# Experience Questionnaire, Form 1

Q1. What formal higher education have you completed (include degree(s), major, minor)?

_____

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_____

Q2. How many hours of professional training have you completed which is directly related to software security, software reverse engineering, or vulnerability assessment?

_____

Q3. How many total months of professional experience do you have between software reverse engineering and vulnerability assessment?

_____

Q4. What processor architectures and assembly languages are you familiar with?

_____

_____

Q5. What higher level software languages are you familiar with?

_____

_____

Q6. How often do you currently perform software reverse engineering or vulnerability assessment on assembly language artifacts? (daily, several times in a week/month/year)

_____

Q7. How often do you currently perform software reverse engineering or vulnerability assessment on higher level language artifacts (e.g., C or Java source, or decompiled code)? (daily, several times in a week/month/year)

_____

Q8. Of the Dreyfus model of skill acquisition categories (see Table 1), which ones describe personnel you have worked with (including yourself) in software reverse engineering or vulnerability assessment?

Novice-_____ (answer yes, no, or unknown)

Advanced Beginner-_____ (answer yes, no, or unknown)

Competent-_____ (answer yes, no, or unknown)

Proficient-_____ (answer yes, no, or unknown)

Expert-_____ (answer yes, no, or unknown)

Q9. Classify your own personal skills at software vulnerability analysis and reverse engineering, according to the Dreyfus model (check the appropriate level below)

Novice-_____

Advanced Beginner-_____

Competent-_____

Proficient-_____

Expert-_____

Table 1-Dreyfus 5-stage model of the mental activities involved in skill acquisition (Dreyfus, 2004)

| Skill Level | Components[1] | Perspective[2] | Decision[3] | Commitment[4] |
|---|---|---|---|---|
| 1. Novice | Context free | None | Analytic | Detached |
| 2. Advanced beginner | Context free and situational | None | Analytic | Detached |
| 3. Competent | Context free and situational | Chosen | Analytic | Detached understanding and deciding; involved outcome |
| 4. Proficient | Context free and situational | Experienced | Analytic | Involved understanding; detached deciding |
| 5. Expert | Context free and situational | Experienced | Intuitive | Involved |

[1] "Components: This refers to the elements of the situation that the learner is able to perceive. These can be context free and pertaining to general aspects of the skill or situational, which only relate to the specific situation that the learner is meeting."(Dreyfus, 2004)

[2] "Perspective: As the learner begins to be able to recognize almost innumerable components, he or she must choose which one to focus on. He or she is then taking a perspective."(Dreyfus, 2004)

[3] "Decision: The learner is making a decision on how to act in the situation he or she is in. This can be based on analytic reasoning or an intuitive decision based on experience and holistic discrimination of the particular situation."(Dreyfus, 2004)

[4] "This describes the degree to which the learner is immersed in the learning situation when it comes to understanding, deciding, and the outcome of the situation—action pairing."(Dreyfus, 2004)

IRB Study Number: 071404          Principle Investigator: Dr. Thomas Mazzuchi, GWU, mazzu@gwu.edu
Page Number: 2                    Principle Contact: Reuben Johnston, JHU-APL, reuben.johnston@jhuapl.edu

Further information regarding this study may be obtained at http://www.reubenjohnston.com/Research.php