



## Unit 191 Mentoring Program *Mentee & Mentor Guidelines*

### Responsibilities of the Mentee

- 1. Make time.**  
Meet with your Mentor before the start of the program to discuss the Mentoring Program. If you have bridge goals that can be addressed by your mentor, express them to him/her. Fill out a convention card to play with your mentor that mostly includes what you know and feel comfortable handling. Playing with a better player creates enough stress; don't try to learn every convention that person likes to play, too. Plan to play with your mentor about once a month.
- 2. Respect your Mentor's time.**  
You should expect feedback after each game, as a part of the process. Your Mentor will discuss difficult hands and other problems that occurred during the game or may find it necessary to communicate by email.
- 3. Learn from the information provided by your Mentor.**  
Do not be overly sensitive to constructive criticism. Keep in mind that bridge is a game, and your mentor is trying to help you improve and enjoy it more.
- 4. Show respect for your Mentor's efforts.**  
Your behavior and follow-through are how you express respect for your Mentor. Since all human relationships involve some form of conflict, it is possible that you and your Mentor may have basic personality differences. In this case, the coordinators will happily try to assign you another Mentor.
- 5. Realize that your mentor is not a professional bridge teacher.** Do not anticipate that they can or will teach you conventions and treatments, in which they may not be well-versed.
- 6. Become a Mentor yourself whenever possible. Give back.**

### Responsibilities of the Mentor

- 1. Give your time unselfishly.**  
Meet with your Mentee before the start of the program to discuss the Mentoring Program and identify the areas of interest to the mentee. Please allow sufficient time in making out a convention card prior to starting the program. It is recommended that you start with the conventions and treatments that are already familiar to the mentee. Your mentee's comfort zone may be affected by some intimidation related to playing with a more experienced player.
- 2. After each game, give feedback to your mentee.** In a timely fashion (before you both forget what happened, discard the hand records, etc.), discuss difficult hands, ideas for improvement, procedural occurrences (like asking for information from opponents and directors), etiquette, etc.
- 3. Don't fill your post-game analysis with only constructive criticism.** Mentees are often very sensitive, even though they know your heart is in the right place: trying to help them. Offer positives and talk some about things they did right. Remember that bridge is a game you want them to enjoy.
- 4. Be willing to share your knowledge and experience.** As the mentee gets more comfortable playing with you, it may be appropriate to add a convention or two that you find very useful. Keep in mind that your mentee has more to think about than you do and learning one or two new conventions in a year is plenty. You are not their only teacher, but the natural tendency for both of you will be to try to have them learn too much.
- 5. Make sure of the accuracy of the information you teach your Mentee.** It is okay to admit that you are not familiar with every idea or convention. Don't try to teach mentees conventions that you are unsure about or that you play in way that is different from the way the general bridge population plays them.
- 6. Make a commitment to play the required number of times per month. It is recommended that you play with your Mentee at least once a month.**
- 7. Mentees pay the card fees for Mentors.**