

Recruiting – Moments of Truth (MoT) ← Where we have to win.

1. When I **think** I want to learn how to play bridge (**TRIAL**) – online or ...
Need fast easy way to locate proven offerings nearby or online. Age group preference?
2. When I **take** a class – ACBL Guest Membership (if not conferred earlier). (**REPURCHASE-1**)
Need to ensure FUN, accomplishment, social engagement. Would they recommend their experience?
3. When I **play** at a club (for the first time) (**REPURCHASE-2**)
How FUN and pleasant was the experience – Intent to play again.
How well did current members treat the new players? Was the experience FUN?
What games does the club run to serve the play and social needs of the new player?
4. When I **win** masterpoints for the first time – **ACBL Membership benefits**.
5. When I **join** the ACBL (**Guest or Full Membership**).

Align on ways to shorten the time between each MoT. Standards ensure high quality experiences.

- 1st MoT: **BOOST**. Needs critical mass of teachers & clubs working novice programs year-round. Needs to incorporate online teaching and play to build clubs, not kill clubs.
- 2nd MoT: Shortest possible time between urge to try and first class.
- 3rd MoT: Shortest possible time between 1st class and 1st play at clubs (rubber bridge, teaching/coached game, supervised play)
- 4th MoT: Immediate appeal to novice by Club/teacher/ACBL when first MPs earned.
- 5th MoT: Immediate engagement by ACBL – what does the new player want that they don't yet have?

The current “system” can work against itself**Recruiting follows what clubs and teachers want, not what the ACBL nor the novice/prospect wants.**

Clubs want more paying players – don't care if ACBL members or not

Teachers want more students to take more classes.

Prospects want: FUN, friends, social entertainment, accomplishment, success, challenge

Best when a teacher runs a club, or a club and teachers partner on novice friendly games

Small steps. Emphasize FUN from play every step. Actively engage novices in club community.

Small clubs might not have the resources/personnel to run a full array of novice offerings. **PARTNERING**

Many (smaller) club owners not skilled in advertising/promotion. Some don't want that work.

Share what works – Club Owners and Teachers don't want to share best practices. Need to help people see that a rising sea floats all boats. **Success stories** not Current Best Approaches.

Friction Points:**Teachers have no incentive to speed players to play at clubs (MoT2 to MoT3) How do teachers benefit?**

Possible mitigations:

Income shared from limited games on club premises.

Students for intermediate/advanced classes. Space for same.

Clubs have little incentive to introduce ACBL Membership (the \$10 bounty).

Possible mitigations:

Clubs submit nonmembers emails to ACBL Live.

Clubs share prospect contact info from all ACBL supported ad/promo activity

Teachers offer trial memberships as part of class enrollment

ACBL promotes special novice games at clubs.

Missed Opportunities: Units and Districts -

Energize the recruiting process?

Encourage club-teacher partnering? Teacher-teacher partnering?

Help Teachers create tournament players?

Possible Incentives

1. **Consider an ACBL Master Teacher Certification** based on training, number of recruits, club relationships, and benchmark program evaluations. Master Teachers get more access and special promotion for novice classes.

Define affordable benefits. This might mean publishing success stories or short personal biographies in the ACBL Bulletin.

2. Consider designating Bridge Clubs and Bridge Centers who recruit effectively and offer teaching programs and novice friendly games as **ACBL PREFERRED DESTINATIONS**. (Novice experience, physical facility, teacher/owner responsiveness, friendly environment, game offerings, journey support). Define affordable benefits.
3. **Spend to match population density** – Marketing support spent against success – maximize new members per \$1000 spend. Feed the strong, starve the weak. Do not waste resources on fallow markets. Not a business welfare program.

BOOST showing signs of success

Best initiatives for clubs in many, many years. Ready for prime time??? - **SCALE** and **AUTOMATE**.

*Watch Out: Club owners want to own the process and the prospect list. **SHARED KNOWLEDGE & Standards***

Large clubs want prospects and no accountability to the ACBL. They do not want to share prospect information. Small clubs might lack the resources necessary for teaching or a novice program. The ACBL can foster partnering between teachers and clubs. Success stories show teachers and clubs how to be responsive, how to recruit to classes and teach to play, and then how to enjoy play and acquiring skill. Emphasize **FUN** → what the prospects want most. Teach to accomplishment, not to overwhelm. With FUN we make bridge players. Positive experiences create commitment.

Prospects want FUN. They also want the ability to see what other novices/students have said about their learning experience, access to teachers and clubs in their area, support as they learn, games that will help them enjoy bridge when and where they want, and recognition for success at the table.

We have a choice – do what the ACBL wants, do what teachers want, or do what prospects want.

PREFERRED FOCUS: WHAT THE PROSPECT WANTS, WHEN THEY WANT IT, WHERE THEY WANT IT.

Just like a world-renowned symphony orchestra, the Bridge Ecosystem needs a great CONDUCTOR – Think of the ACBL as the CONDUCTOR. Encourage collaboration. Eliminate/minimize friction points. Create stakeholder value. How?

The ACBL can acquire information and provide data and key business services for teachers and sanctioned clubs who actively create new bridge players and recruit new ACBL members. This requires data management and internet applications that are available. Publish success stories not current best approaches. Success stories have advertising reach and ego value. Establish minimum standards for participation in online advertising. Teaching at clubs is not enough. Solicit/curate/publish evaluations from novices about their experience. Encourage continual improvement.

ACBL Mastery in data management, communication, and business analytics for growing teachers, clubs, and tournaments becomes the NEW STRATEGIC ADVANTAGE for the ACBL. Unfortunately, IT is a core capability and a weakness. This is manageable, and requires proper balance between inside skill and outside service. Project Management skill required.

Future “BOOST” Idea (?!!) –

1. Teachers & clubs submit lesson plans continually over time.
 - a. Each submission vetted for prospecting novices.
 - b. Each submission vetted for club, online or both teaching venues
 - c. Each submission checked for in-club play (teaching games, rubber bridge, coached games, supervised play, 0-5/20/50 games).
 - d. Submissions meeting all criteria are posted for online advertising.
 - e. Business statistics tracked for ad effectiveness and time to MoTs
2. ACBL (co-)funds online ads across several sites and shares prospect contact info selectively.
3. Prospects give name, email address, zip code (necessary), and travel radius (Validation?)
 - a. Email sent to all teachers, clubs and the prospect in travel radius. Teachers respond via app.
 - b. ACBL stores contact information for (2 years) to promote duplicate bridge.
 - c. ACBL automatically signs prospects up as guest members (Consider ‘Free trial’)

IDEAL PROSPECT EXPERIENCE

Engaging; Timely response
Quality Experience @ MoTs
Freedom of choice
Journey Support
“Like Amazon.com”

- d. If no option exists (90 days or more, or within their radius) ACBL can suggest online options. Discount memberships for students who complete some number of class hours/play # games.
- 4. Clubs/Teachers contact prospect in 24 hours. (App tracks response time & content). Best to respond immediately with an invite to talk by phone/Zoom/in-person.
- 5. Both Teachers/Clubs and the ACBL have access to prospect data – ACBL knows all, Teacher and Clubs have data from people for whom they fall in the requested radius (not full access to all prospects).
- 6. System enables customer request to disenroll or stop emails.

Steve Moese K082411, Chair – ACBL Advisory Council Teacher & Club Committee

Teacher Workgroups for Boost Face to Face

Stephanie Threlkeld <stephanie.threlkeld@acbl.org>

Blakely Meyers <Blakely.Meyers@acbl.org>,

Robert Todd <robert.s.todd@gmail.com>,

Steve Moese <stephenmoese@gmail.com>,

D14D-Deana Liddy District14Director@acbl.org