CYBEHAVE ACADEMY · SPECIALIST

Security Communications That Change Behaviour

Course workbook

Messenger, framing, timing, and measuring a message by what people do.

Build Behaviour. Build Culture. Build Resilience.

This workbook belongs to

Organisation and role

The one behaviour I most need to move this quarter

cybehave.com/training · © 2026 CyBehave. All rights reserved. For use alongside the Security Communications That Change Behaviour video course.

BEFORE YOU START

How to use this workbook

This is the specialist course for the people who write and send security communications. The workbook follows the eight videos in order, holds every template the videos refer to, and ends with the six quizzes and their answers. By the end you will have audited your last three messages, written a behaviour brief, chosen a messenger and a frame, checked a norm for honesty, rewritten a fear appeal, found a moment and a channel, and set up a two-version test with a behaviour measure.

Five ways to get the most from it

1. **Bring your last three messages and your next one.** Every section has a "Your next message" box.
2. **Write the brief before the copy.** Five lines. If the fifth, how we will know, is blank, stop.
3. **Count words.** Action against threat, two to one. It settles most arguments about tone.
4. **Take the quizzes.** Scenarios, not definitions. Check the key and read the explanation for anything you missed.
5. **Do one thing per module.** Audit. Choose the messenger. Check the norm. Rewrite the fear. Find the moment. Set up the test.

The course at a glance

Module	Title	Tools in this workbook
0	Welcome	Opened by 71%, changed nothing; meet Hana.
1	One Behaviour per Message	The message audit; the behaviour brief; the EAST check.
2	Messenger and Framing	The messenger ladder; the framing sheet; the honest headline; the Champion's line.
3	Social Proof, Done Honestly	The honest-norm check; the story template.
4	Fear Appeals and Their Limits	The word count; the rewrite sheet.
5	Timing and Channel	The moment map for messages; the channel audit; the message count; the quiet-quarter plan.
6	Measuring by Behaviour	The message measure sheet; the two-version test plan; the comms review by behaviour; the HEROES map.
7	Close	Six ideas; Monday list; glossary; further reading; quiz answers.

Three lines you will hear again

One behaviour per message. · The action has to be bigger than the threat. · Opens are attention. Measure the behaviour.

WORKED EXAMPLE

Meet Hana

Hana Kowalski is head of internal communications at Calloway Health, a private healthcare group of 6,200 people across fourteen clinics and two hospitals, with clinicians who read nothing that is not about a patient and a comms team of four. She inherited security communications when the awareness lead left: a monthly newsletter opened by 71%, a ransomware poster with a skull on it, eleven security messages per person per month, and no behaviour anyone could show had moved. The course follows her first year.

The five threads the course returns to
The newsletter (modules 1, 6): forty-one asks in twelve issues, three of them behaviours a system could count, moved by two, one and zero points. Replaced by one-behaviour messages sent at moments. Messages per person per month 11 to 3.
The second-factor message (modules 2, 3): three times from "IT Security" with a threat and a deadline, 38% enrolment. Once from the chief medical officer, framed around keeping ward access, with a true norm by ward: 91% in three weeks.
The ransomware poster (module 4): 91 words on the threat, 9 on "think before you click". Replaced by one action, a named person and a phone number. Clinic reports up a third.
The onboarding moment (module 5): the sharing message moved from the quarterly newsletter into the mail client, on the first external share. Approved-route sharing 44% to 83%.
The two-version test (module 6): fear against efficacy on the reporting message, fourteen clinics paired. Efficacy 9% to 19%; fear 9% to 10%. The argument has not been had since.

Use Hana as a mirror

Each time a Calloway card appears, ask: what is my equivalent? What is my newsletter, my IT mailbox, my skull poster, my calendar message, my unsettled argument?

MODULE 1

One Behaviour per Message

Key ideas from the video

- Awareness campaigns deliver information and hope. Behaviour needs capability, opportunity and motivation; a message can supply a little of the first, point at the second and nudge the third, and cannot do any of them by telling.
- The single behaviour: a verb, a reader, a moment. "Stay safe online" is not a behaviour. Twenty behaviours in one message is no ask. Choose by consequence and frequency: one, this quarter; the rest wait.
- The behaviour brief: who; does what; when; instead of what; how we will know. Five lines before a word of copy. If any is blank, the message is content, not an intervention.
- EAST and MINDSPACE are a final check on a message that already has one behaviour and one measure. Most messages pass by removing, not adding.
- Hana's rule: no security message leaves without the brief, and the fifth line is a number from a system, not a click rate.

Template: the message audit (your last three)

Message	The behaviour it asked for (a verb, or "none")	For whom, at what moment	What it measured	What it should have measured
1				
2				
3				

Template: the behaviour brief

Line	Entry
Who: the reader, by role, and what they already think about this	
Does what: the verb, the single behaviour	
When: the moment the behaviour happens, and so the moment the message arrives	
Instead of what: the current behaviour, and why it makes sense to them	
How we will know: the measure, from the system, baseline, comparison	

The EAST check (after the brief)

Letter	Question	Yes / no	Change
Easy	Is the behaviour one step from the message, with the route in it?		
Attractive	Does the reader see what they get, in their terms?		
Social	Is there a true norm or a trusted messenger?		
Timely	Does it arrive at the moment the behaviour happens?		

Forty-one asks

Twelve issues, one afternoon. Forty-one asks; three were behaviours a system could count (enable the second factor, use the sharing tool, press Report), moved by two, one and zero points in a year. Open rate every month: around 71%. The first brief, on the whiteboard: who, clinicians on the wards; does what, enable the second factor; when, the week they get a new device or rota; instead of what, ignoring the IT email because it is from IT; how we will know, enrolment by ward by week.

The newsletter stopped. Nobody wrote in. "We were measuring whether people looked at us. We needed to measure whether they did anything."

Your next message

Write the five-line brief for the next message you will send. Which line was hardest?

Reflect & apply

Pause the video and take ten minutes with these. Write, do not just think.

1. Take your last three security messages. For each, write the behaviour it asked for as a verb. How many asked for one? How many asked for none?

2. Write the behaviour brief for the next message you will send: who, does what, when, instead of what, and how you will know.

3. What did your last campaign measure: opens, clicks, completions, or the behaviour? If the behaviour, what was the number before and after?

4. Which message in your calendar exists because it is the month for it, rather than because a behaviour needs moving?

5. Run EAST over your last message: was the behaviour easy, attractive, social and timely? Which letter was missing?

Module 1 quiz

Six questions, one answer each. Four of six is a pass. The same quiz is on the training page under the video; the answers and explanations are at the back of this workbook.

1. A monthly newsletter is opened by 71% of staff. Over a year the three behaviours it asked for moved by two, one and zero points. What does the course conclude?

A The newsletter is working and should continue

B The open rate should be raised to 90%

C The behaviours were the wrong ones to measure

D Attention is not behaviour: a communication is an intervention and is measured by what people do, not by who opened it

2. According to the research the course cites, why do awareness campaigns usually fail?

A They are too short

B They use the wrong fonts

C They deliver information and hope; people must be able to understand and apply the advice, and be willing to, and most campaigns address neither

D They are not sent often enough

3. Which of these is a behaviour, in the course's terms?

A "Remember your security responsibilities"

B "When you share a patient record with another provider, use the sharing tool, not an attachment"

C "Stay safe online"

D "Be aware of phishing"

4. What are the five lines of the behaviour brief?

A Who; does what; when; instead of what; how we will know

B Subject; sender; audience; date; call to action

C Threat; impact; likelihood; control; owner

D Headline; body; image; link; signature

5. How does the course say to use EAST and MINDSPACE?

A As the first step, before deciding the behaviour

B As a guarantee that the message will work

C As a reason to add more elements to each message

D As a final check on a message that already has one behaviour and one measure, not as a formula; most messages pass by removing, not adding

6. Hana's audit of twelve newsletter issues found forty-one asks. How many were behaviours a system could count, and what was her rule afterwards?

A Twelve; one per issue

B None; the newsletter was expanded

C Three; no security message leaves without the five-line brief, and the fifth line is a number from a system, not a click rate

D Forty-one; all were kept

MODULE 2

Messenger and Framing

Key ideas from the video

- Who says it changes whether it is done. Roughly strongest first for a given reader: a peer who does the behaviour; their own manager; a senior person they respect in their own field; a named person in security; a Champion in a huddle; a mailbox. The mailbox is the weakest messenger you have.
- Frame around what the reader keeps, in their work, not what the organisation fears. Losses weigh more than gains; be specific; then stop before it becomes fear.
- Specificity over generality: "be vigilant" asks nothing; "when a message asks for a code, ring 4444 before you type it" asks one thing.
- The honest headline: what you are asking, in the first line, in the reader's words. The order: what to do; what you keep; how, in one step; who to ask; the reason; the threat last and small. An instruction, not a warning.
- Champions as messengers: give them the brief and one line, let them say what is true in their team, never make them the mouthpiece for a threat. Measure by team and the messenger effect becomes a number.

Template: the messenger ladder (for this reader and behaviour)

Candidate messenger	Authority, similarity, trust, in the reader's world	Messages they have sent this month	Can be rung?	Choose?
A peer who does it				
The reader's manager				
A senior person in their field				
A named person in security				
A Champion, in the huddle				
The security mailbox				

Template: framing and the honest headline

Line	Entry
What the reader keeps, in their work (specific)	
The behaviour, as one step, with the route	
The honest headline (behaviour, benefit, route, in their words)	
The one line a Champion could say in a huddle	
The threat, if any, in one short sentence, placed last	

Thirty-eight to ninety-one

Messages one to three from the "IT Security" mailbox, "Action required: MFA enrolment deadline", the threat and the date first, the route in paragraph four: 38%. Message four from the chief medical officer, in her name, to clinical staff only: "Two taps now, and you keep your ward login through the next outage." What you keep; how, two taps; "four in five of your colleagues on this ward have done it", true by ward. Champions said one line in the huddles. 91% in three weeks.

The chief medical officer: "I will send one of these a year. Make it count." The IT Security mailbox now sends receipts and nothing else.

Your next message

Choose the messenger and write the honest headline for your next message. Who would the reader most believe?

Reflect & apply

Pause the video and take ten minutes with these. Write, do not just think.

1. Who sends your security messages today, and who would the reader most believe about this behaviour: a peer, their manager, a named senior person, a Champion?

2. Take your last message. What did it threaten? Rewrite the opening around what the reader keeps.

3. Find the most general sentence in your last message ("stay vigilant", "be aware") and replace it with the specific action for this reader.

4. What is the honest headline for your next message: the thing it actually asks, in the words the reader would use?

5. Which of your messages would be better said by a Champion in a huddle than by a mailbox?

Module 2 quiz

Six questions, one answer each. Four of six is a pass. The same quiz is on the training page under the video; the answers and explanations are at the back of this workbook.

1. For a message to clinicians about enabling a second factor, which messenger does the course rank strongest?

A The chief information security officer

B An external vendor

C A peer who does the job and already does the behaviour, or a senior person they respect in their own field such as the chief medical officer

D The "IT Security" mailbox

2. What does the course mean by framing around "what the reader keeps"?

A Describe the attacker's methods in detail

B Describe the behaviour as keeping something the reader values in their own work ("your access on the ward through the next outage"), not as protecting the organisation from an abstract threat

C Explain the organisation's risk appetite

D List the penalties for non-compliance

3. Which is an honest headline, in the course's terms?

A "Two taps now and you keep your ward login through the next outage"

B "Important security update"

C "Cyber security awareness month"

D "Action required"

4. What is the difference between a warning and an instruction?

A A warning is formal and an instruction is informal

B A warning comes from security and an instruction from management

C There is no practical difference

D A warning tells people something is dangerous; an instruction tells them what to do about it; almost every security message should be the second

5. How should Champions be used as messengers?

A Given the full policy to read aloud

B Told to report colleagues who do not comply

C Given the behaviour brief and one line to say in the huddle in their own words, allowed to say what is true in their team, and never made the mouthpiece for a threat or rule they did not choose

D Asked to forward the security email to their teams

6. The second-factor message went from 38% to 91% enrolment. What changed between the third message and the fourth?

A The message was sent three more times

B The messenger (chief medical officer, not the IT mailbox), the frame (what you keep), the first line (the behaviour and the route), and a norm that was true by ward

C The deadline was brought forward

D The threat was made more vivid

MODULE 3

Social Proof, Done Honestly

Key ideas from the video

- A descriptive norm ("most people here do this") moves behaviour when it is true, specific, about a group close to the reader, a majority or near it, and you can show the number. Twelve per cent enrolled is a reason not to.
- The boomerang (Schultz and colleagues, 2007): told they were below average, low energy users went up towards the norm. "Forty per cent clicked" tells the sixty per cent that clicking is common. An approval signal removed the boomerang; the injunctive norm carried the descriptive one.
- Publish the behaviour you want, where it is a majority, with approval attached. Never the failure rate to the people who did not fail, and never by name.
- The story without a name: a real near miss or catch, four sentences, with permission, as the normal thing people here do. One a month, from the most senior voice who will tell it, or the person themselves.
- Honesty is not optional: the attacker borrows your norms. A rounded-up number discovered once discredits every number after it. When the true number is low, use the messenger and the frame, not a norm.

Template: the honest-norm check

Norm statement I want to use	Group it names	The number, from which system	Majority? (yes / no)	Could the reader check it?	Use / rewrite / drop

Template: the story without a name

Sentence	Yours
1 What arrived	
2 What they did	
3 What happened next	

Sentence	Yours
4 What changed because of it	
Told by (the most senior voice, or the person, with permission); no name, no blame, no moral	

Four in five, and the click rate Hana would not publish

The norm line was generated per ward from the enrolment system; wards under 60% got a version with no norm. Three weeks later: norm wards 93%, no-norm wards 84%. The honest norm added nine points where it was available. The security team asked Hana to publish "31% clicked" to raise awareness. "You want me to tell 69% of people that clicking is normal here."

Instead: a story without a name from the chief operating officer about a receptionist who rang the number on file and stopped a payment. Reports from reception teams rose the following month. Two rules: no norm without the system number for the group it names; no failure rate to the people who did not fail.

Your next message

Check the norm in your next message against the five columns. If it fails, what replaces it?

Reflect & apply

Pause the video and take ten minutes with these. Write, do not just think.

1. Find a norm statement in your recent messages ("most staff", "everyone should"). Is it true, and could you show the number it rests on?

2. Where have you told people that many colleagues do the wrong thing ("40% of staff clicked")? What did that normalise?

3. For one behaviour, which team or site has a true majority doing it? How would you use that number, honestly, with the others?

4. Write one story of a near miss or a good catch, without a name, told as the normal thing people here do.

5. Which of your norms could an attacker borrow ("all staff have completed the update"), and how would your people tell the difference?

Module 3 quiz

Six questions, one answer each. Four of six is a pass. The same quiz is on the training page under the video; the answers and explanations are at the back of this workbook.

1. Under what conditions does a descriptive norm ("most people here do this") move behaviour?

A Only in large organisations

B When it is true, specific, about a group close to the reader, a majority or close to it, and you can show the number if asked

C Whenever it is stated confidently

D Only when it comes from the chief executive

2. In the energy study the course cites, what happened to households that were told they used less energy than their neighbours?

A Their consumption went up towards the average: the boomerang effect

B Their consumption fell further

C Nothing changed

D They stopped reading their bills

3. Why does the course say never to publish "40% of staff clicked the simulation" to the whole organisation?

A Because the figure is usually wrong

B Because staff find statistics boring

C Because it breaches data protection

D It tells the 60% who did not click that clicking is common, and the 40% who did that they have company: it publishes the norm you were trying to change

4. What is the "story without a name"?

A A fictional scenario used in training

B A news story about another organisation's breach

C A real near miss or catch told in four sentences, with permission and without a name, as the normal thing people here do: what arrived, what they did, what happened, what changed

D An anonymous complaint about security

5. Why does the course say honesty in norms is not optional?

A Because round numbers look suspicious

B Because the attacker borrows your norms: if your own messages say "all staff have completed the update", the phishing version is indistinguishable, and one inflated number discredits every number after it

C Because the regulator audits norm statements

D Because staff prefer modest claims

6. Hana generated the second-factor norm line per ward. What happened for wards below 60% enrolment?

A They received a version with no norm line, and the messenger and frame did the work; they still rose to 84%, nine points behind the wards that had a true norm

B They received the norm line anyway, rounded up

C They received no message at all

D They received the failure rate as a warning

MODULE 4

Fear Appeals and Their Limits

Key ideas from the video

- Witte and Allen (2000): strong fear with high efficacy produces the most behaviour change; strong fear with low efficacy produces the most defensive responses. Fear without a response is worse than no message.
- The extended parallel process model: a threat message raises perceived threat and perceived efficacy. If efficacy wins, the reader controls the danger. If threat wins, the reader controls the fear, by looking away.
- Security communication is threat-heavy and efficacy-light because its authors live with the threat. The tell: count the words. Two kinds of efficacy: the action works (response efficacy) and this reader can do it now (self-efficacy).
- The rewrite: a smaller, nearer threat; a bigger, nearer, easier action; say it works; say they can; put a person in it. Action over threat, two to one. The best version is a story of somebody coping.
- Fear belongs rarely, briefly, with the exit in the same sentence: a live incident, a consequence people do not know. Never league tables, named clickers, skulls, millions, or deadlines without a route.

Template: the word count

Message	Words on the threat	Words on the action	Ratio (action : threat)	Is the action specific, doable, believed to work?
Current version				
Rewrite				

Template: the fear-appeal rewrite

Line	Entry
The threat, shrunk to one the reader recognises	
The action: one step, under a minute, route in the message	
Say it works (response efficacy)	
Say they can (self-efficacy)	
The person in it: name, number, face	
Word count: action over threat, two to one?	

The poster comes down

A skull, "one click can take down the hospital", millions, "don't be the weak link", in every clinic kitchen for two years; four reports a month across fourteen clinics. The count: 91 words on the threat, 9 on "think before you click". The rewrite, A4, same spot: "If a message asks you for a code or new bank details, ring Dev on 4444 before you do anything. Thirty seconds. He will say thank you. That call has stopped three of these this year." Dev's photo. Action 38 words, threat 11.

Reports up by a third the following quarter, three of them real. A word count on every draft from then on; the skull library deleted. "They understood the risk. It frightened them into not reading. Now they know what to do, and who to ring."

Your next message

Count the words in your most threat-heavy piece, then rewrite it on the sheet above.

Reflect & apply

Pause the video and take ten minutes with these. Write, do not just think.

1. Take your most threat-heavy message or poster. Measure it: how many words on the threat, how many on what to do, and is the action specific, doable and believed to work?

2. Rewrite it with the action bigger than the threat: a smaller, nearer danger, and one thing the reader can do in under a minute with a named person to call.

3. Which of your messages has produced avoidance rather than action: people not reading, not reporting, not asking? What did it threaten?

4. What is the response efficacy of your main ask: do people believe that doing it actually prevents the harm? How do you know?

5. Where could a story of somebody coping replace a picture of somebody failing?

Module 4 quiz

Six questions, one answer each. Four of six is a pass. The same quiz is on the training page under the video; the answers and explanations are at the back of this workbook.

1. According to the meta-analysis the course cites, which combination produces the most behaviour change, and which produces the most defensive responses?

A Strong fear with high efficacy produces the most change; strong fear with low efficacy produces the most defensiveness

B Weak fear always produces the most change

C Strong fear always produces the most change regardless of efficacy

D Fear has no measurable effect either way

2. In the extended parallel process model, what decides whether a reader controls the danger or controls the fear?

A Whether the message came from a senior person

B The length of the message

C Whether the threat is real

D Whether perceived efficacy (there is something that works, and I can do it) is higher than perceived threat; if threat wins, they manage the fear by looking away

3. What is the "tell" the course gives for a fear appeal with no efficacy?

A The message mentions a statistic

B The message is longer than a page

C Count the words: if the threat gets more than the action, the message will backfire

D The message uses red text

4. What are the two kinds of efficacy a message needs?

A Short-term and long-term efficacy

B Response efficacy (the action actually works) and self-efficacy (this reader can do it, now)

C Technical efficacy and legal efficacy

D Sender efficacy and channel efficacy

5. Which of these is a place the course says fear still belongs?

A A live incident, with the exit in the same sentence: "if you clicked, ring 4444 now and you will be thanked"

B A league table of departments by click rate

C A poster with a skull and a statistic about millions

D A deadline with no route

6. After the ransomware poster was replaced by the rewrite with Dev's photo and number, what happened to reports from the clinics?

- **A** They fell, because the threat was less vivid
- **B** They were unchanged
- **C** They rose only in the two hospitals
- **D** They rose by a third the following quarter, and three were real

MODULE 5

Timing and Channel

Key ideas from the video

- The moment: the first time, the repeat, the near miss, the change, the incident in the news. Send it when the behaviour happens, not when the calendar says. Awareness month is when to send less.
- In the tool, not about the tool: one line at the moment of the behaviour with the route one click away is read by people who read nothing. Ask the architects for the line; you probably do not own the channel.
- The channel the reader already uses: handhelds, ward boards, shift briefings, the work-order app. Use the existing channel; match the form to it; the spoken line from a Champion beats any email.
- Frequency and fatigue: count what one person receives from every sender; cut to the ones with a brief; one owner with the right to say no; the quiet quarter.
- Hana moved the sharing message into the mail client on the first external share: 44% to 83% in two months, no email. Messages per person per month 11 to 3.

Template: the moment map for messages

Behaviour	The first time it happens	The repeat	The near miss / incident	The change	Where the message could sit at that moment

Template: the channel audit

Group	Where they actually see things	Existing channel we could use	Form (one line / one slide / one sentence)	Who says it

Group	Where they actually see things	Existing channel we could use	Form (one line / one slide / one sentence)	Who says it

Template: the message count (one person, last month)

Sender	Messages	With a behaviour brief?	Keep / cut
Security mailbox			
Newsletter			
Training platform			
Login banners and prompts			
Posters and screens			
Manager forwards			
Total			

The onboarding moment, and the quiet quarter

Before: a paragraph in the quarterly newsletter and a slide in induction; approved-route sharing 44%. After: one line in the mail client the first time a user attached a patient record to an external address, with the sharing button beside it; once more a month later; then never again for that user. A first-run line in the tool; a Champion's sentence at the ward board. 44% to 83% in two months. Messages per person per month 11 to 3 by year end.

Quarter three: no calendar messages. Moment messages in three tools, the Champions' one line a week, the monthly story. Every tracked behaviour rose or held. "We had been shouting in a room where nobody was listening. We went and stood next to the thing they were about to do."

Your next message

For your next message: which moment, which tool, which existing channel, and who says it?

Reflect & apply

Pause the video and take ten minutes with these. Write, do not just think.

1. For your three most important behaviours, when does each one actually happen for the reader: the first day, the first payment, the new device, the week after an incident? Is that when your message arrives?

2. Count the security messages one person received last month, from every sender. What is the number, and what would it be if only the ones with a behaviour brief had gone?

3. Which of your messages could live inside the tool, at the moment of the behaviour, instead of in an email about the tool?

4. What channel does your least-reached group actually use: the handheld, the huddle, the noticeboard, the shift briefing? Is anything of yours there?

5. What would a quiet quarter look like: no calendar messages, only moment messages and the monthly story? What would you expect to happen to the behaviours?

Module 5 quiz

Six questions, one answer each. Four of six is a pass. The same quiz is on the training page under the video; the answers and explanations are at the back of this workbook.

1. What does the course mean by "the moment"?

A The time of day with the highest email open rate

B Awareness month

C The quarterly comms slot

D The point at which the behaviour actually happens for the reader (the first external share, the new device, the first week in the job, the week after a near miss), which is when the message should arrive

2. What is the difference between a message "in the tool" and "about the tool"?

A There is no difference

B In the tool is longer

C In the tool, the line appears at the moment of the behaviour with the route one click away; about the tool, an email arrives in the inbox weeks before or after anyone shares anything

D In the tool is for IT staff; about the tool is for everyone else

3. Why does the course say awareness month is the worst time to send anything?

A Because staff are on leave

B Every other organisation and sender is sending everything at once, and the reader has learned to wait it out

C Because budgets are spent by then

D Because the regulator audits October messages

4. A person receives eleven security messages a month across every sender. What does the course recommend?

A Count them, cut to the ones with a behaviour brief, give one owner the right to say no to any sender, and try a quiet quarter of moment messages and the monthly story only

B Consolidate them into one longer monthly digest

C Increase the frequency so the message is not missed

D Add a login banner as a twelfth channel

5. How did approved-route sharing at Calloway go from 44% to 83%?

A A longer paragraph in the quarterly newsletter

B A mandatory training module

C A disciplinary policy on email attachments

D One line in the mail client the first time a user attached a patient record to an external address, with the sharing button beside it, plus a first-run message in the tool and a Champion's line at the ward board; no email

6. What happened to the tracked behaviours during the quiet quarter, when no calendar messages were sent?

A They could not be measured

B They rose only in the hospitals

C Every tracked behaviour rose or held; two senior people asked whether security comms had stopped and were shown the behaviour chart

D They fell sharply

MODULE 6

Measuring by Behaviour, and the Campaign as an Experiment

Key ideas from the video

- Opens, clicks and completions measure attention. The behaviour report shows the thing the message asked for, from the system, before and after, against a group that did not get it.
- Four sources, in order: a system count; a Team Pulse item; an audit sample; always with a baseline and a comparison group. The fifth line of the brief names one.
- The campaign as an experiment: two versions differing in one thing, matched groups drawn by lot, one behaviour measure, a prediction written before sending. The same work, split, with an answer at the end.
- In HEROES: each behaviour with its measure; each message as a campaign record with brief, messenger, moment, measure, result; the bigger pieces as interventions; Team Pulse; Champions' lines as tasks; the board pack by behaviours moved. The mailing list stays with the comms team.
- The annual comms review: behaviours moved, with the message beside each, ranked by the first column. Stop whatever is at the bottom.

Template: the message measure sheet

Message	Behaviour	Source (system / Team Pulse / audit)	Baseline	Comparison group	Read on (date)	Result

Template: the two-version test plan

Line	Entry
The argument this settles (fear or efficacy; peer or senior; email or huddle)	
Version A, and version B: the one difference	

Line	Entry
Matched groups: paired by what; drawn by lot on (date) by (whom)	
The behaviour measure, from which system, before and for how long after	
Prediction, written before sending, by both sides	
Result, by version, by week; which goes to everyone	

Template: the HEROES map

This course	In HEROES	Ours
Each behaviour a message asks for	Behaviour in the catalogue, with its direct measure	
Each message or series	Campaign record: brief, messenger, moment, measure, result	
The bigger pieces	Intervention in the SHIELD designer, with COM-B driver and APEASE pass	
"Security messages here are about things I can actually do"	Team Pulse item, by team	
The Champion's line in the huddle	Champion task	
Mailing lists, email tool, calendar, artwork	Not in HEROES: kept by the comms team	

Template: the comms review by behaviour

Behaviour moved (from, to)	The message or series	Messenger / moment / channel	Keep / change / stop

The two-version test

Fourteen clinics paired by size and baseline report rate; one of each pair got the fear version ("one click took down a hospital in Ireland"), one the efficacy version ("ring Dev on 4444; thirty seconds; he will say thank you"). Same messenger, channel and week. Measure: reports per hundred staff per month from the report button, six weeks. Predictions written first by both sides. Efficacy 9% to 19%; fear 9% to 10%, plus two complaints.

The efficacy version went to all fourteen. In HEROES at year end: second-factor enrolment 38% to 91%; approved-route sharing 44% to 83%; clinic reports up a third and then doubled; messages per person 11 to 3; "security messages here are about things I can actually do" 39% to 74%. The board asked for the open rate. Hana put it in the appendix.

Your next message

Set up one two-version test on the argument your team keeps having. Write the prediction now.

Reflect & apply

Pause the video and take ten minutes with these. Write, do not just think.

1. What does your comms report show today: opens, clicks, completions? Which behaviour would you put beside each message instead, and where would the number come from?

2. Take your next message. Write the measure, the baseline, the comparison group and the date you will read it, before you write the copy.

3. Which argument in your team (fear or efficacy, email or huddle, senior voice or peer) could a two-version test settle this quarter?

4. Which of your campaign records in HEROES has a behaviour measure attached, and which has only a send date?

5. If your annual comms review ranked messages by behaviour moved rather than by reach, which three would top it, and which would you stop?

Module 6 quiz

Six questions, one answer each. Four of six is a pass. The same quiz is on the training page under the video; the answers and explanations are at the back of this workbook.

1. What do open rate, click-through and training completion measure, in the course's terms?

A Risk reduction

B Culture

C Attention: whether people looked, and nothing about what anyone did afterwards

D Behaviour change

2. In what order of preference does the course list sources for a behaviour measure?

A Manager reports; self-reports; opens

B A system count; a Team Pulse item; an audit sample; with a baseline and a comparison group in every case

C A survey; a focus group; an open rate

D Training completion; attestation; opens

3. What makes a campaign an experiment?

A Two versions that differ in one thing, matched groups drawn by lot, one behaviour measure before and after, and a prediction written before sending

B A large budget

C Sending to everyone at once and surveying afterwards

D Testing two subject lines for open rate

4. Which of these lives in HEROES, per the platform mapping?

A The mailing list and the email tool

B The comms calendar and the artwork

C The open-rate dashboard

D Each behaviour with its direct measure, each message as a campaign record with its brief and result, Team Pulse items, Champions' lines as tasks, and the board pack by behaviours moved

5. In Hana's two-version test on the reporting message, what were the results?

A The fear version worked better

B Neither version changed anything

C Efficacy clinics went from 9% to 19% reporting; fear clinics from 9% to 10%, with two complaints; the efficacy version went to everyone and the argument stopped

D Both versions doubled reports

6. How does the course say the annual comms review should be organised?

A By design awards

B As a list of behaviours moved with the message beside each, ranked by the behaviour column; stop whatever is at the bottom

C By number of messages sent

D By open rate

CLOSE

Close: What to Do on Monday

The course in six lines

1. **One behaviour per message.** A verb, a reader, a moment; the five-line brief; checklists, not magic.
2. **Messenger and framing.** Who says it changes whether it is done; what the reader keeps; the honest headline; the Champion in the huddle.
3. **Social proof, done honestly.** True, specific, local, checkable; never the failure rate to the people who did not fail; the story without a name.
4. **Fear appeals and their limits.** Fear works only with a bigger, nearer, easier action beside it; count the words, two to one.
5. **Timing and channel.** The moment, not the calendar; in the tool, not about it; eleven messages to three.
6. **Measuring by behaviour.** Opens are attention; the measure is the behaviour with a comparison; two versions settle the argument; HEROES.

Monday

Done	This week
☐	Audit your last three messages: the verb each asked for, and what each measured
☐	Write one behaviour brief, five lines, for the next message you send
☐	Count the security messages one person received last month, from every sender
☐	Find one moment and one tool where a message could live instead of an email, and ask the architect for the line
☐	Rewrite your most threat-heavy piece with the action twice the size of the threat and a named person in it
☐	Set up one two-version test on the argument your team keeps having

Glossary

Term	Meaning in this course
Behaviour brief	Who; does what; when; instead of what; how we will know. Written before the copy.
The single behaviour	A verb, a reader, a moment. If it needs two verbs, it is two messages.
Messenger	Who says it; weighed by authority, similarity and trust in the reader's world.
Frame	What the reader keeps, in their work, rather than what the organisation fears.
Honest headline	The behaviour, the benefit and the route, in the first line, in the reader's words.
Descriptive norm	What most people do; moves behaviour when true, specific, local and a majority.
Injunctive norm	What is approved of; the senior voice; removes the boomerang.

Term	Meaning in this course
Boomerang	Telling people the wrong thing is common, or that they are above average, moves them towards the norm you did not want.
Efficacy	Response efficacy: the action works. Self-efficacy: this reader can do it, now.
The word count	Action against threat, two to one minimum.
The moment	When the behaviour happens for the reader; when the message should arrive.
In the tool	A line at the moment of the behaviour, with the route one click away.
The quiet quarter	Three months of moment messages and the monthly story only.
Two-version test	Two messages differing in one thing, matched groups, one behaviour measure, a prediction written first.
Campaign record	The HEROES record of a message: brief, messenger, moment, measure, result.

Further reading

- Bada, M., Sasse, M. A. and Nurse, J. R. C. (2015). Cyber security awareness campaigns: why do they fail to change behaviour?
- Witte, K. and Allen, M. (2000). A meta-analysis of fear appeals: implications for effective public health campaigns. Health Education and Behavior, 27(5).
- Schultz, P. W., Nolan, J. M., Cialdini, R. B., Goldstein, N. J. and Griskevicius, V. (2007). The constructive, destructive, and reconstructive power of social norms. Psychological Science, 18(5).
- Cialdini, R. B., Reno, R. R. and Kallgren, C. A. (1990). A focus theory of normative conduct. Journal of Personality and Social Psychology, 58(6).
- Dolan, P. and colleagues (2010). MINDSPACE: influencing behaviour through public policy. Institute for Government and Cabinet Office.
- Behavioural Insights Team (2014). EAST: four simple ways to apply behavioural insights.
- Reeder, R. W., Ion, I. and Consolvo, S. (2017). 152 simple steps to stay safe online. IEEE Security and Privacy, 15(5).
- Michie, S., van Stralen, M. M. and West, R. (2011). The behaviour change wheel. Implementation Science, 6(42).
- National Cyber Security Centre. Phishing attacks: defending your organisation. ncsc.gov.uk.
- CyBehave Academy: Choice Architecture for Security; Running Behavioural Experiments; Writing Policy People Follow; Psychological Safety and Reporting Culture.

Notes

ANSWER KEY

Quiz answers

Four of six is a pass. Read the explanation for every question you missed, then go back to the template it points at.

Module 1: One Behaviour per Message

#	Answer	Why
1	D Attention is not behaviour: a communication is an intervention and is measured by what people do, not by who opened it	Content measures whether people looked at you. An intervention measures whether they did anything.
2	C They deliver information and hope; people must be able to understand and apply the advice, and be willing to, and most campaigns address neither	A message can supply a little capability, point at opportunity and nudge motivation. It cannot do any of them by telling.
3	B "When you share a patient record with another provider, use the sharing tool, not an attachment"	A verb, a reader, a moment. If it needs two verbs, it is two messages.
4	A Who; does what; when; instead of what; how we will know	Five lines before a word of copy. If any is blank, the message is content, not an intervention.
5	D As a final check on a message that already has one behaviour and one measure, not as a formula; most messages pass by removing, not adding	The evidence behind each letter is real, modest and context-dependent. Checklists, not magic.
6	C Three; no security message leaves without the five-line brief, and the fifth line is a number from a system, not a click rate	The newsletter stopped. Nobody wrote in. Messages per person per month fell from eleven to three.

Module 2: Messenger and Framing

#	Answer	Why
1	C A peer who does the job and already does the behaviour, or a senior person they respect in their own field such as the chief medical officer	People weigh the message by the messenger's authority, similarity and trustworthiness in their world, not yours. A mailbox is the weakest messenger you have.
2	B Describe the behaviour as keeping something the reader values in their own work ("your access on the ward through the next outage"), not as protecting the organisation from an abstract threat	People weigh a loss more heavily than an equal gain. Frame it as keeping, be specific, then stop before it becomes fear.
3	A "Two taps now and you keep your ward login through the next outage"	Say what you are asking in the first line, in the words the reader would use: the behaviour, the benefit, the route.
4	D A warning tells people something is dangerous; an instruction tells them what to do about it; almost every security message should be the second	The order: what to do; what you keep; how, in one step; who to ask. The threat, if at all, last and small.
5	C Given the behaviour brief and one line to say in the huddle in their own words, allowed to say what is true in their team, and never made the mouthpiece for a threat or rule they did not choose	A peer, in the room, at a moment, with the words. Measure the behaviour by team and the messenger effect shows up as a number.

#	Answer	Why
6	B The messenger (chief medical officer, not the IT mailbox), the frame (what you keep), the first line (the behaviour and the route), and a norm that was true by ward	Same behaviour, same route, same people. The chief medical officer sends one a year and makes it count.

Module 3: Social Proof, Done Honestly

#	Answer	Why
1	B When it is true, specific, about a group close to the reader, a majority or close to it, and you can show the number if asked	This ward beats this hospital beats this sector. "Twelve per cent of staff have enrolled" is a reason not to.
2	A Their consumption went up towards the average: the boomerang effect	Schultz and colleagues (2007). Adding an approval signal removed the boomerang: the injunctive norm carried the descriptive one.
3	D It tells the 60% who did not click that clicking is common, and the 40% who did that they have company: it publishes the norm you were trying to change	Publish the behaviour you want, where it is a majority, with approval attached. Never the failure rate to the people who did not fail.
4	C A real near miss or catch told in four sentences, with permission and without a name, as the normal thing people here do: what arrived, what they did, what happened, what changed	True, close, specific, and carrying approval. One a month is the only regular security communication most organisations need.
5	B Because the attacker borrows your norms: if your own messages say "all staff have completed the update", the phishing version is indistinguishable, and one inflated number discredits every number after it	Specific, local, true, checkable, and never more than the system shows. When the true number is low, do not use a norm at all.
6	A They received a version with no norm line, and the messenger and frame did the work; they still rose to 84%, nine points behind the wards that had a true norm	The honest norm added nine points where it was available. Hana's rule: no norm goes out unless the system can show it for the group it names.

Module 4: Fear Appeals and Their Limits

#	Answer	Why
1	A Strong fear with high efficacy produces the most change; strong fear with low efficacy produces the most defensiveness	Witte and Allen (2000). Fear without a response is not neutral; it is worse than no message.
2	D Whether perceived efficacy (there is something that works, and I can do it) is higher than perceived threat; if threat wins, they manage the fear by looking away	The efficacy half is the half security communication leaves out.
3	C Count the words: if the threat gets more than the action, the message will backfire	Ninety-one words on the threat and nine on "think before you click" is a poster people learn to look away from.
4	B Response efficacy (the action actually works) and self-efficacy (this reader can do it, now)	Say it works ("that one call has stopped three of these this year") and say they can ("thirty seconds, and you will be thanked").

#	Answer	Why
5	A A live incident, with the exit in the same sentence: "if you clicked, ring 4444 now and you will be thanked"	Rarely, briefly, always with the exit beside it. Read it as the most anxious person on the list: do they know what to do, and believe they can?
6	D They rose by a third the following quarter, and three were real	Action thirty-eight words, threat eleven. "They understood the risk. It frightened them into not reading. Now they know what to do, and who to ring."

Module 5: Timing and Channel

#	Answer	Why
1	D The point at which the behaviour actually happens for the reader (the first external share, the new device, the first week in the job, the week after a near miss), which is when the message should arrive	The moment is when capability, opportunity and motivation are all present at once. The calendar is when none of them need be.
2	C In the tool, the line appears at the moment of the behaviour with the route one click away; about the tool, an email arrives in the inbox weeks before or after anyone shares anything	There is no gap between reading and doing, which is where every other message dies. Ask the architects for the line; you probably do not own the channel.
3	B Every other organisation and sender is sending everything at once, and the reader has learned to wait it out	The one time of year to send less, because everyone else is sending more.
4	A Count them, cut to the ones with a behaviour brief, give one owner the right to say no to any sender, and try a quiet quarter of moment messages and the monthly story only	Eleven messages a month means none is read. Three means each is an event.
5	D One line in the mail client the first time a user attached a patient record to an external address, with the sharing button beside it, plus a first-run message in the tool and a Champion's line at the ward board; no email	The message went and stood next to the thing people were about to do.
6	C Every tracked behaviour rose or held; two senior people asked whether security comms had stopped and were shown the behaviour chart	Moment messages in three tools, the Champions' one line a week, and the monthly story.

Module 6: Measuring by Behaviour, and the Campaign as an Experiment

#	Answer	Why
1	C Attention: whether people looked, and nothing about what anyone did afterwards	Keep the attention numbers for the comms team's craft. Report the behaviour, because that is what the message was for.
2	B A system count; a Team Pulse item; an audit sample; with a baseline and a comparison group in every case	Most behaviours a message asks for leave a trace somewhere. The comparison group stops the season or the incident in the news taking the credit.
3	A Two versions that differ in one thing, matched groups drawn by lot, one behaviour measure before and after, and a prediction written before sending	Two versions is not more work than one. It is the same work, split, with an answer at the end.

#	Answer	Why
4	D Each behaviour with its direct measure, each message as a campaign record with its brief and result, Team Pulse items, Champions' lines as tasks, and the board pack by behaviours moved	The mailing list stays with the comms team; the behaviour and the record travel.
5	C Efficacy clinics went from 9% to 19% reporting; fear clinics from 9% to 10%, with two complaints; the efficacy version went to everyone and the argument stopped	Fourteen clinics paired by size and baseline, one of each pair per version, drawn by lot, same messenger and week, prediction written first.
6	B As a list of behaviours moved with the message beside each, ranked by the behaviour column; stop whatever is at the bottom	The board asked for the open rate. Hana put it in the appendix: "That measures whether they looked at us."