Excuse Colorado Gardener Certificate students (these are students ‘auditing’ the CMG training who will not become volunteer CMGs).
This slide reinforces what Extension is and where the Colorado Master Gardener program fits within Extension. We are Powered by Colorado State University!
Providing trusted, practical education to help solve problems, develop skills and build a better future for all Coloradoans.

Extension’s mission is Providing trusted, practical education to help solve problems, develop skills and build a better future for ALL Coloradoans.
The Colorado Master Gardener program is committed to using horticulture to EMPOWER gardeners, develop partnership and build stronger communities.
Resources to Remember

- CSU Online – Canvas access
- CMG GardenNotes
- Training Syllabus
- CMG Volunteer Handbook
- VMS
- CMG Website
- Extension FactSheets

There are a lot of resources and support to help you during training and as a volunteer. These are some good resources to remember.
When in doubt… go to the website!

It can be challenging and confusing to navigate ALL of our resources! So, when in doubt…
go to the ColoradoMasterGardener.org website! Under “Gardening Information” you’ll find
links to Extension FactSheets, Ask An Expert, PlantTalk, Soil Lab, Co-Horts Blog and MORE. Under “Volunteer Resources” you’ll find links to GardenNotes, VMS, CMG Online, Canvas online classes and MORE! Your CMG Volunteer Handbook is located in GardenNotes and serves as another great starting point for program questions.
Several classes for the CMG training program are online classes in “Canvas.” Canvas is the name of the online class system or portal used by the University. Please note that ALL pre and post tests should be completed as this is how we know you’ve successfully finished a course. ALL online classes are required. While 80% attendance is required to pass, 100% of online courses must be completed. These can be done on your own time and you can start/stop as often as needed. They are designed to be flexible.
Crossword Review

- Let's review the answers

Note to coordinator: This is an optional activity linked in the online course. You can quickly review or simply make the answers available depending on time.
Discussion Questions
Let’s apply what you’ve learned

Instructor note: Have pre-printed discussion questions ready to pass out to small groups OR customize this PowerPoint to meet your needs.
In small groups: Review & answer questions:

#1 HELPING: A Client wants you to tell him/her what to do for a garden problem. What is your role as a CMG in the decision-making process?

#2 QUESTIONS: Why do some questions have no answers?

#3 LOOK SMART & SAVE FACE: As you talk with a customer about a plant problem, you often learn a new piece of information that does not fit with the diagnosis you were thinking about. How can you look smart, save face and move on to a new direction of thinking?

#4 DIAGNOSTIC-TYPE ANSWERS: Why should a diagnosis be framed like, “Based on the information you provided, the problem could be…”

#5 MIND FILTERS: What are your mind filters/noise that may impede your learning? Brainstorm with your group to come up with ways to improve your learning when your noise interferes. Examples of words that might trigger mind filters are “pesticide”, “organic”, “insect”, “spider”…

Instructor Note: Customize this slide based on how you’ll complete this activity. If you have a large group, you may split them into small groups and have them answer one or two questions OR all 5! Or you can assign groups to answer one of the questions and report out. Either way, give groups enough time to thoughtfully answer the question(s).
1. Helping Customers

A client wants you to tell him/her what to do for a garden problem.

What is your role in the decision-making process?

Responses may include: The role of the CMG is to provide education and options, when available, so the customer can make the best decision for him/herself in their particular situation. A customer might try to push the CMG into giving them “the” answer. The CMG could come back with – “well, what is easiest for you? This or this?” or “Do you have the time to spray the plant weekly to manage this problem during this time period?” or “Do you have the right spray equipment”? “Are you willing to repeatedly dig up bindweed as it appears – for 5 years or more?” and so on. Sometimes these types of questions help the customer filter out what is reasonable for them to do - or not.
2. Questions

Why do some questions have no answers?

Responses may include: Some questions have no answers because we often don’t (and may never) have all the information. A question may have multiple answers or a problem may have several potential causes. We can’t see into the soil (unless we dig up a plant or around it) and that may be where the problem lies. For example, a tree might be turning chlorotic because it wasn’t a good selection for the site; the soil is compacted; the soil is over or under watered; there was construction or digging that damaged roots, or some combination of these factors.
3. Look Smart, Save Face!

As you talk with a customer about a plant problem, you often learn a new piece of information that does not fit the diagnosis you were thinking about.

How can you look smart, save face and move on to a new direction of thinking?

Responses may include: A CMG could say “oh, now with that piece of information, I’m thinking more along this line...and here’s why....” (or something similar)
4. Diagnostic-type Answers

Why should a diagnosis be framed like:

“Based on the information you provided, the problem could be…”

Responses may include: You are basing your answer on what the customer has told you. Sometimes they don’t have all of the information (ie., just moved onto the property and don’t know the history of the plant or its care) or forget some piece of information or conveniently leave out information.
5. Mind Filters

- What are your mind filters (noise) that may impede your learning?
- Brainstorm with your group to come up with ways to improve your learning when your noise interferes.

A few examples of words that might trigger mind filters are “pesticide”, “organic”, “insect”, “spider”...

Responses may include: For suggested ways of managing mind filters (or noise) see GardenNotes #17. You might have each group share their findings with the whole group if time allows.

For example, my mind filter might be that I don’t use or like pesticides and when I hear the word, I prematurely dismiss what is said or tune it out because it is difficult for me to think about. But I need to hear what is being said because in my volunteer work, I may have to offer them as an option to a garden problem. Solutions to improve learning/listening could be: Make a conscious effort to concentrate on what is said. Keep an open mind. Listen for ideas. List words or phrases that are troubling and try to analyze why they are.
Thank you