observer, timekeeper — that promote teamwork and build member skills in working in groups. Encourage dominating members to assume non-speaking roles (see *Starting Strong*, pp. 197–202). In large group settings, ask members how they want to be acknowledged when speaking in the group — for instance, use a fun object (e.g., stress ball) that identifies the participant who has "the floor."

Use diverse training techniques to engage participants who have different levels of experience and expertise. While diversity can be interesting, meeting the needs of all members can be difficult — more experienced participants may become bored, less experienced individuals need more time to understand training content, etc. Use diverse small groups that enable members with specific knowledge to teach others within the group; also try grouping members by levels of experience and knowledge and give more experienced groups appropriately challenging assignments (see "Big Results from Small Groups," *TrainingBrief* #3: October 1997).

Use ground rules where participants have inter-group conflicts. Engage participants at the start of the session to brainstorm a list of both training session expectations — **what** members want to learn from the session (e.g., "new tutoring activities that are fun and creative") — and ground rules — **how** members plan to interact with each other (e.g., "raise both hands when someone shares information way off the topic"). Be sure to agree on a list of ground rules if you expect or are aware of inter-group conflict; bring a sample set of rules with you to the training. Post the expectations and ground rules; suggest that members review the lists periodically; and be prepared to invoke the ground rules. If a difficult situation arises and you have no agreed-upon ground rules, depart from the agenda and ask members how they would resolve the problem. Use the situation as a training opportunity for your members — a chance to gain some experience and skills with group dynamics.

Maintain a positive attitude. Do not fall into a common trap of channeling too much energy into the challenges posed by only one or two members. Deal with issues as they come; but, for the sake of the other session participants, respond quickly and move on. Your attitude counts. Remember that all participants — especially those not involved in the situation — will react not only to the situation itself but also to how you respond. Stay focused on the training topic and expectations established by all members. Monitor your own training style, be attentive to the needs of diverse learners, and keep a positive attitude! (For more information on trainer style, see "Strengthen Sessions with Style," *TrainingBrief* #5: December 1997.)

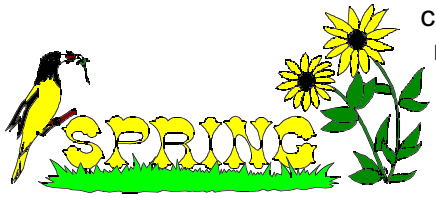
Follow up with your members after the training session. Once you have handled a difficult training situation effectively, your involvement does not stop there. Individual member behaviors during a training session (e.g., chatty members, attention-seeking questioners, unusually quiet extroverts) are often symptomatic of larger member development issues that require appropriate attention and supervision. They may also reflect group development concerns (e.g., underlying group tensions, second-year member turf issues) that may best be handled individually or in a group meeting after the training session.

ACTIVITY: I Like Someone Who...

This activity has been a favorite activity during MOSAICA training seminars across the country. Use I Like Someone Who after a break to energize the group or early in a training session to break the ice (or improve participants' mood if you are dealing with a difficult training situation). Because this is a physical activity, be aware of any participant disability issues.

Purposes:
To give members an opportunity to become familiar with each other's interests and experiences. To encourage team building among members in a training session. To energize members through an undemanding physical activity.

Group size considerations:
If the space is available, this is an ideal activity for especially large groups (over 25 participants), but it can easily accommodate a moderately-sized group (between 10–25 participants) as well.

Instructions:
Have participants sit down in chairs that form a circle, while you begin the activity by standing in the middle. As facilitator, begin by introducing an "I Like Someone Who..." statement that draws connections among participants — based on preferences, interests, or experiences. Some examples include: "I Like Someone Who…is a night person," "I Like Someone Who…likes sushi" or "I Like Someone Who…has seen the film *Life is Beautiful*."

Direct all participants who can relate to the statement to move from their spaces and find new seats somewhere in the circle; those who cannot relate to the statement should remain in their places. The only rule is that participants cannot take a new position that is directly to the left or right of their current seat. As participants are scrambling for new seats, you also will search for a seat, thus leaving one person without a place. This participant then becomes the person in the middle and provides another "I Like Someone Who..." statement.