



# Deterrence in Insider Risk Management: A Public & Private Sector Perspective

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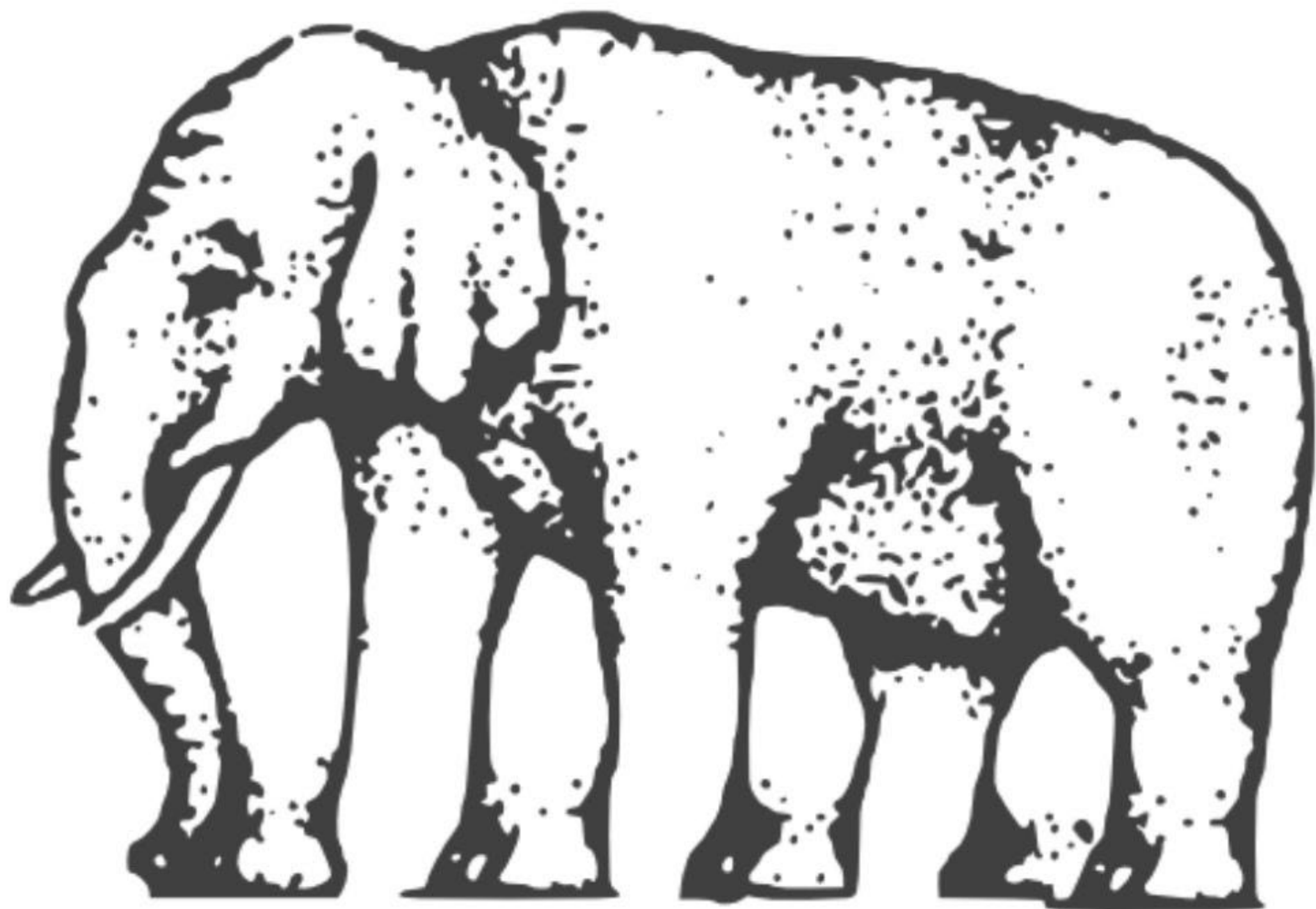
US Insider Risk Management Center of Excellence



# Perspective

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- Over 25 years of experience as a security leader within:
  - International commercial sector
  - Military
  - Law enforcement
  - Intelligence Community
- Member of NCIX's InT Working Group, the predecessor to the NITTF, as EO 13587 and the National Insider Threat Policy & Minimum Standards were drafted and codified
- Served as Deputy Director for InT with the Department of the Air Force and in numerous senior roles at the Defense Intelligence Agency and Defense Security Service (DCSA)



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# Defining the challenge...

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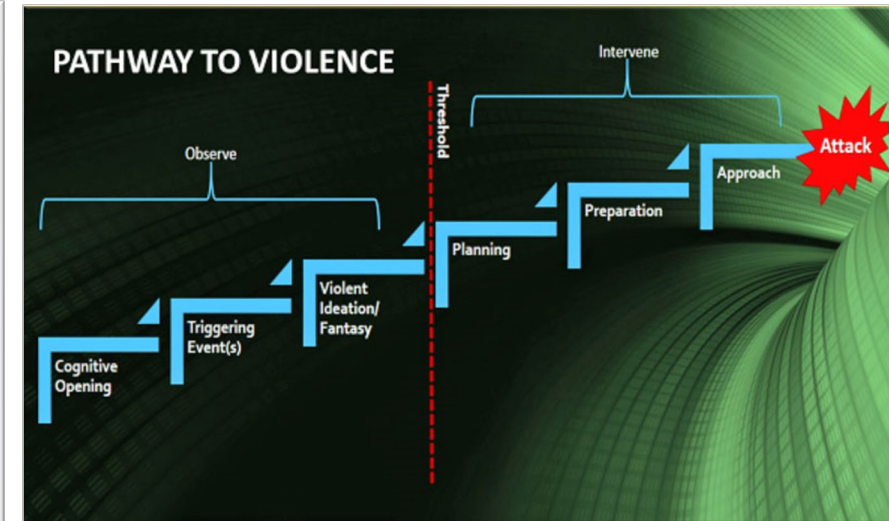
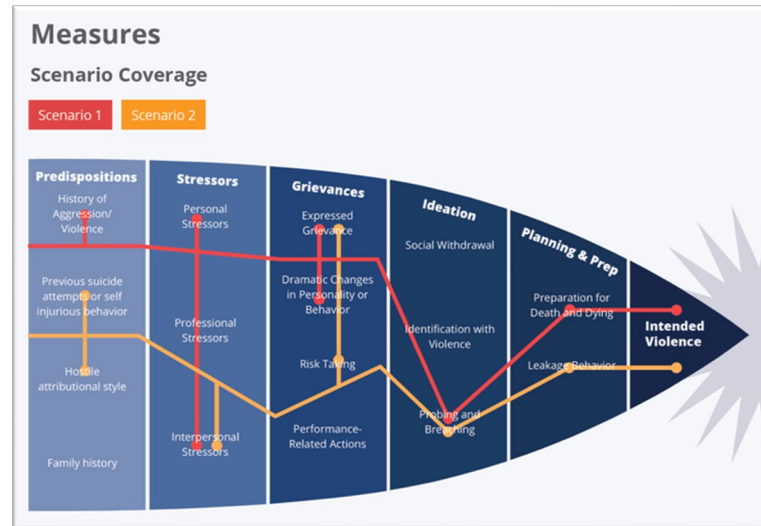
- What is insider risk?
- What is your approach? For example, do you agree with the overall strategy of “*deter, detect, respond, mitigate*”?
- How would you define “deter”?
- According to Dictionary.com: “prevent the occurrence of.” or “discourage someone from doing something...”



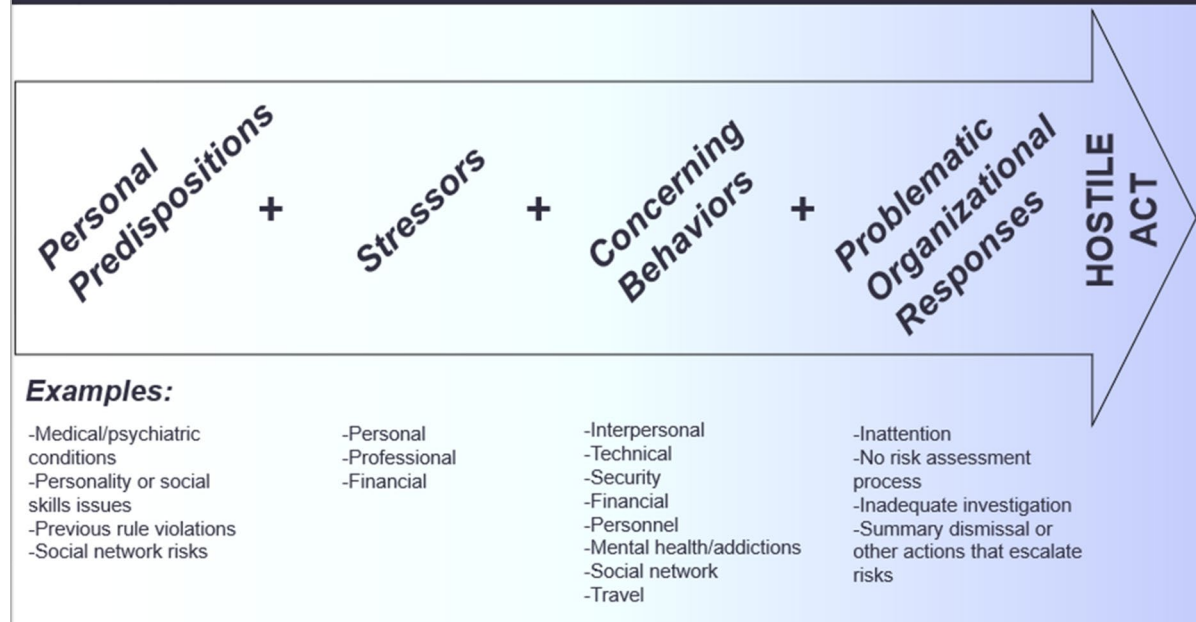


COLLABORATING TO “RAISE THE TIDE” OF INSIDER RISK MANAGEMENT

# Most Common Frameworks

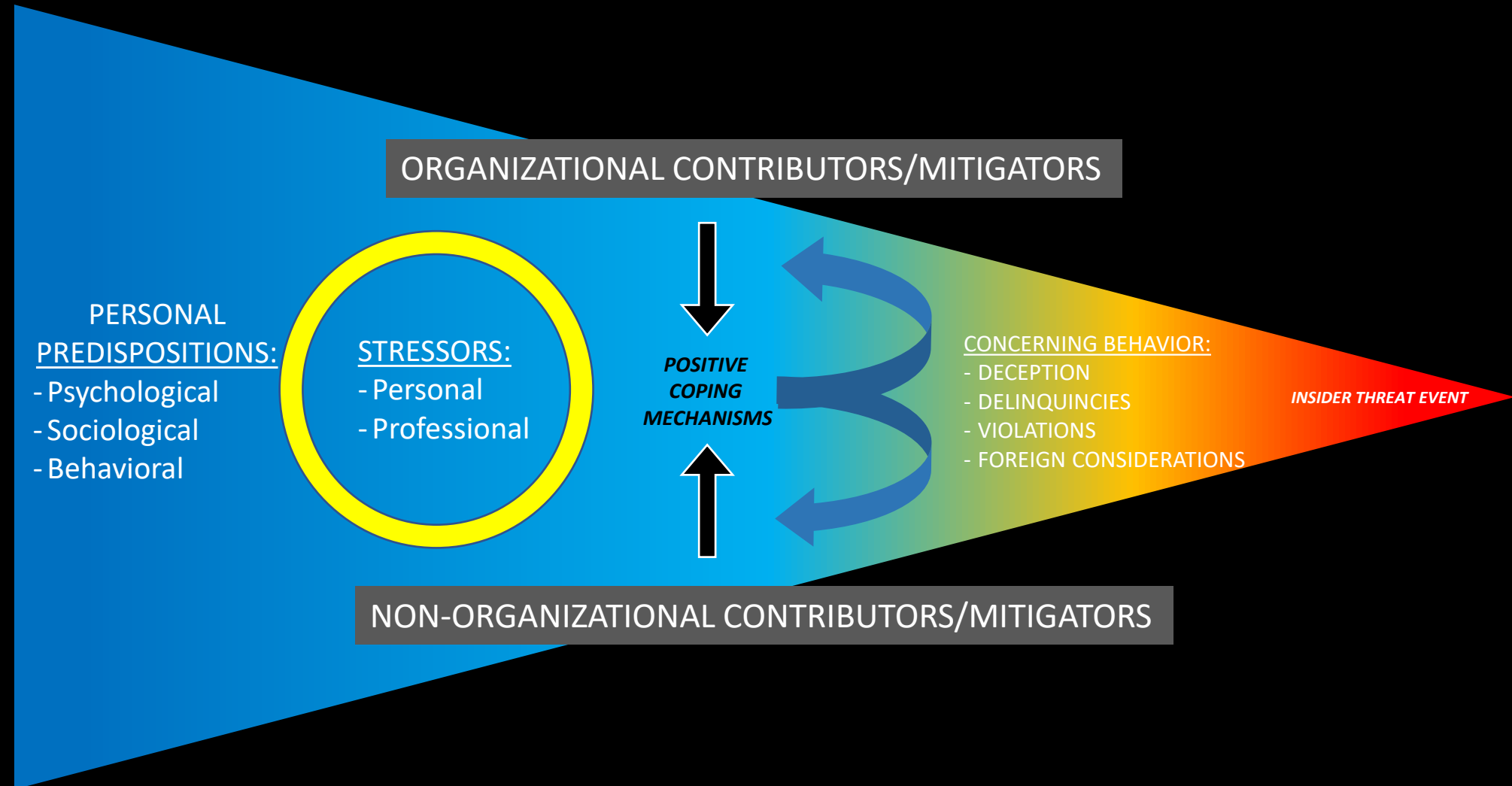


## Factors Along the Critical Path to Insider Risk



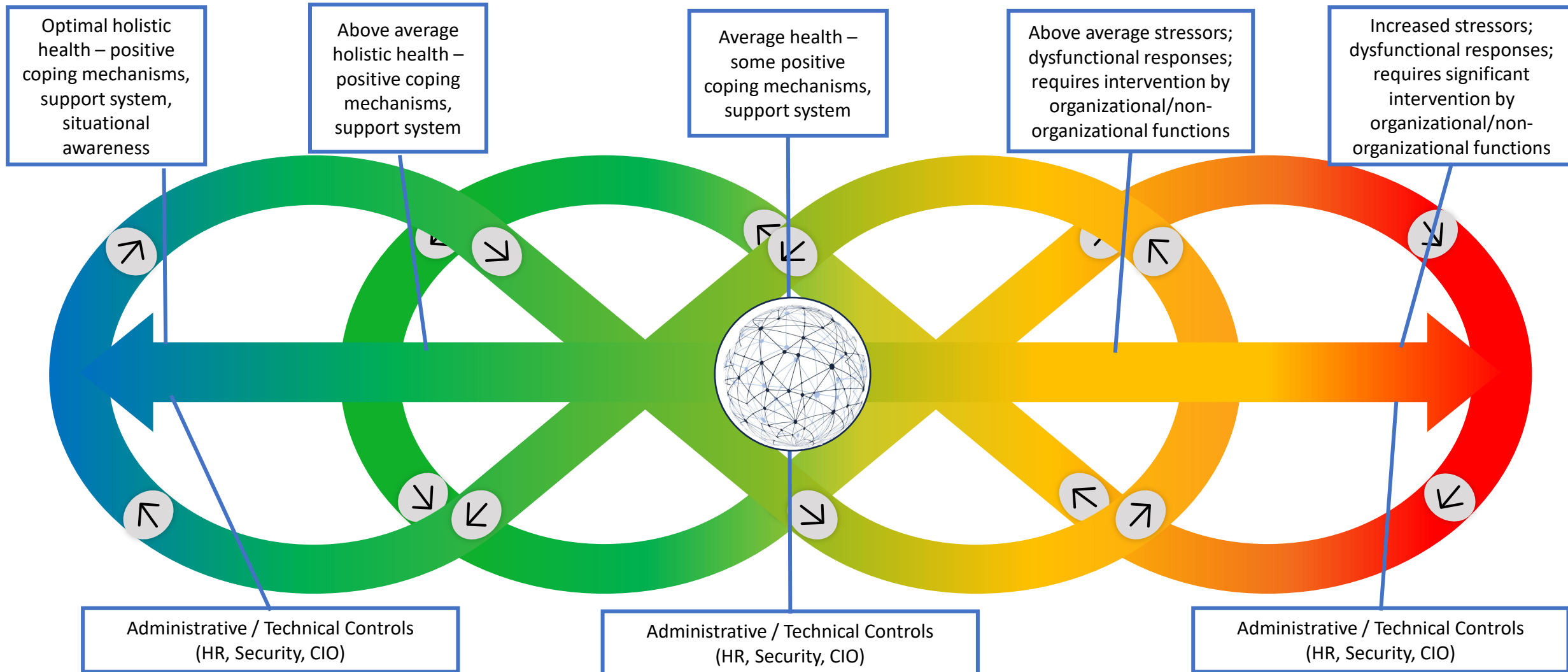


# *My initial approach...*





# Insider Risk Management Continuum<sup>®</sup>




Government  
experience...





# Best Practices

- Strategic approach – end in mind (“Every employee a sensor...”)
- Words matter...engagement over reporting
- Adult learning approach vs CBT/briefings
- R.I.C.E. Approach...
  - Reward, Ideology, Coercion, Ego
- Measure, measure, measure – refine



### Pedagogy vs Andragogy

**Adults and children don't learn the same way**

It sounds so obvious, but understanding the differences between Pedagogy (traditional teaching methods) and Andragogy (adult education methods) is essential for instructional designers who need to deliver engaging and effective eLearning material, online courses, and remote training programs.

#### Differences between Pedagogy and Andragogy

	PEDAGOGY	ANDRAGOGY
<b>Self-Concept</b>	Learner is dependent upon the educator for all learning. The educator assumes all responsibility for what is taught, its efficacy, and for evaluating progress.	Learning is self-directed. The method requires self-evaluation and direction and self takes responsibility for the process.
<b>Experience</b>	The learner comes to the activity with little experience that could be tapped as a learning resource. The educator is one of the most influential figures, as peers likely have some lack of experience.	Learner brings a greater volume of experience and the educator builds on existing knowledge. Learner uses life experience as a foundation. Adults learn from the instructor but also from one another.
<b>Learning Readiness</b>	Learners are told what they need to master in order to advance to the next level.	Learning is triggered by any number of life experiences and not necessarily led by a designated instructor. Learners don't advance to another topic, but rather fill knowledge gaps as where needed.
<b>Orientation to Learning</b>	Learning is prescribed by an educator and sequenced in a way that makes logical sense. Topics are broken down into content units.	Learning is prescribed by self. Learner sees a problem or knowledge gap and organize topics around life/work solutions.
<b>Motivation To Learn</b>	Motivated by external factors, such as parents and teachers, competition for grades, and the consequence of failure.	Motivated by intrinsic means: self-esteem, quality of life, problem-solving, and the quest for recognition. Topics are completed by mastery.

**Understanding how your audience learns**

will let you pick the right strategies, tactics, and tools to use to deliver world-class online education



questions?

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