Table S1. Course design template – key aspects and additional considerations for faculty.

Design Elements of Collaboration		Approach to Development of the Collaboration	Additional Considerations for Faculty
Preparation phase	Formation of the collaboration	C-level recommendation and sponsorship; CFO suggested connection to CPO and supported formation of the collaboration over time	C-level is not a requirement but management support is
	Ensure business relevance of the collaboration	Collaborating around the future strategy for procurement Strategic intend around partnerships with top business schools	More traditional relevance is in recruiting opportunities and employer branding Collaboration can also be more project focused but this does narrow student learning focus options
	Start upfront preparation early	Key to engage in preparing for the collaborative learning well in advance of the semester and ensure time to prepare and align around focus and course design, challenge preparation, guest lecture framing, planning ongoing engagement during the semester and expectation setting around realistic student expectations	As the collaboration develops across multiple semesters upfront preparation can become less time intensive
	Agree on course framework and align guest lectures with the framework	Ensures alignment on focus and relation between guest lecture and theory and ability to use class teachings in project environment	If course framework is not published it can be based upon a number of theories of focus for the course
	Ensure future-proof topical focus	Challenges in the areas of sustainability, risk, innovation, digitization and supplier collaboration	Collaboration can also be focused on fewer topics but this does narrow student learning focus options
Kick off and student project assignment	Multiple rounds of challenge design	Ensure alignment and sufficient flexibility with challenges for students to pick challenge of interest and carve out doable and interesting scope themselves	Fewer and more narrow challenges may require fewer rounds
	Multiple formats and multiple occasions for guest lectures	In addition to framing the collaboration and challenges with a guest lecture during the opening class, teams had multiple deeper dives with project sponsors and additional team members	The multiple occasions and formats reduces the burden on the guest lecture and creates flexibility in the design to the benefit of student teams
	Stress soft skills and change considerations	The discussion of future strategy and challenges provides an opportunity to clarify the role of soft skills and change management in strategy development and implementation	Important to complement this in project design and class teachings
	Ensure a global perspective	Use of global examples, illustration of the global footprint of the procurement organization and assignment of project sponsors in different parts of the world	This addresses the challenge from Lutz and Birou (2013)
	Allow students to self-organize and self-select challenges	Group-sizes of 3-5 and 4-5 groups per class ensures all students can contribute and that there is both sufficient choice of projects for all teams and presentation time in the final class	This follows guidance from Zsidisin et al. (2013) on team size and class size. Multiple teams can be allowed to pick the same challenge to allow for more choice flexibility, in particular if challenges are sufficiently broad in scope

Collaboration and learning during the semester	Start engagement with project sponsors shortly after the first class	Gives teams a deeper dive briefing on the challenge and opens up collaboration channel early on. Team members of sponsors can be invited also to further broaden the collaboration for student benefit	Faculty to join sponsor briefings to be equally versed in challenges for expectation setting and student coaching It will take students time to scope out project focus and plans
	Request student project charter and follow up questions for sponsor early on	Enables expectation setting with sponsor and drives early engagement of student teams	Reduced risk of weak and delayed project design Enables faculty to begin to develop student soft skills as part of the learning experience
	Cover course framework in class instruction during the semester	Use classroom instruction to cover the topics in the course framework and project challenges Ensure that literature and tools are provided to input into the project work	Ensure that practical tools and templates are included Can be complemented with guest lecturer from other companies to offer additional practical perspective on projects
	Create stage gates to ensure direction checking and class-wide engagement	Team updates on project focus and approach in class to ensure progress and class-wide focus on the learning experience and student to student feedback as called for by Thomchick (1997)	Thomchick (1997) flags company engagement as a risk but early and proactive student engagement is also a risk
Deliverable and evaluation	Degree of task management by faculty	Setting of interim deliverables deadlines and requesting drafted deliverables in timely manner	Creates faculty coaching opportunities and helps contribute towards student success and soft skill development while allowing for team flexibility on focus and workflow
	Drafted deliverable preview with faculty and sponsors	Invite timely submission of drafted deliverable to faculty for feedback and coaching	Watch out for the typical last minute rush
	Class presentation	Allow students flexibility in developing their presentation and who presents what in order to not only accommodate their preferences but also to enable them to develop their own consideration about this presentation aspect	Do timebox presentations upfront to provide clarity about expectations
	Three-way feedback process	Students provide peer to peer feedback and questions during class presentations and were invited to a feedback discussion about the learning experience. Follow up feedback discussions were held with all sponsors and main company contact	Students enjoy classroom interaction and seeing connections between projects Students also appreciate faculty openness to feedback on the learning experience and self-reflect on the value of the experience Seeking a discussion about improvements and lessons learned with the collaborating company can help secure further collaboration

Table S2. Three stakeholder evaluation.

	Example Benefits	Lessons Learned/Improvement Suggestions
Collaborating company	Global, real-world, collaborative learning experience, soft skills and education innovation: *"I thoroughly enjoyed the class and felt that I benefited greatly from the material presented. The guest speakers were amazing. Hearing them share their experiences and supply chain knowledge was incredibly valuable. The MH project was like nothing I have ever done before and I enjoyed it tremendously. Getting to work with people overseas not only helped me better understand how they view business from a global perspective, but also allowed for us to network with key individuals within a very prominent organization."* Market relevance: *"This project can go on my resume as real track record for the future"* Integrated approach: "*My biggest takeaway, was how so many ideas when mixed together can make the perfect recipe for success. As we went through each presentation, you could see the dots connect on how each group could build off the next. I am excited to see how Moet Hennessey takes our ideas and frameworks and molds them into their current processes and procedures."* Guest lectures, peer to peer learning: *"After the final class, everything is just a "wow" for how each group applied the concepts and frameworks to real-life problems of MH. It was overwhelming in the first face-to-face class when the professor introduced many areas (sustainability, supplier collaboration, innovation, transformation management, etc.). However, he untangled each concept with the framework and how to apply it. I have learnt a lot from my classmates."* Refreshing outside perspective: *"We were looking to get challenged and inspired. You have challenged us. Maybe we weren't asking the right questions."* *"While students learned from us, we learned from them, the companies that they studied and the perspective from the companies they work for that they shared with us."* *"This was a great experience also for our teams and a different way of working for us.'* Critical reflection: *"You have to be humble, you are right, we are not doing this and we should set targets towards that and close the gap."* *"Students offered really good out of the box perspectives and input, well beyond what we had in mind."* *"What was great to see is that two teams that took on the same challenge took completely different directions."* Actionable recommendations: *"This is music to my ears, you have given me two very good takeaways and we can use what we already have better."* *"Students offered useful suggestions and good input to our teams, they were self-driven, asked good questions and their passion increased during the semester."* University collaboration: *"We have a strategic ambition to establish relationships with the most prominent colleges around the world. We made progress towards that goal and are eager to continue the collaboration into future semesters."*	Key to ensure early and intensive engagement, teams did not all realize the amount of engagement and willingness to support from their sponsor-side Try to reduce the upfront time spend on organizing and start brainstorming and researching sooner rather than later Include critical reflection on the collaborating company's practice; it is safe to do so and can enhance the discussion and solution development The assignment of project sponsors and the great level of openness and sharing is a key to success A bit of patience is required with students getting sufficiently versed in both the case context and challenges as well as taught course content that they can apply to problem solve Student recommendations may come in a bit generic as it is hard for students to fully embed in the case company and understand all change aspects involved but with multiple rounds of reviews of preliminary findings actionability can improve Need to remember that the collaboration is aimed at student learning and is not a consulting engagement; important to guide towards market relevance and actionability in a way that it supports the learning Ensuring that the project briefs are sufficiently broad enables students to scope a focus and direction (which is part of the learning experience)

Faculty	Moving from teaching for comprehension to ability to critically reflect, adopt and recommend implementation in real-world setting Achieving global perspective, future orientation, teaching soft skills Higher levels of student engagement and greater levels of student success Service; teaching innovation, company relationship for the University and industry connections for students	There is more work involved in preparing and teaching the course and the engagement with the collaborating company takes extra Support students in expectation setting about realistic project outputs and ensure focus on learning before anything else with both the collaborating company and the students Provide additional student coaching as the learning experience is new and more challenging than teaching case studies and to ensure sufficient quality output for the collaborating company. This pays of in terms of student learning and success and the relationship with the company