



Introduction to EBLC - How Engineers, Businesspeople and Lawyers Communicate With Each Other

SPRING 2024

EBLC Team



Jeff Klaben
Lecturer

CISO/CIO/Advisor/...

- SCU MBA 2009, B.S. MIS/HFE concentration @ Wright.edu
- Cybersecurity, IT, and innovation leadership for 25 years
- VLDR/OUST, SRI, ACN, AMAT, AB, CDNS, SNDK, start-ups
- Teaching SCU Engineering, Business, and Law for 12 years
- CISSP, CISA, CISM, DOJ Awards, CSPO
- Non-profit founder, author, speaker, inventor, producer
- Live with wife and three kids in Almaden Valley
- Interests: Group exercise, DIY, film, outdoors



Paul Starrett
Lecturer

Algorithmist / Attorney

- MS in Predictive Analytics from Northwestern University and LL.M. in Taxation from Golden Gate University
- General Counsel and Chief Global Risk Officer
- Teaching UP's Masters in Data Science program for 5 years
- CFE and EnCE
- Founding Chair (2013-2020) of the Big Data Committee of the American Bar Association

Today's Schedule

- ↳ Instructor Intros
- ↳ Syllabus
- ↳ Feedback, student intros
 - ↳ Your areas of interest
 - ↳ Five adjectives / strengths to describe yourself
 - ↳ Experience, desired roles
- ↳ Survival
- ↳ Discussion
- ↳ Personality and StrengthsFinder
- ↳ Reflection

Syllabus and Feedback

EBLC learning objectives

Student Objectives

Potential guest speakers / topics

Professor Availability

- Where to find us:
 - Before/after class
 - Prof Klaben:
 - Email or text to request meeting
 - Prof Starrett:
 - Email or Text to request meeting

Course Structure

- 3.5-hr Weekly Workshops
 - Workshops will be interactive and in person
 - Hybrid classes (with Zoom) may be used at instructor discretion
 - Each week is organized in Modules on Camino
 - No class Sat 2/17 (President's Day weekend)
- Individual Weekly Reflections
- Team Presentations Week 6, Team Reports Week 7
- Self-Directed Research Project Due Week 8

Absences

- Please inform Professors the day before missing, and coordinate with teammates
- If during Team Presentations, we will consider hybrid class or recorded session
- DO NOT come to any in person class with cold-like symptoms
- Follow SCU directives

Our Time Together

- Team based simulation of **data privacy, cybersecurity, and AI governance challenges**
- Focus on practical application and **cross-disciplinary interactions** rather than depth of substance
 - Learning to speak each other's languages
 - Understanding and empathizing with each other's points of view
 - Applying effective collaboration, risk, and technology management techniques
- Format: combination of lectures, reading, videos, pre-work ahead of time, live discussion, and group breakouts during scheduled workshop time

Weekly Reflective Essays

Prompts given after Saturday's class are due the following Wednesday

What NOT to do:

In class today we talked about what roles Attorneys play in a company. I liked that discussion, it was helpful. We then took Gallup StrengthsFinder and that was interesting.

- **Goal** is to address learnings from each class session, what the student learned and how the student addressed challenges that arose.
- **The final weekly paper** has each student “rate” his/her peers and explain their rationale.

What TO do:

I thought the survival activity was particularly thought-provoking. From what I observed, the **business people** really took on the lead and helped execute our team's goal and plans to achieve that common goal. The rest of us **contributed our ideas but took more of the backseat** when it came to talking through each idea. This to me reflects the real world where for example, lawyers and engineers have a say but ultimately do not make final decisions.

In addition to the survival activity, I was glad to have the opportunity to take the Strength 2.0 assessment during class. It was interesting to learn my strengths, because I actually considered some of them my weaknesses at one point in my life. Learning what my strengths are has really helped value the positivity each characteristic brings to my life personally and at work, specifically on a project I worked on.....

On another note, one thing that I **would have liked to have prior to class was a little more ...**

Team Presentation and Report

First present to get feedback - then iterate to produce final written report

- **Groups:** Composed of members from Law, Engineering, and Business
- **Case Simulation Project:** A fact pattern based on “real life” + additional facts as the course progresses.
- **How to work on the project:** Students will need to work within their group to:
 - assess the facts of the case
 - react to events
 - collect additional information through research and expert interviews
 - provide documented responses (deliverables)
- **Required deliverables:** 1) a presentation for initial feedback and guidance AND 2) a final report iterating on the feedback.
- **Goal is to recommend a course of action for your business/organization using a multiple-discipline perspective.**
Examples of what may be included:
 - key elements of a business plan with risk assessment
 - solution design documentation, and/or
 - legal analysis memo
- **Grading** (20% of grade) is based on:
 - Professor evaluation + team evaluation component
 - Presentation of the team report is also part of the oral participation part of the grade (10%)

Self-Directed Research Project

First get approval for your project - then research and write it

- **Self-Directed:** Students do this project individually
- **Topic:** Select a topic of personal interest related to the course which examines a current, real-world challenge involving effective communication in privacy, cybersecurity, or AI governance. Ideally, topic will complement team project and/or enhance student career portfolio.
- **How to work on the project:** Students will need to:
 - Propose a project
 - Get professor approval
 - Conduct research and document incremental progress each week
 - Write the paper
- **Required deliverables:**
 - A written 3-page (11pt Calibri font, max 1.5 spacing) executive style briefing.
- **Goal is to provide an executive style briefing.**
 - Must summarize the topic and analyze the best method for describing the topic / issue to the other disciplines and also those of student's own discipline.
 - Analysis should include responses based on the personalities and interaction patterns with your group and what you've learned about your group from StrengthsFinder 2.0 and assigned readings.
- **Grading** (15% of grade) is based on:
 - Professor evaluation (see RUBRIC on next slide)

Self-Directed Research Project RUBRIC

100 points possible

Communication (65 points)	Framing the issue for other stakeholders / show multiple EBL perspectives (resource: use plain language microlecture) - 8.3 points for E, B and L	25
	High level of abstraction - executive style briefing, with evidence of critical thinking	20
	Learning objectives met (see syllabus for details - 5 points for each: Integration/Habit, Affective Objectives/Empathy, Skills-based, Knowledge-based)	20
Topic and Progression (20 points)	On topic - current, real-world challenge involving communication in privacy / cybersecurity	10
	Show progression of the idea between reflection answers and the paper - include your outline as an appendix to the paper	10
Formatting and Citations (15 points)	Correct length and format (reminder: include your outline as an appendix to the paper)	5
	Grammar and spelling	5
	Research cited appropriately	5

Next class

- ↵ Discuss reflections
- ↵ Form teams
- ↵ Start simulation / fact pattern
- ↵ Lecture on Roles of Businesspeople, Engineers and Lawyers
- ↵ Discuss self-directed research project topic ideas and generative AI countermeasures