



MASTER GARDENER

COLORADO STATE UNIVERSITY
EXTENSION

The Colorado Master Gardener Program

Reference / Reading Materials

CMG GardenNotes on the Colorado Master Gardener Program

- #010 References and Review Questions: The CMG Program
- #011 Learning
- #013 VMS: Instructions for Using the CMG Online Volunteer Management System
- #014 The Colorado Master Gardener Program
- #015 Communications
- #017 Listening Habits Evaluation
- #018 Using Copyrighted Materials: Are You Legal?

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Review Questions

Learning

1. In a long class period, like CMG/CGC training, it is easy to miss concepts that expand and update the student's knowledge. What techniques can students use to maximize their learning potential?
2. In the learning process, when you question or reject a concept, how should it be reprocessed?
3. To gain the most out of the CMG/CGC training, take a few moments to self-reflect on your mind filters that may play into your learning potential. What mind filters will help you learn? What mind filters may impede your learning?

CSU Extension

4. Describe the *Extension* system. Who are the partners?

Colorado Master Gardener Program

5. When may the title "*Colorado Master Gardener*" be used?
6. What is required to become a CMG volunteer? After the first year, what is required to continue in the program?
7. In counting hours, what counts for volunteer hours versus continuing education hours?
8. List criteria for CMG activities.
9. What are "conflict of interest" and "implied endorsement"? As CMG volunteers employed in the green industry, can you advertise that you are a "*Colorado Master Gardener*"? That you have completed the *Colorado Gardener Certificate Training*?
10. Under the "fair use" doctrine of copyright law, what are the restrictions on making a single copy for a client? For making multiple copies for classroom distribution?

Class Objectives

At the end of this class, students will:

1. Describe techniques to enhance his/her learning.
2. Describe how mind filters influence communications.
3. Self-evaluate factors that enhance and impede his/her communications.
4. Describe the Cooperative Extension System
5. Describe the CMG Program and the role of volunteers.

Homework

1. To become familiar with the resources, spend a few minutes surfing the CMG website at www.cmg.colostate.edu.
2. From the CMG website, enter VMS and set-up your profile.
3. Reading
 - a. *The Science of Gardening*, chapter 1 (page 3) on the Benefits of Gardening
 - b. *CMG GardenNotes*
 - #011, Learning
 - #012, CMG Code of Conduct
 - #014, The CMG Program
 - #015, Communications
 - #017, Listening Habits Evaluation
 - #018, Using Copyrighted Materials...
4. Review Questions: *CMG GardenNotes* #010
5. Homework: *CMG GardenNotes* #019

11. While working in official CMG activities, CMG volunteers are covered by University liability; but under what conditions?
12. CMG volunteers are not authorized to give legal or medical advice. Give examples of common questions that could fall under legal or medical advice. Where should clients be referred?

Communications

13. Take a few quiet moments for some self-reflection on your “mind filter”. What mind filters are powerful in your communications? What mind filters sometimes impede your communications?

Tools for Success

14. If you were calling CSU Extension for advice on a gardening problem, how would you like to be treated? (A rather simple question, yes; but we do not want to be that “governmental agency” which forgot customer service.) Give it some serious thought.
15. A client wants you to tell her what to do for a garden problem. What is your role in the decision making process?
16. Why do some questions have no answers?
17. What are the two most common complaints about CMG services?
18. Why do we recommend that you read directly from reference materials? Why do we recommend that you cite references?
19. What types of reference materials are not acceptable?
20. May you use your own practical experience? What if it is different from recommendations?

21. What is a CMG role related to pesticide information?
22. What sources are acceptable for pesticide information?
23. Where do you refer clients that need in-depth information about pesticide safety issues?
24. How does visualizing a client’s situation help you diagnose a problem?
25. How does repeating back, in your own words, what the client said help you diagnose a problem?
26. As you are talking with the client, you often have a new piece of information come up that does not fit the diagnoses you were thinking about. How can you look smart (and save face) and move on with a new direction of thinking?
27. Why should a diagnosis be framed such as ***“based on the information you provided, the problems could be...”***?