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| **Mastering Complex Communications**  Activity: The "Speaker"  Primary Audience: Security Professionals | | **Card Set 1.7a** |
| **Scenario: DOS Batchfile** | | **Role: Security Professional (Speaker)** |
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| ⮊ | You have a distinguished professor running old code that runs a data collection instrument. It’s running a DOS batchfile that interacts with hardware via some ancient compiled code that can’t be tracked down anymore. The system has been collecting data on the same hardware for 20 years and the professor is worried any changes will introduce changes in the consistency of the data or introduce non-reproducible data. | |
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| ⮊ | **You set up a meeting with the professor to explain the problem. Offer alternatives for maintaining the existing environment but discuss how change is inevitable and how to deal with the reproducibility and availability issues. Explain the situation to the professor about why the older systems must be retired, and get the professor to agree to move their research to the new hardware.** | |
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| ⮊ | Remember to avoid jargon, use analogies when appropriate and check for understanding. | |

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| **Mastering Complex Communications**  Activity: The "Speaker"  Primary Audience: Security Professionals | | **Card Set 1.7b** |
| **Scenario: DOS Batchfile** | | **Role: Actor (Listener)** |
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| ⮊ | You are a distinguished professor whose research relies on a data collection instrument that is more than 20 years old. You know that the security policy is to retire systems that are older than 5 years, and you suspect that this is why you’ve been called in to meet with the Security Professional. Your data collection system uses a DOS batchfile to interact with the hardware via ancient, complied code - and you don't have the source code and can't track down the students who wrote the original more than two decades ago. You know from prior experience upgrades to hardware or software (especialy things like operating system, compilers and support libraries) will introduce changes and may invalidate your research. You have worked on this same system for 20 years, and you know that changing the hardware or software will impact the consistency of your data and possibly introduce non-reproducible data points. | |
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| ⮊ | **You go into the meeting with the plan to actively resist the upgrade and try to keep your existing system running. Act as if you do not understand any ”Computer Jargon”** | |
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| ⮊ | You will agree to comply with the Security Professional’s request that you move to new hardware or software ONLY AFTER the Security Professional has demonstrated concern for your needs. For instance, they might ask about your data needs and talk about strategies for reducing the impact on your research dataset, or they might ask about your timeline for the research project. | |

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| **Mastering Complex Communications**  Activity: The "Speaker"  Primary Audience: Security Professionals | | **Card Set 1.7c** |
| **Scenario: DOS Batchfile** | | **Role: Coach** |
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| ⮊ | As the coach your job is to listen to both the speaker and listener to see if they use the techniques: Reducing Jargon, Using good analogies, Checking for understanding. | |
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| ⮊ | **If things get stuck, suggest that the speaker use one of the techniques.** | |
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| ⮊ | Keep notes of when techniques are used (or not!) and whether they are effective. Your goal at the end is to give feedback to both the speaker and listener about what went well and what could be improved. Specifically, make note of any jargon that is used and point it out with your feedback. | |

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| **Mastering Complex Communications**  Activity: The "Speaker"  Primary Audience: Security Professionals | | **Card Set 1.8a** |
| **Scenario: Backup Barrage** | | **Role: Security Professional (Speaker)** |
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| ⮊ | You have set up a meeting with a senior professor who is known to be high strung (bordering on abusive) and difficult to work with. This professor’s instruments produce 5-10TB per day of data when in production, but s/he recently suffered a ransomware incident, fortunately on a secondary system. The professor has been barraging the help desk with emails and phone calls complaining about the need for an immediate, free, backup solution. After much investigation you discover the professor’s lab has a 10 gig connection to the campus network. | |
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| ⮊ | **You have scheduled a meeting, so that you can let the professor know what backup options exist, that none of them are free, and that s/he will need to pay for faster network electronics.** | |
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| ⮊ | Remember to avoid jargon, use analogies when appropriate and check for understanding. | |

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| **Mastering Complex Communications**  Activity: The "Speaker"  Primary Audience: Security Professionals | | **Card Set 1.8b** |
| **Scenario: Backup Barrage** | | **Role: Actor (Listener)** |
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| ⮊ | You are a senior professor with a quick temper, who is prone to pestering to get what you need - and and even shouting on occasion if you think it will make others work faster to solve your problems. You are frustrated with the campus IT staff: you recently were the victim of a ransomware attack, which fortunately was a secondary system so you could just shut it down. But now you only have one copy of your data and so you've been calling and emailing the help desk many times every day, insisting that they get you a immediate, free, backup solution to protect your data. Your work is critically important, and your instruments produce 5-10TB of data every day when they are in production. You don't like to spend money unnecessarily, though, so you had purchased a secondary system for your lab to serve as a backup rather than upgrading the network hardware to allow you to connect to the high speed campus network. You know that your lab's hardware is out of date, but your grants pay a huge percentage of overhead to the university and you figure they should be responsible for implementing (and paying for!) a backup solution to keep your lab up and running. One of the campus' Security Professionals has set up a meeting with you, and you're eager to tell them just how important it is for them to make sure your work is backed up and secure! | |
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| ⮊ | **You go into the meeting with the plan to insist, loudly, that this "security expert" make sure that your work is secure - immediately! Act as if you do not understand any ”Computer Jargon”** | |
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| ⮊ | You will agree to comply with the Security Professional’s request that you move to new hardware or software ONLY AFTER the Security Professional has demonstrated concern for your needs. For instance, they might ask about your data needs and talk about strategies for providing short- and long-term backup solutions, or they might ask about your timeline for the research project. | |

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| **Mastering Complex Communications**  Activity: The "Speaker"  Primary Audience: Security Professionals | | **Card Set 1.8c** |
| **Scenario: Backup Barrage** | | **Role: Coach** |
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| ⮊ | As the coach your job is to listen to both the speaker and listener to see if they use the techniques: Reducing Jargon, Using good analogies, Checking for understanding. | |
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| ⮊ | **If things get stuck, suggest that the speaker use one of the techniques.** | |
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| ⮊ | Keep notes of when techniques are used (or not!) and whether they are effective. Your goal at the end is to give feedback to both the speaker and listener about what went well and what could be improved. Specifically, make note of any jargon that is used and point it out with your feedback. | |