Integrated Reporting

Teaching notes

Introduction into Conscious Business Education

Our purpose is to educate the current and next generation of business leaders & entrepreneurs in Europe to conduct business consciously. This means there is a large focus on practical examples and active teaching. These teaching notes help guide teachers on using the course material for the course "Integrated Reporting".

General

What is included in the teaching package of this course?

- A full course syllabus incl. assignment descriptions.
- Lecture slides for 3 lectures.
- Examples for several in-class assignments.

Real-world examples

This course includes several real-world examples. We advise the teachers to include local or locally relevant examples in the course. It is up to the teacher to either substitute examples in the course with own examples or use the examples provided.

No examples are provided for the graded assignments. Teachers are tasked to provide students with the examples for both assignment 1 (materiality-assessments) and assignment 2 (integrated reports).

Lectures

The lecture slides contain speaking notes in the notes below each individual slide. In addition, some slides are hidden. These contain possible assignments of which teachers can select from to introduce.

- Lecture 1:
    - The lecture contains some ideas for getting to know the students but this will depend on the teacher, their teaching style, the size of the group and to which extent the students and teacher are already familiar with each other.
- Lecture 2:
    - The lecture contains main examples. Examples can be changed and altered as long as they showcase the same point/ insight of the original example which is included.
- Lecture 3:
    - This is a very interactive lecture. Make sure the room is suitable for the students to work in groups.
    - Lecture 3 includes an in-class assignment on examples from the Netherlands: Schiphol (Dutch airport), Alliander (Dutch energy company) and ABN AMRO (Dutch bank). Materials are provided to use these examples for the in-class assignment in Lecture 3 but teachers can opt to find and include own examples. If opting for the latter, the most important selection criteria is to showcase the progress organizations are making. Therefore, organizations have to be selected for which 1) an "older" report is available in which teacher and students can find some flaws; 2) a "newer" report is available which showcases the fast development IR is undergoing in organizations; and 3) both reports of the organization contain some sort of single-page on the IR framework for review.