority ▪ Has strong feelings about influence in decision-making ▪ Strong need to influence others ▪ Often verbally fluent 	<ul style="list-style-type: none"> ▪ Allow opportunity to assist co-workers and make changes. ▪ Allow time for personal interaction while working. ▪ Require opportunities to deal directly with program managers. ▪ Allow personal control over work pace and work methods.
<p>Recognition Motive - Wants recognition for work performed for the organization</p>	<ul style="list-style-type: none"> ▪ Concerned about status ▪ Prefers short-term tasks with clear beginning and end ▪ Identifies with popular projects ▪ Concern for prestige 	<ul style="list-style-type: none"> ▪ Can be completed in a short time. ▪ Are visible to others in the group or to the community at large. ▪ Are newsworthy. ▪ Merit tangible rewards—plaques, citations and announcements.
<p>Altruism Motive - Pursues the general good or public interest</p>	<ul style="list-style-type: none"> ▪ Concerned with idealism, morality and justice ▪ Frequently is judgmental ▪ Values are important 	<ul style="list-style-type: none"> ▪ Involve in developing goals and generating commitment from individuals and organizations. ▪ Address identifiable community goals and needs. ▪ Involve other groups with similar goals.
<p>Affiliation Motive - Works with others for personal interaction and friendship.</p>	<ul style="list-style-type: none"> ▪ Concerned with being liked, respected ▪ Wants warm and friendly relationships ▪ Concerned about being separated from others 	<ul style="list-style-type: none"> ▪ Provides interaction with others ▪ Requires cooperation from others ▪ Allow time for social interaction ▪ Provides for stable working relationships
<p>Achievement Motive - Needs opportunities for success and excellent performance.</p>	<ul style="list-style-type: none"> ▪ Concerned about excellence ▪ Wants unique accomplishments ▪ Restless and innovative ▪ Competitive ▪ Intense involvement 	<ul style="list-style-type: none"> ▪ Allow latitude in setting work pace and work methods. ▪ Challenge their abilities and skills ▪ Provide opportunities to learn new materials and skills ▪ Provide clear and unambiguous feedback on performance

Table 3. Example Action Plan for a Project – a Lodge Blood Drive

Task (what)	how	where	when	who
1. Coordinate with the Blood agency – set a date and time.	Call followed by a letter.	Not important	By April 1 st .	Don Jones
2. Notify members.	E-mail Trestleboard Phone.	From home computer In note from master From Lodge phone.	By May 1 st In May Trestleboard.	Sam Owens Master Don Jones
3. Arrange for a place.	Coordinate with Appendant bodies and master by phone.	At Lodge.	Depends on task 1 – target date of June 3 rd .	Don Jones
4. Refreshments.	Involve Lodge family – Brunswick stew, homemade cakes, etc.	Secure locally.	Within 3 days of blood drive.	Harry Bond
4a. Confirm with Agency.	Phone calls.	Their office.	One week prior.	Agency
5. Gather supplies – chairs, tables, other support items, pens, pencils, paper forms.	Transport with pickup truck.	Transport from St. Thomas Lutheran Church to Lodge.	The day before the blood drive. – see task 1.	George Harp Harry Sinclair
6. Arrange for volunteers to help with paperwork and refreshments.	Phone calls and E-mail.	Home.	At least 1 week prior to blood drive.	Sam Owens
6a. Have Masonic Representative on hand.	Request.	Table by exit.	During.	Junior Warden
7. Cleanup.	Cleaning supplies from the lodge.	At Lodge.	Within 3 hours of closing down the blood drive.	
8. Follow-up thank you notes.	Letter from Master.	Home computer.	Within 1 week after blood drive.	Don Jones

Recruitment

Step 4 – Recruit Volunteers

A good recruitment program is important to maintenance of any volunteers program, the District and Lodge Blood programs are no exception. Recruiting takes time and effort up front, but will help you find new volunteers, improve quality, and ensure that no volunteer gets burned out over time.

**Recruitment Program
Key items**

- Assure “Power Pyramid” points maximized in the program
- Action plan for recruitment
- A recruitment package
- Job descriptions—requirements
- Communication
- Periodic evaluation
- Follow-through with training, recognition, reviews

Power Pyramid – ensure that to the extent possible the Power Pyramid principles are maximized.

Action Plan – develop a plan of how you want to gain volunteers and maintain them.

Recruitment package – put together a recruitment brochure that addresses why they should volunteer – pay attention to the Power Pyramid principles.

Job Description – each volunteer should know up-front what the job will be, including how much time it might take.

Communication – Be open with asking people to volunteer, openly remind people of program accomplishments.

Evaluations – stagnant programs loose volunteers. The program should be updated to keep people energized and excited about what they are doing.

Follow-through – volunteers want to have the skills to do the job, get recognition for what they do, and be evaluated to improve on work they do. Follow-through parts of the program can be a selling point in recruitment.

Why do People Volunteer?

- Someone asked them 44%
- A friend of family member was involved 29%
- Were already participating 25%
- Sought the activity on their own 25%
- Responded to a general request 6%

Training and Orientation

Step 5 – Train Volunteers

If the volunteers to your blood program are not well-trained and supervised, and do not feel involved with the Blood Program, the quality of services and the organization's success will greatly suffer. Time spent on training and orienting volunteers and on planning for ongoing communication will pay off in the end.

Training and Orientation Key items

- Organization history
- Purpose of the program
- Administrative structure
- Donor recruitment policy
- Volunteer duties
- Communication protocols

Organization history – each volunteer should understand the history of the blood program to instill a level of commitment and understanding of the program's importance.

Purpose of the program – the underlying purpose of the program is necessary since duties and responsibilities are delegated to each level. All activities should be done with this purpose in mind.

Administrative structure – Each volunteer should know blood program administrative and communication structure. This will ensure good coordination within the Grand Lodge as well as among the various community blood program coordinators. Responsibilities and authorities for each organization should be understood.

Donor recruitment policy – Each volunteer should be knowledgeable about what the qualifications are to donate blood. These criteria are listed in Table 4. You need to ensure that blood program volunteers are equipped with knowledge that will ensure confidence of potential blood donors. A number of other specific criteria may also apply, but should be left to the community blood program personnel to communicate as these change from time to time.

Volunteer duties – Each volunteer should understand his duties and responsibilities. This will ensure quality delivery of program services as well as lead to greater confidence and satisfaction with volunteer performance. Duties may be broad or specific depending on the nature of the job being performed.

Communication protocols – How are volunteers to be informed about Blood Program guidance from the Grand Lodge, District or Lodge and among the community Blood organizations. How will information from the volunteer be transmitted up the chain of command within the various blood organizations.

Design and Conduct Training

Training can be done with a number of different approaches, such as self study guidebooks and videos, Internet on-line tutorials, or on-ground training sessions. For most of your District or Lodge training, short on-ground training may be most appropriate in that this forum allows for interactive questions and answers and resolving issues as they come up.

Design Training Key items

- Respect adult learning principles
- Have an agenda
- Pay attention to logistics
- Keep communication open

Respect adult learning principles – Adults learn in ways different from children. We must respect these differences and aim our training to be response to adult learning styles (see Table 5 for key adult learning principles).

Have an agenda – training should have an agenda so the participant knows what will be discussed and better judge if the training is of value.

Pay attention to logistics – ensure that the training location and time are appropriate for your volunteers. Are the facilities of sufficient size, do you have the needed equipment, are restroom facilities available, are refreshments or meals necessary?

Keep communication open – Be responsive to all questions. Ensure that volunteers do understand what has been said. Do not assume that because you have no questions that everyone understands. Consider adult education principles outlined in Table 5 for making communication open and effective.

Table 4. Criteria for Being a Blood Donor.

Criteria	Description
Age	Must be 18 or older to give blood. There is no cutoff age for older adults. However, aphaeresis donations are generally not advised for people over 60 years of age.
Weight	Weight of 110 lbs is a general guide to ensure the blood taken is a small part of your body weight – this varies from area to area.
Health	Good health includes blood pressure within reasonable limits, you do not have anemia, or exhibit outward signs of infection – high body temperature or other signs of illness, nausea, weakness, etc
Other specific questions	The host of questions pertain to your sexual activities and habits that may have exposed you to AIDs, your visits outside the United States within the recent past (length varies by area of the world) that may have exposed you to diseases and infections that could be transferred to others through blood donations, such as hepatitis.
Medication	Some types of medication may make you ineligible to give blood – you need to check with your doctor and the Red Cross for specific medications

Table 5. A Few Adult learning Principles.

Principle	Explanation
Adults already have a good deal of first hand experience.	As a result they know or think they know a good deal about the content of their experiences. Training activities that ignore that experience are often seen as insulting. Those that build on it are usually received with enthusiasm, and can be a contribution to the learning experience.
Adults have a certain amount of pride and prefer to be self-directed whenever possible.	Training activities that derive their justification at least partially from self-interest participant needs tend to receive willing acceptance and serious efforts to learn.
Adults have real things to lose	Adults are prone to avoid active participation when they feel that the demonstration of any inadequacy might lead to unfavorable action against them. They are unlikely to apply learning that goes unrewarded.
Adults have developed selective stimuli filters.	Most experiences are composed of numerous stimuli. People respond to stimuli in a new learning situation by “filtering” those which are distressing or unpleasant. In short, most adults hear what they want to hear and see what they want to see.
Learning must have application	Adults who are motivated to seek out a learning experience do so primarily (80-90%) because they have use for the knowledge or skill being sought.
Presentation of information should be meaningful.	Presentations should include aids that help the learner organize it and relate it to previously stored information. It should be presented at a pace that permits mastery of the material.
The learning environment must be physically and psychologically comfortable.	Adults report that long lectures, periods of interminable sitting and the absence of practice opportunities are high on the irritation scale.
Both trainees and the instructor need to state their expectations.	Adults have expectations, and it is critical to take time up-front to clarify and articulate all expectations before getting into content.
Adults can learn well – and much – from dialogue with respected peers.	Adults bring a great deal of life experiences into training situations, an invaluable asset to be acknowledged, tapped and used.

Manage the Program

Step 6 – Manage the Program and Volunteers

Managing the Blood program for your District or Lodge helps coordinate other volunteers working with you to solve problems and make progress. Managing the program also helps head-off problems before they become unmanageable, and permits you to take advantage of opportunities that usually have short windows to take advantage of.

Managing Volunteers Key Principles

- Provide instruction in the job
- Set clear expectations
- Facilitate problem solving
- Show appreciation
- Confront inappropriate behavior
- Motive volunteers
- Be flexible in management style
- Be available

Provide instruction in the job – ensure that specific tasks and responsibilities are clearly described and articulated, and that quality expectations are communicated.

Set clear expectations – ensure that expectations of quality, quantity, communication are spelled out and understood.

Facilitate problem solving – In line with the “Power Pyramid” principles, all volunteers to problem solve, but provide sideboards of what is acceptable or not acceptable – facilitate, don’t mandate.

Show appreciation – Rewarding volunteers is one of the most important things you can do. It also increases retention and increases moral. See ideas for rewards in Exhibit 1.

Confront inappropriate behavior – You must counsel volunteers on inappropriate behavior and language, Your other volunteers will respect you for it.

Motivate volunteers – see the section on Strategic Thinking and Motivation and items displayed in Table 2.

Be flexible in management style – adapt your management style to fit the temperament of each volunteer and be responsive to changing situations. But above all be predictable – that is that people have a good sense of how you will respond to any given situation.

Be available – Volunteers should have easy access to you for advise and council on important decisions and issues. You should be a good listener, not necessarily try to solve all their problems.

Your management should help volunteers coordinate their activities with other volunteers. Your management should communicate that the tasks are being performed properly and that volunteers are contributing to the overall goals of the program. Following are some rights and responsibilities that contrast volunteers from Blood Program Managers.

The volunteer has a right to:

- Be treated as an equal, not as free help
- Have worthwhile assignments
- Be kept informed
- Be a part of planning efforts
- Have safe work conditions
- Receive guidance, direction, and training
- Be rewarded for performance

The volunteer has a responsibility to:

- Accept realistic assignments
- Follow through on assignments and deadlines
- Respect confidences
- Follow rules and guidelines
- Keep the organization informed about volunteer activities
- Respect method and protocols of the organization

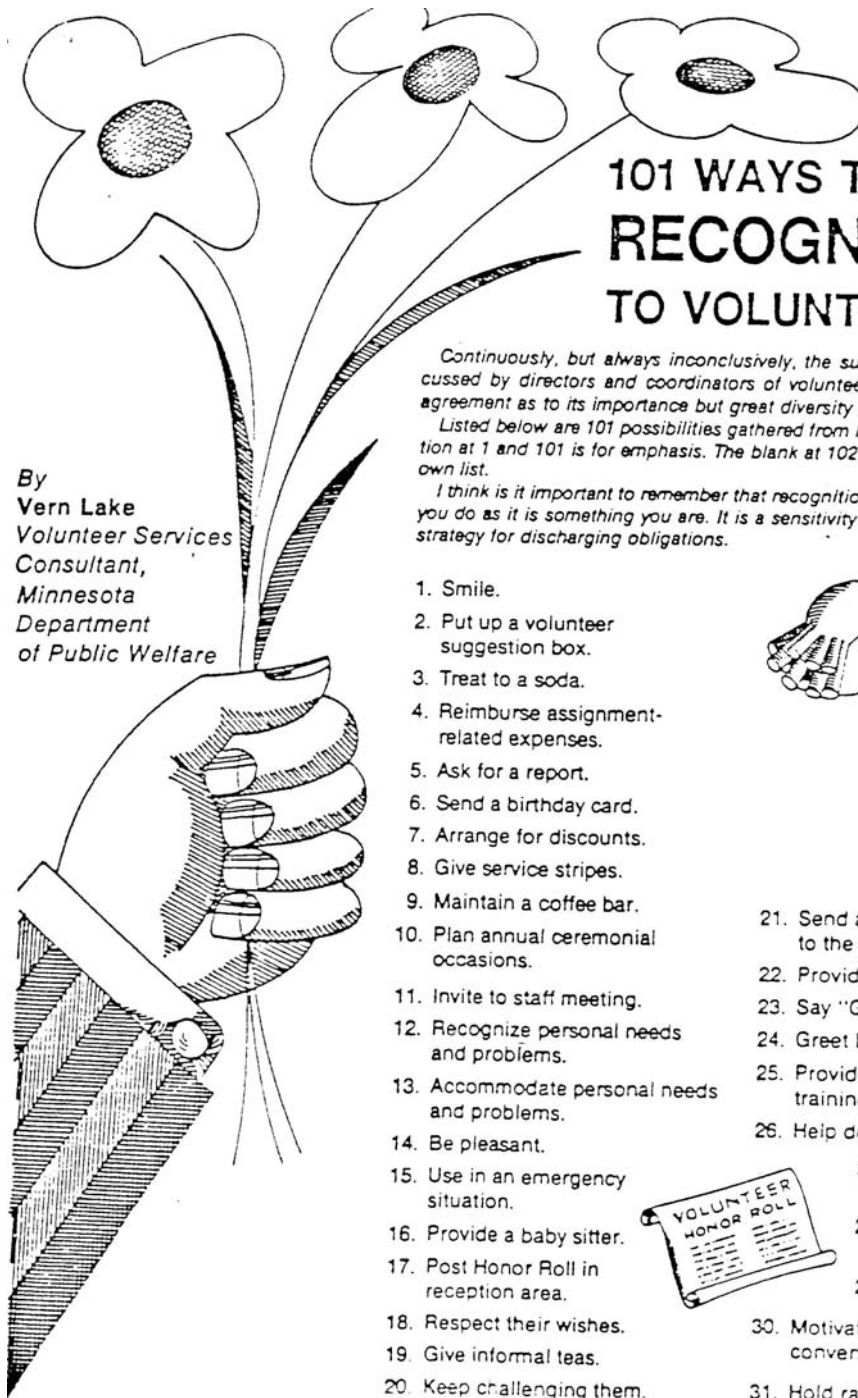
The manager has a right to:

- Decline help of unacceptable volunteers
- Expect communication from volunteers
- Expect volunteers will meet commitments and deadlines.

The Manager has a responsibility to:

- Provide adequate job descriptions
- Know limitations of volunteers
- Provide training if necessary
- Assign volunteers meaningful tasks
- Keep volunteers informed about activities
- Give feedback on performance
- Give recognition for good efforts
- Manage volunteers efficiently, effectively and professionally

Exhibit 1. Ways to reward performance.



By
Vern Lake
 Volunteer Services
 Consultant,
 Minnesota
 Department
 of Public Welfare

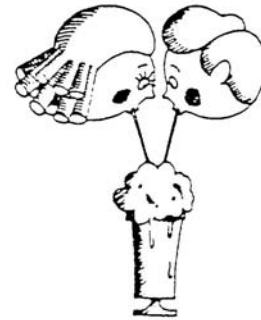
101 WAYS TO GIVE RECOGNITION TO VOLUNTEERS

Continuously, but always inconclusively, the subject of recognition is discussed by directors and coordinators of volunteer programs. There is great agreement as to its importance but great diversity in its implementation.

Listed below are 101 possibilities gathered from hither and yon. The duplication at 1 and 101 is for emphasis. The blank at 102 is for the beginning of your own list.

I think it is important to remember that recognition is not so much something you do as it is something you are. It is a sensitivity to others as persons, not a strategy for discharging obligations.

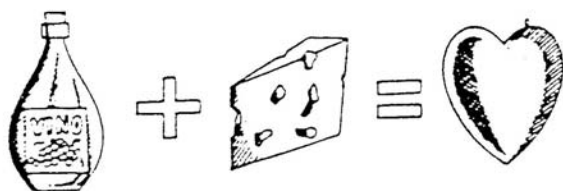
1. Smile.
2. Put up a volunteer suggestion box.
3. Treat to a soda.
4. Reimburse assignment-related expenses.
5. Ask for a report.
6. Send a birthday card.
7. Arrange for discounts.
8. Give service stripes.
9. Maintain a coffee bar.
10. Plan annual ceremonial occasions.
11. Invite to staff meeting.
12. Recognize personal needs and problems.
13. Accommodate personal needs and problems.
14. Be pleasant.
15. Use in an emergency situation.
16. Provide a baby sitter.
17. Post Honor Roll in reception area.
18. Respect their wishes.
19. Give informal teas.
20. Keep challenging them.
21. Send a Thanksgiving Day card to the volunteer's family.
22. Provide a nursery.
23. Say "Good Morning."
24. Greet by name.
25. Provide good pre-service training.
26. Help develop self-confidence.
27. Award plaques to sponsoring group.
28. Take time to explain fully.
29. Be verbal.
30. Motivate agency VIP's to converse with them.
31. Hold rap sessions.



BVM/NR/89

Exhibit 1 – Continued

32. Give additional responsibility.
33. Afford participation in team planning.
34. Respect sensitivities.
35. Enable to grow on the job.
36. Enable to grow out of the job.
37. Send newsworthy information to the media.
38. Have wine and cheese tasting parties.



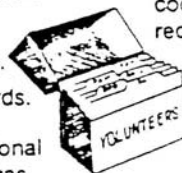
39. Ask client-patient to evaluate their work-service.
40. Say "Good Afternoon."
41. Honor their preferences.
42. Create pleasant surroundings.
43. Welcome to staff coffee breaks.
44. Enlist to train other volunteers.
45. Have a public reception.
46. Take time to talk.
47. Defend against hostile or negative staff.
48. Make good plans
49. Commend to supervisory staff.
50. Send a valentine.
51. Make thorough pre-arrangements.
52. Persuade "personnel" to equate volunteer experience with work experience.
53. Admit to partnership with paid staff.
54. Recommend to prospective employer.
55. Provide scholarships to volunteer conferences or workshops.
56. Offer advocacy roles.
57. Utilize as consultants.



58. Write them thank you notes.
59. Invite participation in policy formulation.
60. Surprise with coffee and cake.
61. Celebrate outstanding projects and achievements.
62. Nominate for volunteer awards.
63. Have a "Presidents Day" for new presidents of sponsoring groups.



64. Carefully match volunteer with job.
65. Praise them to their friends.
66. Provide substantive in-service training.
67. Provide useful tools in good working condition.
68. Say "Good Night."
69. Plan staff and volunteer social events.
70. Be a *real* person.
71. Rent billboard space for public laudation.
72. Accept their individuality.
73. Provide opportunities for conferences and evaluation.
74. Identify age groups.
75. Maintain meaningful file.
76. Send impromptu fun cards.
77. Plan occasional extravaganzas.
78. Instigate client planned surprises.
79. Utilize purchased newspaper space.



80. Promote a "Volunteer-of-the-Month" program.
81. Send letter of appreciation to employer.

82. Plan a "Recognition Edition" of the agency newsletter.
83. Color code name tags to indicate particular achievements (hours, years, unit, etc.).
84. Send commendatory letters to prominent public figures.
85. Say "we missed you."
86. Praise the sponsoring group or club.
87. Promote staff smiles.
88. Facilitate personal maturation.
89. Distinguish between groups and individuals in the group.
90. Maintain safe working conditions.
91. Adequately orientate.
92. Award special citations for extraordinary achievements.
93. Fully indoctrinate regarding the agency.
94. Send Christmas cards.
95. Be familiar with the details of assignments.
96. Conduct community-wide, cooperative, inter-agency recognition events.
97. Plan a theater party.
98. Attend a sports event.
99. Have a picnic.
100. Say "Thank You."
101. Smile



102.

Review/Evaluate/Adjust

All programs need to be constantly adjusted to avoid future problems, unforeseen events, and changing social and economic conditions. Your volunteers can be a most valuable source of information to help make the adjustments in your District or Lodge Blood Program.

Step 7 – Monitor, evaluate, and adjust

Feedback and Adjustment Key Principles

- Monitor things you can measure
- Monitor things you can control
- Be aware of changes outside your control
- Respond to causes not symptoms
- Adjust the important stuff, not everything
- Predict implications of adjustments

Monitor things you can measure – If you can measure your outcomes, you can understand if you have met your desired state – that is why measures are important in defining your objectives.

Monitor things you can control – only those things that you control can be influenced by your decisions. Time spent on formulating actions to change things outside your control is not wise investment of your time.

Be aware of changes outside your control – Clearly, there are changes taking place in the community, state, and nation that can influence your program that you will need to respond to. You are adjusting to these changes, not trying to fix this changes that are outside your control.

Respond to causes not symptoms – Adjusting your program only to symptoms will mean that root causes will still fester and additional adjustments may be needed later. Try to identify the root causes and formulation adjustments to your program addressing these causes.

Predict implications of adjustments – Taking an action to solve one problem may lead to other problems, which may be worse than the one you solved. Take time to predict probably consequences of any new proposed adjustments to your Blood Program and design mitigation measures to reduce or eliminate undesired consequences.

Summary

The success or failure of your District or Lodge program will be material influenced by the skill and assiduity with which you manage the program. This handbook has provided a simple seven step process for designing and maintaining a viable program. By an adherence to these simple guides you can have a successful program.

The following are additional resources and people available to help

Program planning

- Consult previous DBC or LBC.
- Consult Regional Coordinator.

Blood drives

- Review Blood Program handbook on G. L. webpage.
- Consult as above.

Blood Programs

- Seek help form online resources.
- Ask for materials from local blood agency.

Reports to Grand Lodge

- Report forms are listed on G. L. webpage.
- Consult last year's reports.

Facts about blood donation

- See local blood agencies.