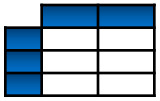
Examples
Think-Do-Feel Table

Note: Some of these are actual examples, others are artificial


Generic


RGB satellite imagery


Thunderstorm forecast - novice


Thunderstorm forecast - experienced


Culture and learning


Cloud identification


Presentation preparation


Conduct a webinar


WMO: Your friend


Pilot briefing

$$\frac{\partial(\zeta + f)}{\partial t} = \ldots$$
Vorticity equation


Review of training funding

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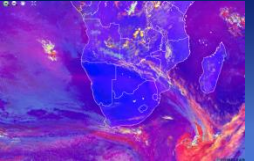
Click on any topic or use <> arrows

Some (of many) **possible examples**

	Now*	After
Think	• I don't know how to do this • I think I can do this (but I can't) • It's difficult, an art • I've always done it this way • This isn't relevant for me • I need help here	• These ideas will help me in my work • There is a systematic approach • I can master this
Do	• Nothing • Do the wrong thing • Do it the wrong way • Do it but could improve	• Apply the ideas – knowledge, procedures, decision making
Feel	• No strong feelings • Disengaged • Apprehensive • Resistant to change • Strongly opposed • Enthusiastic • Overwhelmed	• Motivated, keen to become proficient • Confident • Excited/enthusiastic • Supported

** Different learners may have different starting points*

Menu



Use RGB satellite channel combinations to identify features and phenomena

	Now*	After
Think	• There are so many options I am confused • I'm managing fine with Vis/IR/WV • This is a valuable tool but I don't know how to use it fully	• RGB images add value in combination with Vis/IR/WV • I'm clear about which RGBs to use in different situations
Do	• Don't use them or use limited combinations • Use them but don't obtain full value	• Use the best RGB for the problem/situation at hand • Extract optimal information
Feel	• Overwhelmed • Resistant as too busy already • Excited by the possibilities	• Keen to use RGB for maximum benefit • I am confident applying this technique

Forecast thunderstorm initiation - **Novice**

	Now*	After
Think	• I don't know how to do this • It's difficult, an art	• There is a systematic approach • I can master this
Do	• Nothing yet	• Forecast thunderstorms based on systematic application of the ingredients method
Feel	• No strong feelings • Apprehensive ("it's hard") • Excited ("this is why I became a meteorologist")	• Keen to become proficient

Forecast thunderstorm initiation – **Proficient forecaster**

	Now*	After
Think	• I already know what to do • I'm not sure if there are new techniques • I know some people forecast storms better than I do but I don't know how they do it	• My forecasting will improve if I apply these ideas • I know the latest techniques • I am confident that my forecasting approach is state of the art
Do	• Standard approach to forecasts	• Incorporate the latest techniques into their forecast process
Feel	• Forecasting storms is stressful • This training will be a waste of time • This training is what I need to improve my forecasting	• Keen to apply these new techniques • I am confident with my forecasting

Pat Parrish

Teacher responsiveness to culture and learning

Session with WMO Regional Train the Trainer course

	Before	After
Think	Teachers may think … •Culture is not important enough to consider •Students must adapt to their style •Culture is too complicated, there is nothing to be done	I want teachers to think that culture … •Is central to learning •Affects how and what we learn •Affects how we think •Must be considered when teaching
Do	Teachers may … •Ignore cultural differences •May simply avoid dealing with differences	I want teachers to … •Consider the cultural differences existing among students •Use flexible and adaptive activities •Openly discuss cultural preferences •Use differences to enrich the learning experience
Feel	Teachers may feel … •Intimidated or fearful of cultural differences •Lack of empathy for differences •The challenge is too hard	I want teachers to feel … •Interested to address cultural differences •Excited about the existence of cultural differences

Cloud Identification

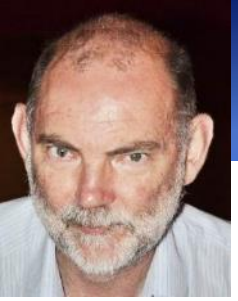
	Now	After
Think	• Already know some basic types • Some misconceptions and confusions	• Know all the types and how to discriminate between them
Do	• Nothing yet • Keen observer of clouds • Have problems at night	• Situational awareness – “Watch the sky” • Carefully discriminate similar types - committed to accurate observations
Feel	• No strong feelings • Passionate cloud observers or excited to learn • Worried by Latin names	• This is important and I can do it well

Presentation Skills

	Now	After
Think	• How most people present is the best way • I could improve but don't have the skills or knowledge	• There are better approaches that I can readily apply, I know what they are and how to do it
Do	• Standard presentation with too little interaction, too much content, too many text and bullets, weak or missing conclusions	• Apply evidence-based design principles
Feel	• Unaware • Uncertain • Anxious • Frustrated	• Confident

Conduct a Webinar

	Now	After
Think	• I don't know where to start • Most webinars are boring • I need/want to do this	• It's only an incremental change from what I do now • I have ideas on how to make it engaging • I will start simply and add more techniques with experience
Do	• Haven't done a webinar but am experienced with face to face training • Tried it and it was poor/OK/good	• Conduct a webinar • Engage the audience
Feel	• Daunted or overwhelmed • Resistant • Keen	• Keen to try • Confident



Jeff Wilson

WMO: Your Best Friend

Session with WMO Regional Train the Trainer course

	Now	After
Think	WMO has lots of funds Don't know the real problems May not care	We do care and are here to help They are part of the ETRP Limited funds
Do	Request fellowships and support	Seek information Share information Take action
Feel	Frustrated that can't receive funding or assistance and don't know how to make a request	Confident that they can receive assistance from WMO ETRP if they have a problem or a need

Conduct a Pilot briefing

Analyse how the pilots think and feel and what they do when they come to be briefed

	Now	After
Think	• Wonder what weather will affect the flight	Be aware of: •hazardous weather •when and where •developments to watch for •other features that may affect the flight
Do	• Come for briefing	• Use meteorological guidance to avoid hazards and create flight plans
Feel	• Different pilots may be +ve, –ve or neutral about forecasts	• Confidence in the forecasts • Happy with the service

$\frac{\partial(\zeta + f)}{\partial t} = \ldots$ Learn the vorticity equation

	Now	After
Think	• It looks too complicated and difficult (too much maths) • I can't see the relevance as it's too theoretical	• Understand the physical meaning of all terms • The approximations help to understand atmospheric systems and flow
Do	• Nothing yet • Learn the equations to pass an exam but not how to use it	• Apply vorticity thinking to explain atmospheric systems and flows
Feel	• Daunted or overwhelmed • Resistant • Reluctant (it's not relevant) • Keen to learn	• Motivated and keen to try • Confident

Review of funding for training

	Now	After
Think	• Can't see much value for the money spent • Training is costly so want to reduce costs	• Money spent on training is well spent • We should invest more in training
Do	• Propose to cut training to reduce costs • Maintain training funding at a low level	• Maintain or increase funding
Feel	• Training is too expensive / not a priority / a waste of time	• Training is the backbone of our organisation • I'm committed to training