

Assignment 2: 3-Minute Elevator Pitch

Week Due	Friday 4th April 11:55 pm (Melbourne time)
Assessment Type	Video 3-minute elevator pitch
Weighting	25%
Learning Outcomes	Covered learning outcomes: <ul style="list-style-type: none">● LO1: Gain an understanding of the cyber environment and its components;● LO2: Identify and assess common cyber risks, harms, and threats;● LO5: Stay informed about emerging trends and technologies in the field
Length	3 minutes

Task

This individual assignment is a video 3-minute elevator pitch. Based on [academic sources](#), you will be required to record an elevator pitch about a cyber breach reported in the media and your view on how the response to the breach might have been best handled.

Important Note: Please carefully read the above link about academic sources from Monash library. The academic sources will be not only used in this assessment but all other assessments in this unit and we will come back to it over and over for all other learning material, assessments, markings, feedback, etc. Please familiarise yourself with [different places](#) where you can find academic sources. This includes [Library Search](#), [Databases](#), and [Google Scholar](#). Disclaimer: genAI tools are **very bad** at finding academic sources.

Details and Instructions:

It is often the case that cyber security analysts are required to pitch to the board and managers about a particular security concern or attack. There are often time pressures placed on cyber security analysts to make their point clear, pithy, and convincing – especially if there is some urgency around an incident. One of the skills you will need is to confidently and clearly present your case, grabbing the attention of the person in authority who often lacks the technical knowledge required to comprehend the issue entirely.

You will select a Cybersecurity incident that happened for a real organisation or government and perform a comprehensive assessment. You will create a presentation summarising your findings and recommendations. The project should **reflect** your understanding of the unit material from Week 1-3. This is an individual assignment and students are expected to submit a presentation video explaining what has happened, why did that happened, and state their views (as a result of **critically thinking** about the case) from different stakeholders' views including attackers, IT/Cybersecurity professionals of the entity, entity's shareholders, and entity's customers. For resources regarding reflective learning and critical thinking, please see the "wrap-up" section under week 2 in Moodle.

This assignment has been designed to help you develop the above skill set. It will require practice and refinement.

Scenario

This task requires you to put yourself in a situation. First, you will need to consider an actual cyber incident reported in the media. For example, it may be the Optus or Medibank breach in 2022 or a much more recent breach. Next, you need to consult academic sources to consider 1-3 points ([citing the paper](#) on your powerpoint) and mention very briefly (e.g., Smith, 1999, suggests that the CEO should give a statement to the media) regarding how this incident might have been prevented or how it might have better been resolved. The literature covered in the first three weeks will help you with this task, and you are welcome to search for other materials and explore other topics in Cybersecurity beyond what you have learned so far in FIT1057. We will provide you with a couple of references in addition to the online materials that you may find helpful.

In this scenario, imagine that you are communicating these points to a board member or manager. Although your communication will need to draw from academic sources, you will need to consider how to disseminate this in a clear way for a non-scholar to comprehend. For example, thinking about how scientists have explained COVID-19 or climate change might help you think about how to present scholarly work to a non-technical or layperson.

Preparation

Although this is a short assignment, it will take you a while to do if you want to do a good job. You will need to practice and most likely have a few goes recording before you are happy with the result. You will have the opportunity to practice in class, and we suggest you practice with others outside of the class, too – perhaps those less technically savvy. You might use Zoom or PowerPoint, for example, to record your presentation using your slides. Please save files as a .mp4 or .mov file.

The following resources might be helpful when it comes to recording yourself:

- <https://www.monash.edu/learning-teaching/teachhq/learning-technologies/zoom/how-to/record-zoom-meeting>
- <https://www.monash.edu/learning-teaching/teachhq/Teaching-practices/using-multi-media/how-to/recording-powerpoint>

This video might also help you consider how to present:

- <https://www.marcstoiber.com/compelling-three-minute-pitch/>

You can also refer to this resource on planning and preparing a presentation:

- <https://www.monash.edu/student-academic-success/present-confidently/develop-a-n-oral-presentation/plan-and-prepare-your-presentation>

References to academic sources:

In academia and even in your future jobs, you are often required to write reports or present orally to your colleagues, bosses, managers, other companies representatives, etc, hence it is in your best interest to learn how to do it and practise it for all your assignments. You must include a **minimum** of 2 academic sources in your work (there is no maximum number of academic sources). We want in-depth analysis and understanding of materials from the unit and academic sources. So please use such academic works from reliable sources and cite them properly in your current and future assignments.

At FIT we use APA 7th as our official referencing/citation style. Please only use APA 7th if you want to refer to an academic source. More info at:

- <https://guides.lib.monash.edu/apa-7>

3-minute Restriction

To give a fair opportunity to all students, you need to have your presentation finished **within 3 minutes**. Our markers will **stop watching videos after 3 minutes**. So whatever is covered in 3 minutes will be marked not beyond that. You are **required to record your face, voice, as well as the slides**. You cannot use AI to replace your voice, face, etc. You cannot speed up your recording to fit it into 3 minutes.

Marking Rubric:

Criterion	Did not achieve learning outcomes	Pass	Credit	Distinction	High Distinction
Content /50%	Difficult to follow, not relevant, no critique, no use of academic sources, shows no consideration of the audience the content is being pitched to.	Somewhat well structured, somewhat relevant, some critique, fair attempt at pitching, some use of academic sources.	Mostly well structured, mostly relevant, demonstrates a fairly good critique, relatively well-pitched, fairly good use of academic sources.	Good structure, highly relevant, demonstrates a good critique, good use of academic sources, pitched appropriately, some original thought.	Clearly structured, completely relevant, demonstrates an excellent critique, excellent use of academic sources, demonstrates excellent skills in pitching appropriately, and original thought.

Powerpoint /25%	No powerpoint or very poorly presented powerpoint.	Is unable to make the key points clear, has some relevant material, slides are mostly structured in a clear order, lacks finesse.	Has some of the key points clearly presented, some of the text presents the talk verbatim, slides well presented but doesn't consider the balance between images and text, mostly good structure.	Most of the key points are presented and mostly avoids presenting the talk verbatim, relevant amount of slides, good balance of images and text in a well-presented manner, and good structure.	Slides present key points and avoids presenting the talk verbatim, avoids a heavy reliance on slides, shows excellent use and balance of images and text in a well-presented manner, and excellent structure.
Delivery /25%	Is unable to hold the audience's attention, unclear, monotonous tone, unable to follow, doesn't fit in allocated time.	Some difficulties in gaining audience attention, reading purely from notes, some clear points, problems with pace, struggles with allocated time.	Some audience attention, sometimes able to look away from notes, some difficulties in making all points fluent and clear, slightly problematic in the pace, doesn't quite fit to time/or rushes/too slow.	Mostly holds the audience's attention, mostly looks at the camera, sometimes looks at notes, can emphasise some key points, is in the main able to speak clearly and fluently, mostly speaks at a good pace, some issues trying to present in the allotted time.	Holds the audience's attention, able to look at the camera, does not look at notes, speaks clearly and fluently and is able to emphasise the key points, good pace, able to easily present in the 3-minute allotted time.

References

- Kotsias, J., Ahmad, A., & Scheepers, R. (2023). Adopting and integrating cyber-threat intelligence in a commercial organisation. *European Journal of Information Systems*, 32(1), 35-51. <https://doi.org/10.1080/0960085X.2022.2088414>
- Yuryna Connolly, A., & Borrion, H. (2022). Reducing Ransomware Crime: Analysis of Victims' Payment Decisions. *Computers & Security*, 119, 102760. <https://doi.org/https://doi.org/10.1016/j.cose.2022.102760>