

Teaching portfolio

1. Teaching CV: A list of teaching and supervision tasks, including specification of academic fields, scope, level (bachelor, master, continuing education, PhD). Please state the teaching method used (e.g. lecture, class teaching, exercises, supervision, examination, coexamination, distance teaching, internet-based teaching and evaluation of teaching). Please also indicate the language of instruction.

I teach at Bachelor, Master, MBA, EMBA and PhD Levels.
Teaching languages: English, Italian and Spanish.

I teach courses in Strategy, Innovation (including science and high-tech entrepreneurship) & Sustainability and (courses) at the intersections of these three areas. At the PhD level I offer specific courses or modules in my areas of expertise.

I supervise projects, M.Sc. Thesis, PhD Dissertations and projects of MBA and Executive MBA students withing these areas.

Teaching Methods:

To achieve the pedagogical objectives of each course, I employ a combination of teaching case studies (including those I have authored or coauthored with IESE Professor Mike Rosenberg), lectures, class discussion together with supervised teamwork in applying the tools, governing ideas and intellectual frameworks offered in each course. I also design projects in cooperation with companies, managers, and entrepreneurs to offer students the opportunity of learning by attempting to solve real challenges. Recently, I have recorded several lectures to offer students the possibility of accessing content asynchronously, and use the hours in class to clarify the main concepts and ideas, engage in group work and, overall, learn by doing.

- Teaching case studies
- Class discussion
- Frontal lecturing
- Pre-recorded video lectures (asynchronous) + application (Q&As, critical thinking, supervised workshops)
- Supervised problem-based learning and action learning for specific projects within selected courses

Course currently taught at Business School AAU

Spring Semester:

Strategic Innovation and Business Transformation – M.Sc. in Organisation, Strategy and Leadership (with J.N. Kristiansen)

Business Models and Value creation, Bachelor in Economics and Business Administration (HA, 6th)

Business Model Innovation, M.Sc. in Innovation, Sino-Danish Center (SDC)

Innovation, Competition and Strategy, MBA Aalborg University Business School (with M. Dahl and J. N. Kristiansen)

Applied Business Modelling, M.Sc. in Entrepreneurial Engineering (with Y. Taran and J. Sort)

Autumn Semester:

Data-Driven Business Modelling, M.Sc. in Entrepreneurial Engineering

New venture creation, M.Sc. in Management Accounting & Control (with P.Thomsen et al.)

Business Design, M.Sc. Organization and Strategy (with L. Brøns Kringelum and K. Madsen)

Management of Technological Innovation, M.Sc. Entrepreneurial Engineering

Business Design and Sustainability, M.Sc. in Entrepreneurial Engineering

Business Models and Value Creation. Study Board of Auditing (e-learning)

SUPERVISION tasks at Aalborg Business School

Semester Projects (Bachelor and M.Sc.)

Organization, Company as a Whole, New Venture Creation

PAST SUPERVISION

Masters Students

Several master theses in different universities (Selected)

- Guido Borra (ENEL Innovation Hubs, Rome, Italy), M.Sc. International Management
“Business Model Design for Space Sustainability and Active Debris Removal: EPFL’s CleanSpace One Case”
- Lorenzo Bezzi (Bain & Company, Milan, Italy), M.Sc. International Management
“Management of Active Debris Removal Technology and Global Promotion of Space Sustainability: EPFL’s CleanSpace One Case”
- Eleonora Mantovani (RebelBio, London, UK), M.Sc. International Management, Unibo (exchange at EPFL) “Network brokerage in University-based Technology Innovation Ecosystems. The cases of IIT, EPFL and Cambridge”
- Daniele Graverini (Mind the Bridge, San Francisco, US), M.Sc. International Management, Unibo (exchange at EPFL). “The role of proximity within University-based Technology Innovation Ecosystems. The cases of IIT, EPFL, and Cambridge”
- Giulia Ferrari (Regesta Spa, Brescia, Italy) M.Sc. Management Engineering, University of Brescia (exchange at EPFL). “Business model innovation in the innovation industry. A perspective of technology transfer in Switzerland”
- Hannah Mayer (McKinsey, LA - Google, Dublin) M.Sc. SIMC – WU. “It’s the Narrative, Stupid - The Importance of Framing Business Ethics Contexts for the Effectiveness of Ethics Education at Business Schools”.
- Johanna Ahtola (Gartner, Stockholm, Sweden) M.Sc. SIMC – WU. “Changing the Existing Business Model: The Effects of Activity System Representation on Managerial Cognition”.
- Francesco Blandino (Volkswagen, Braunschweig, Germany) M.Sc. SIMC – WU. “Toward new business models for Electric Vehicles: A qualitative study of German mainstream households’ attitudes, purchasing motives and barriers”.
- Alfons Priebner (McKinsey & Company, Vienna, Austria) M.Sc. SIMC – WU. “Sustainable Business Models for Energy Efficiency Services in Electric Utilities: Identifying Motivations and Barriers for introducing Energy Efficiency Services in European Electric Utilities”.
- Beatrice Scappini (Entrepreneur, founder Sustainabilia, Bologna, Italy). CLAMDA – UNIBO. “Enhancing sustainability through GRI reporting: Insights from a case study”.

Executive Students (selected)

- Sebastian Peri Brusa (Pro Sailor & Olympic Coach), “Competitiveness in Olympic sailing. The degradation of the universality of Olympic sailing due to the uneven conditions of competition”
- Cécile Jost (SwissGrid), “Value creation at Swiss Grid: A business model analysis for value created to multiple stakeholders”
- Arnaud Weber (SICPA) “Business model innovation in disruptive environments: new technologies for secure payments”
- Jonas Berlie (World Economic Forum) “World Economic Forum Member (FME) community: innovation strategy and business model redesign”
- Etienne, Friedli (Digital Entrepreneur) “Strategic and Innovative project at Tayo”
- Andrea Dunbar (CSEM – Head of Innovation) “Business Model Innovation at CSEM”.
- Gabrielle Lytras (Entrepreneur) “Strategic & Innovative project at Bhive”.

2. Study/programme administration and management: Experience in programme management and coordination. A list of study administration tasks, e.g. study board membership, chair of study board, semester or course coordinator, accreditation tasks, etc. Experience in planning teaching activities. Experience in programme development. Participating in committees and commissions etc. on education issues.

Program Development

Member of steering team, M.Sc. in Organisation, Strategy and Leadership, Aalborg University Business School (academic year 2020_2021)

Member of steering team, M.Sc. in Technology (Entrepreneurial Engineering), Aalborg University Business School (academic year 2020_2021)

Course coordination: coordination of courses at various levels

Strategy and Sustainability – MBA in Green Economy (2014 to 2016)

Business Model Innovation – EMBA (2016 – present)

Entrepreneurship and Innovation – EMBA (2020 – present)

Strategic Entrepreneurship, Innovation and Business Design, MBA in sport management (2018 – present)

Sustainability Innovation Laboratory, M.Sc. in International Business (2012 to 2019)

Business Models and Value Creation, different M.Sc. programs (2019 – present)

STIM – Strategy, Technology and Innovation Management, different Research and R&D Centers (e.g., IIT, Zambon Spa)

Human Centered Design, trainings for scientists from different fields of science (Golinelli foundations, IIT, regional programs in support of science entrepreneurship)

Accreditation

Member of steering team EPFL EMBA (AMBA) (academic year 2015_2016)

Member of steering team Global MBA Bologna Business School (EQUIS – EFMD) (academic year 2014_2015)

3. Formal pedagogical training: A list of completed courses in university pedagogy, PBL courses, workshops, academic development projects, collegial guidance and supervision, etc. Written assessment from the course in university pedagogy for assistant professors. Participation in conferences on pedagogy and didactics. Please enclose any documentation of the above, such as course certificates, references, etc

-Teaching with case studies – IESE Business School (attended various courses and seminars 2006 – 2011)

-Writing teaching case studies, instructor's notes and teaching notes – IESE Business School (attended various courses and seminars 2006 – 2011)

-General pedagogy - Vienna University of Economics and Business (WU), Fall 2014.

-Teaching effectiveness – EPFL College of Management, Fall 2014

-Doctoral Supervision for doctoral supervisors at AAU & SDU, Summer 2021

4. Other qualifications: Conference contributions and attendance, contributions to debates, scientific articles on pedagogical issues etc. Peer supervision, editorials, mentoring experience or other types of competence development activities.

N/A

5. Pedagogical development and research: Development of new courses, teaching materials, teaching methods, examination types or other types of pedagogical development. Didactic and pedagogical research. Cooperation with external collaboration partners.

DEVELOPMENT OF NEW COURSES

Academic Courses

Developed several new courses, combining i) insights from latest research in the field (including his own), ii) knowledge of the broader field(s) and iii) an active reflection on the most relevant challenges and questions of practical relevance for that field/topic, often fueled by conversations and project with practicing managers in companies across industries or by gaining insights from advisory and membership in advisory boards.

Examples:

- Strategic Innovation and Business Transformation
- Business Model Innovation
- Strategic Entrepreneurship, Innovation and Business Design
- Sustainability Innovation Laboratory
- Strategy and Sustainability
- Impact Entrepreneurship and Sustainability

In company programs and trainings:

Developed several programs for corporates, foundations and regional innovation hubs and

offices.

-Custom programs

Science and high-tech entrepreneurship (for scientists): developed to offer training in entrepreneurship, innovation and business thinking to late-stage PhDs and postdocs working to exploit inventions and scientific discoveries to build and grow new ventures: e.g., Italian Institute of Technology, Golinelli Fondation, various regional programs in support of innovation and entrepreneurship.

Strategy, Technology, and Innovation Management (STIM): corporate version of the science and high-tech entrepreneurship, for corporate startups and innovation and acceleration programs. It explicitly considers innovation and entrepreneurship within the boundaries of an existing organization with existing structure, dynamics, systems or reward, technology and, ultimately, business model.

-Corporate Training (c-level, middle management):

Innovation strategy and strategic innovation: building on the consideration that many companies have innovation programs but only relatively few have well-structured innovation strategy, this training's main objective is to equip participant with the knowledge to develop their innovation strategy and manage it.

Making Innovation work As the founding fathers of discovery driven planning would remind "you cannot manage what you do not know the same way you manage what you know". Rooting in a robust discussion of the fundamental nature of innovation (what it is, what is it not, why it is different from other functions in business and what are the managerial and organizational implications of these differences), this training offers participants an exposure to the knowledge, tools and mindsets required to manage innovation effectively. It also offers participants to reflect on how to adapt existing working procedures to remove existing barriers to innovation, neutralize organizational antibodies and, finally, make innovation work.

Lean and Human Centred Design (D.Thinking) innovation benefits from learning how to shift "from making people want things to making things people want". In addition, it benefits from learning how to learn for efficiently, which is learning how to fast prototype, test, iterate, and constantly pivot to progressively develop solutions that do work (for the customer and for the company). D. thinking, together with other methods and approaches including the whole lean movement, has become very visible as a method to support the innovation process and the delivery of innovation that work. The training, based on experiential learning, offers participants an exposure to knowledge, attitudes, and mindsets at the background of design thinking and other iterative methods.

Sustainability Strategy: anchoring into the consideration that many companies have sustainability programs but are unsure about the strategic value of such programs, this training walks the participants to acquire the knowledge and tools to understand sustainability and strategy. By the end of the module the participants should be able to develop a strategic plan for sustainability to align it to clearly defined strategic aspirations and objectives.

Sustainable Business Models and Sustainable Business Model Design: the training offers participants to learn how to use patterns - generalized, repeatable problem-solution combinations – to support the design of sustainable business models and more sustainable offerings.

DEVELOPMENT OF TEACHING MATERIAL

Developed teaching material, including workshops and exercises and games for supervised group-work, teaching case studies, teaching notes, video lectures, etc.

Teaching case studies

2019 “Clean Space One” IESE Business School Teaching Case Study, with M. Rosenberg (IESE)

2017 “Pix4D: Mapping the world in 3D” IESE Business School teaching case study, with M. Rosenberg (IESE), David Gil Lanter and Jill Vandenbosch, M.Sc. students in Technology and Entrepreneurship, College of Management, EPFL.

2015 “Alce Nero: towards a new business model for organic food” IESE Business School Teaching Case Study SM – 1622 – E, with M. Rosenberg (IESE).
<https://www.iesepublishing.com/alce-nero---towards-a-new-business-model-for-organic-food-english.html>

2014 “D-Orbit: Managing Technological Innovation and Space Sustainability” IESE Business School Case Study, SM-1610 with M. Rosenberg (IESE). Includes Teaching note
<https://www.iesepublishing.com/d-orbit-an-new-business-model-for-space-sustainability---teaching-note-english.html>

2013 “The Rocky Mountain Institute: Making Ideas Real” – IESE Business School Case Study STM-90-E, with M. Rosenberg (IESE). Teaching note available
https://www.iesepublishing.com/rocky-mountain-institute-reinventing-the-_think-and-do-tank_-of-the-future---teaching-note-english.html

2013 “Managing Creativity and Innovation” IESE Business School, Technical Note SMN-688-E, with Mike Rosenberg (IESE). <https://www.iesepublishing.com/managing-creativity-and-innovation-in-organizations-english.html>

2012 “The Rocky Mountain Institute: Reinventing the ‘Think and Do’ tank of the future” – IESE Business School Case Study SM-1582-E, with M. Rosenberg (IESE). Teaching note available <https://www.iesepublishing.com/the-rocky-mountain-institute-reinventing-the-%C2%93think-and-do-tank%C2%94-of-the-future-english.html>

Online courses and lectures.

Course: Business Model and Value Creation (FORRETNINGSMODELLER OG VÆRDISKABELSE)

The course offers participants an introduction to the central theories, governing ideas and intellectual frameworks within the business model field and walks participants to understand their key role in analyzing, designing and executing architectures for value creation, delivery and capture. The module is a relevant course regardless of later choices on the master's degree.

Business models build on many core disciplines within business administration, such as for example strategy or technology and innovation management, and are considered at the core of securing competitiveness. The course will introduce both theoretical insights on the topic of business models as well as allow the students to understand the theories in practice. By the end of the course, students can expect to have acquired the ability to understand and analyze existing business models, as well as some initial knowledge to start designing and testing ideas and hypothesis related to business models.

AAU – Sustainability

Block 1. From Sustainable Development to (Corporate Sustainability) 1: Sustainable Development

As the notion of (corporate) sustainability is rooted in the wave of discussions around the idea of Sustainable Development, understanding sustainability means understanding the meaning and significance of Sustainable Development and how the relative discussion led to discussing the importance of the role of firms. In this video the notion of Sustainable Development is clarified. The videos offer reference to the historical roots of the concept, and also the more modern notion of Sustainable Development Goals (SDGs).

By the end of this block, the viewers will understand the origins, the meaning and vision and goals associated with the idea of Sustainable Development.

Block 2. From Sustainable Development to (Corporate) Sustainability 2: Sustainability

This block introduces and discusses the notion of sustainability as rooted in the wave of discussions on Sustainable Development. It completes the block titled "From Sustainable Development to (Corporate Sustainability) 1: Sustainable Development" by discussing the role of firms (companies, innovative start-ups) as well as the role of managerial and entrepreneurial agency. The block also walks the viewers to appreciate the modern notion of sustainability, introducing important concepts of managerial relevance, including the Triple Bottom Line, the Dow Jones Sustainability Index, the Global Reporting Initiative, the UN Global Compact, to mention some.

Perhaps most importantly, it introduces the notion of sustainable value creation according to the sustainability perspective, laying down the foundation for answering the question: What is the role of the private sector (companies and innovative startups) in achieving forms of development which are sustainable? And, how could companies do that?

A clarification of the notion of sustainable value creation is also critical to understand the motives, dynamics and strategic implications of the broader domain of reporting, and also to understand the importance of business models as a fundamental dimension of innovation for sustainability.

Block 3: Sustainable Business Models: Introduction to the concept.

The block offers an introduction to the concept of Sustainable Business Models, which is

critical to the broader reflection onto how companies can create sustainable value. It builds on the videos from the blocks titled “From Sustainable Development to (Corporate Sustainability) 1: Sustainable Development” and “From Sustainable Development to (Corporate) Sustainability 2: Sustainability”. However it could also be approached as a stand-alone block, particularly if the viewer has already some structured understanding of sustainability and the notions of social, environmental and economic value creation. By the end of the block, viewers will know about the role of the business model as a critical dimension of innovation (and design) to sustainability. Most importantly, they will be able to think about, discuss and communicate about sustainability, sustainable innovation with reference to its foundations in the business model concept.

Block 4: Patterns for Sustainable Business Model Design

Building on the premise that business model innovation and business model design are critical to sustainability, this block discusses how to design more sustainable business models.

The block focuses on the role of patterns (many other aspects are important to understand business model design). It illustrates the idea of patterns for sustainable business models as generalized, repeatable problem-solution combinations, according to the perspective offered in “Sustainable Business Model Design: 45 Patterns”. By F. Lüdeke-Freund, H. Breuer and L. Massa.

Course: Business Model Basics F10 (Fin Tech and Insure Tech Accelerator and Incubator) and Spoqe:

The course walks the participants to understand the basics of business models. What are business models? Why they are so popular today? What are areas in which they play a critical role and what is that role? How can we visually represent and design business models (what tools can we use)? The course takes the perspective of entrepreneurs in early stage startups (including corporate ones).

<https://spoqe.com/courses/business-models-basics/>

6. References on your teaching skills from superiors or colleagues. Teaching evaluations and any teaching awards received.

References for teaching skills:

For Business School Aalborg University

-Michael S. Dahl, Professor of Strategy and Organization, Aalborg University Business School, email: msd.@business.aau.dk

For EPFL

-Eugene de Groot, Managing Director Executive Education and Continuous Learning, College of Management, EPFL, email: eugene.degroot@epfl.ch

-Prof. Marc Gruber, Chair in Entrepreneurship, Academic Director EPFL-EMBA, former Vice President Innovation EPFL, email: marc.gruber@epfl.ch

-Prof. Chris Tucci, former Dean, College of Management, EPFL, email: christopher.tucci@imperial.ac.uk

For Frankfurt School of Management and Finance (FS)

-Dr. Markus Madler, Senior Lecturer Accounting and Management and EMBA module coordinator, email: M.Maedler@fs.de

-Dr. Barbara Drexler, Programme Director Executive MBA, FS, email: b.drexler@fs.de

For Bologna Business School (BBS)

Prof Andrea Lipparini, Professor of Strategy, Academic Director, EMBA and Global Executive EMBA, email: andrea.lipparini@unibo.it

Franco Valentini, Chief Operating Officer, BBS, email: franco.valentini@bbs.unibo.it

For University of Bologna (UNIBO)

Prof. Simone Ferriani, Professor of Entrepreneurship and Innovation, Director M.Sc. Program in International Management, founding director MBA Green Energy and Sustainable Business at BBS, email: simone.ferriani@unibo.it

7. Personal reflections and initiatives: Here you may state any personal deliberations as regards teaching and supervision, any wishes and plans for further pedagogical development, plans for following up on student feedback/evaluations, etc. Personal reflections on your own pedagogical practice, including objectives, methods and implementation. This should include an analysis and a reasoned description of your pedagogical activities in relation to your pedagogical understanding and student learning. Thoughts on the teaching method at Aalborg University (which is largely based on group-organised project work and problem-based learning)

Selected (full evaluations are available upon request: Lorenzo.massa@business.aau.dk)

Students Comments – what students say:

“One of the best courses ever. Lorenzo explains all concepts in a very lively manner that somehow just goes in. Every second is interesting, he's one of the best teachers seen in a long time “ EPFL EMBA 2016_2017

“All the topics covered are very interesting and crucial for an EMBA. Already after the first session, I had the chance to immediately use the tools and ideas discussed in class in my company and this gave me the chance to facilitate otherwise difficult discussions“ EPFL EMBA 2018_2019

“Lorenzo is the main strength. He gave us a very good approach and way of thinking He gave us constructive observations and recommendations. Excellent teacher and excellent

subject.” EPFL EMBA 2019_2020

“Fantastic course. Everything interesting.” EPFL EMBA 2020_2021

“Fantastic orator and high level of engagement with the class” EMBA Frankfurt FS, 2021_2022

“He was so amazing! I like the way he structured the class! It is very entertaining, hence, we are even more motivated to hear from him and learn a lot. We were excited to go to his class. I like the readings, very practical and to the point. It really stick to the course. I like the group works too. I appreciate the real life use cases, specially the way he leads and explain the topics. I can relate in my daily work and apply it. I like how he carried the classes, my favorite professor so far. “ EMBA Frankfurt FS 2021_2022

“Engaging and interesting with a good way of presenting information. I think Lorenzo is one of the speakers who is really interested to teach us something. All theoretical parts were supported by cases, that made it very easy to understand the concepts. Additionally, he made me to perceive entrepreneurship (how to do it) from a completely different angle. Great.” AISTS, Master in Sport Management and Technology, 2018_2019

“Very good, had I known this stuff I would have started my businesses differently.” AISTS, Master in Sport Management and Technology, 2018_2019

“Very knowledgable, and highly engaging. Hard to flaw as he regularly checked in with the class to see what we want out of the lectures and tailored accordingly.” AISTS, Master in Sport Management and Technology, 2018_2019

“Docente di grande spessore che è riuscito a rendere fruibili concetti complessi. Il Docente mi ha inoltre fornito l'opportunità di vedere/valutare aspetti innovativi che potrò approfondire individualmente anche grazie a tutto il materiale e le fonti fornite.” EMBA BBS, 2017_2018

“Lorenzo was great, engaging and encouraged us to see things from a different perspective”, MBA Green Energy and Sustainable Businesses, BBS, 2014_2015

“One of the best teachers I have ever had” MBA Green Energy and Sustainable Businesses, BBS, 2015_2016

“Le lezioni del Prof. Massa sono state a mio avviso tra le piu' interessanti avute finora. Le conoscenze del teacher, associate ad una visione globale dell'argomento, decisamente contaminata dalle esperienze estere, hanno portato l'aula a spasso per il mondo del business moderno. L'alternanza di teoria e applicazioni pratiche ha infine permesso di assimilare i concetti e scolpirli nella mente” BBS, 2021_2022

“Top! This module should be extended.” BBS, 2021_2022

“Well structured, clear introduction with leading questions, going broad and explaining different elements before consolidating again at the end. Great experience.” EPFL EMBA, 2022_2023.

What did you enjoy most about the course? “The clarity of concepts and how to use them,

the practical, up-to-date examples, the engagement with the audience.” EPFL EMBA, 2022_2023.

In the course with Lorenzo Massa, I especially liked... “his stage presence, charisma, ability to stir conversations and not usually derailed by several questions. His real-life experiences “. EMBA Frankfurt FS, 2022_2023

For the course with Lorenzo Massa, I suggest the following changes...

- “There is nothing to change.” EMBA Frankfurt FS, 2022_2023
- “Nothing, just keep up to date.” EMBA Frankfurt FS, 2022_2023
- “Please don't change anything!!!!” EPFL EMBA 2022_2023

8. Any other information or comments.

N/A