

NORDIC NINE

Capabilities for a positive future – solving societal challenges with compassion for yourself, others and the planet

Caroline Bering, student
Why do we need Nordic Nine?



Upcycling
Agrain® turns beer waste into flour



Christian Bason, CEO

*“Companies that distinguish themselves ethically
in the coming decades will undoubtedly win”*

Learning the Nordic Nine capabilities is probably the most important outcome of an education at CBS.

With the world's grand challenges waiting for us, we need entrepreneurial students that do not get paralysed by complexity. Sustainability, health, security and joy of living are not small goals to achieve, and a holistic, cross-disciplinary education is the first step to fostering innovation and collaboration in these areas.

Christina Lubinski,
Professor at the Department of Business Humanities and Law

WELCOME

Every choice we make defines the future.
How do we share the resources?
How should we treat our fellow citizens?
What should we pass on to future generations?

Our daily lives pose difficult questions that we need to address. The business community and society need employees and leaders who can balance a fundamental business understanding with financial, ethical, social and sustainable solutions. And we need to reflect on what we used to take for granted.

The ability to reflect lives in all of us. With Nordic Nine, we train this ability together so each of us can contribute to a positive future.

Nikolaj Malchow-Møller, President of CBS



Photo: Blarke MacCarthy



Name:
Caroline Bering

Studies:
Business Administration
and Psychology

Is also:
Executive Vice President
of CBS Students

Favourite Nordic Nine:

*“You grow by relearning
and by teaching others to
do the same.”*

Photo: Blake McCarthy

STUDENT Q&A

Caroline Bering

Why do we need Nordic Nine?

Nordic Nine are a set of capabilities that I believe is some of the most important values you get from Copenhagen Business School. They are not only capabilities that advance your understanding within one area of business, it is much more about general education or formation. They are about how you interact with people, with society, with the world. And I think that these days exactly this type of knowledge is more important than ever. Facing significant societal challenges, having values of general education becomes increasingly crucial as it equips us to navigate complexity for a brighter future.

Why is Nordic Nine important in a business context?

When graduating from CBS and entering the business world, I think that understanding and utilising your Nordic Nine capabilities can significantly enhance both the process and the efficiency of your work. It can be challenging to identify what unique value you bring as an individual when starting a job. However, with Nordic Nine, you already possess a clear identification of your strengths regardless of which bachelor or master programme you choose. Your role then becomes to embrace and use your Nordic Nine capabilities to excel.

What is your favorite Nordic Nine capability and why?

While I find all nine capabilities valuable, my personal favorite is number 8 because it encompasses the essence of the other capabilities. “You grow by relearning and by teaching others to do the same.” Learning is an intrinsic part of being human, allowing us to gain new perspectives and evolve alongside society. It is connected to the importance of lifelong learning, and I am positive that following up on your knowledge will make overcoming societal challenges a lot easier. It also speaks to the human connection, learning never happens in a vacuum, we learn and we pass these insights on to others.

How do you experience Nordic Nine and do you use it in your daily studies?

I study BSc in Business Administration and Psychology, and I encounter Nordic Nine on a daily basis. Peer feedback is an integrated part of our learning process, it leads to reflecting and it helps us to gain a perspective in relation to the learning objectives for each course. Additionally, we cultivate a critical mindset towards our curriculum as well as our own work, enabling us to provide constructive thoughts to others and find collaborative solutions in our study group. Our education has focus on case-based learning, where we apply theory to real societal challenges, developing knowledge to address and resolve these issues.

How do you expect to use Nordic Nine in your work?

When it comes to incorporating Nordic Nine into my work, my primary expectation is to be consciously aware of the capabilities I have acquired through my education at CBS. I know that I have deep business knowledge, I am analytical with data, I recognise humanity's challenges, I am competitive in business, I understand ethical dilemmas, I am critical when thinking and constructive when collaborating, I produce prosperity, I grow by relearning, and I create value from global connections for local communities. I think that is the best moral certificate we can provide for the students of CBS and for the businesses I will engage in.

What is your best advice to others who want to use Nordic Nine?

The best advice I can offer to those wanting to use Nordic Nine is to be curious. Explore and identify the presence of Nordic Nine in every aspect of your academic and professional life. Whether it is studying for exams, engaging with your study group or fulfilling your responsibilities in a student job, you will be astonished by the presence of Nordic Nine surrounding us in everyday life. Identify these capabilities, embrace them, and actively use them to their fullest potential.

“I went to the edge of the diving board to find out whether or not I could actually make a difference”

CBS graduate Aviaja Riemann left a good job to become a partner in a sustainable start-up company.

By Marianne Bom, Journalist

Aviaja Riemann held a management position at a private company when an opportunity to become an entrepreneur surfaced. She accepted even though it meant saying goodbye to a secure job and hello to the unpredictability of life in a start-up. Alongside with two partners, she founded the company 'Agrain by Circular Food Technology' in 2018, a company who takes mash, which is a residual product from brewing beer, and turn it into flour.

She thus exemplifies a business professional who utilises her experience and education to create a business that will contribute to solving one of the challenges currently facing all of humanity: securing enough food for planet earth's growing population.

Why did she leave a secure position to take up the uncertain life of an entrepreneur?

“I had a lovely job with a lot of amazing colleagues and challenges and a lot of security in 'corporate life'. But if I threw myself into this project, I could help change the world to something better. So, it really was not much of a discussion. I went to the edge of the diving board to find out whether or not I could actually make a difference,” she explains today.

Utilising her knowledge about entrepreneurship to resolve a challenge

Aviaja Reimann earned her master degree from Copenhagen Business School, and her story highlights one of the Nordic Nine skills that CBS wants to give students in addition to the core skills of their educational programme:

“You recognise humanity's challenges and have the entrepreneurial knowledge to help resolve them.”

The challenge that Aviaja wants to help resolve is lack of food. The company does this by way of buying up the porridge-like spent grain mass from breweries and then turning it into flour.

“The residue from breweries, mash, is a massive resource, which we should not allow to just slide through our fingers,” says Aviaja Reimann. “If we turn all the spent grains available worldwide into flour by way of technology and the process we are currently using, we would be able to cover ten per cent of the calorie deficit worldwide,” Aviaja Reimann explains.

However, even though the people behind Agrain had the potential to create a sustainable business five years ago, realising it proved far from easy.

“When we launched Agrain, we told both ends of our supply chain – suppliers and customers – and various collaborators about our project. But they all just smiled and said, “Well, we have heard it all before, many have tried, but it is not possible,” Aviaja Reimann remembers.

Like lighting a fire in the wilderness

It took a special entrepreneurial spark to make it happen.

“I believe that when you start a business like ours, where we are working in a new space around an already existing industry, and where we use new technologies and make new promises to the market and those furthest back in the supply chain, you need a spark to make it happen. Like when you light a fire in the wilderness. Then you sit there with your magnifying glass, and then the sun has to catch on to some dry grass. There has to be that spark, and to me it came in the shape of the perspective on how big a change I could help make in the world.”

As an MSc in Economics and Business Administration, Aviaja Reimann contributes to the interdisciplinary collaboration in Agrain by taking charge of the commercial aspect.

“My function has been connected to the commercial aspect of our business. How we present our product to the market, how we sell it, how we create partnerships across the value chain, and how we build a business around this new material that we are working with,” she says.

Agrain® : Turning beer waste into flour

Photo: Mark Broadhead

NORDIC NINE #3

“You recognise humanity's challenges and have the entrepreneurial knowledge to help resolve them”

Why is this Nordic Nice capability important?

Aviaja Riemann,
CEO at Agrain by Circular Food Technology:

“I believe that this capability is particularly important, because it is about seeing yourself as part of a community. We have to look at the world as a whole, and there are some big challenges in terms of inequality. This is when entrepreneurship and that entrepreneurial spirit become useful. That is, wanting to create some of what it takes to change the status quo. We have to do new things to change what is going on around us. And right now, we have a unique opportunity. Because we know that there are some huge challenges in terms of climate and environment – and with migration because of COVID and geopolitical circumstances. So, we have a momentum right now, where we as entrepreneurs and human beings can actually make a difference.”

Photo: Elena Mozhenko

NORDIC NINE IN TEACHING

Nordic Nine are nine capabilities through which CBS wishes to inspire our students to contribute to solving societal challenges with compassion for themselves, others and the planet. Our teachers ensure the integration of Nordic Nine in the teaching activities at CBS. But how do they do it? Here are three examples.

Course: The EU as a Global Actor

Teaching format: Face-to-face

Nordic Nine #6

“Students learn how to use analytical frameworks, not their gut feeling or their opinions.”

This course is about studying the EU as a global actor, while practicing how to be critical when thinking and constructive when collaborating.

In the first part of the course, the teacher introduces basic knowledge on the EU as a global actor through lectures. The second part of the course is student-driven. Students work in small groups, and each group selects a presentation topic which requires them to analyse a specific political issue, process or crisis. Finally, each group does a 15-minute presentation in class, drawing on relevant data and analytical tools such as theories, concepts and models rather than being descriptive. Subsequently, they invite their classmates into a discussion on their presentation topic.

In the presentation activity everybody will contribute to the knowledge exchange. When personal opinions appear, it is the role of both the facilitating group and the teacher to guide the discussion back to the analytical framework. Because critical thinking and collaboration at CBS should be based on academic thinking and theory rather than personal views.

The teacher says:

“My aim is that students learn how to analyse political processes using analytical frameworks, not their gut feeling or their opinions (as teachers we cannot grade that). I try to teach them how to use analytical skills to be able to talk about sometimes upsetting political things without getting emotional. But they should still be critical. They can be critical, but academically.”

Magali Gravier, Associate Professor



Photo: Kasper Kristoffersen

Course: The Organization of Health Care Innovation

Teaching format: Face-to-face

Nordic Nine #8

“The students have the responsibility (with the help of the teachers) to choose, analyse and facilitate the discussion.”

This course is about how to analyse and improve healthcare innovation processes, and while doing so, to grow by relearning and by teaching others to do the same.

Up to 60 students with different backgrounds participate in the course. They represent 20 to 25 different nationalities. Some have degrees from business schools, others have healthcare degrees. This diversity creates a multitude of perspectives among the students which are brought into play.

As part of the course, the students are put in groups to analyse each their own chosen healthcare innovation. They use their different perspectives from their educational and cultural backgrounds, and through this work they get to see different perspectives from their group members and learn from each other. They also teach the rest of the students to do the same when presenting in class.

The teacher says:

“Students need to discuss what type of case would be interesting and how to translate these materials into something that can be analysed. I think this type of responsibility is good for the learning process. It becomes a shared responsibility between the teacher and the students. They have the responsibility (with the help of the teachers), to choose, analyse and facilitate the discussion. And the other students have a responsibility to participate.”

Kirstine Zink Pedersen, Associate Professor

Course: Collaboration, Decision-Making, and Management

Teaching format: Face-to-face

Nordic Nine #8

“If someone has drawn a football, I suggest they might be good at performing in high-intensity situations.”

This course is about learning how management can make decisions and collaborate, and while doing so, the students learn how to grow by relearning and teaching others to do the same.

In the course students acquire theoretical knowledge and competences required to make quick management decisions when the time does not allow to strategise. The course combines paradox management, behavioural psychology and the basic principles of improvisational theatre.

Role play is used to simulate workplace situations and create a learning experience to discuss. The course includes short icebreaker exercises (usually 5-10 minutes) intended to help students get to know each other and “warm up”. An icebreaker exercise breaks down barriers and helps a group of students to perform better as a team and enforces collaboration, knowledge sharing and well-being.

As an example, the students get one minute to draw their hobby on the whiteboard to highlight the learnings and skills they might have acquired from other areas of life and to give the students an opportunity to share some of the things they care about outside the university.

The teacher says:

“For instance, if someone draws a football, I suggest they might be good at coordination and teamwork or performing in high-intensity situations like that of a football tournament match. This awareness of the social dimension of learning is didactically important, and a safe and welcoming environment is central to student well-being. This allows for a more socially relaxed atmosphere. It also serves to bring up the energy of the room because it is physically and creatively stimulating.”

Jesper Kollerup, PhD Fellow



Photo: Oliver Herlitschek

“We can no longer base technological products and the use of data on fundamentally unethical approaches. This is why the Silicon Valley business model (move fast and break things) is increasingly challenged”.

– Christian Bason

Do we need new ethical business models?

We have asked Christian Bason, CEO of the Danish Design Center, to reflect on capability #5

“You understand ethical dilemmas and have the leadership values to overcome them”

“In these challenging times – both in regard to the market, to society and the planet, the way we as organisations, companies and humans act is up for debate.

Silicon Valley’s business model is being challenged. We have come to understand that we cannot base technology and its products and how we use data on something that is unethical. Legislators try to regulate the tech giants, but I think there is a need for a new market in which companies can say: “We are different. We have a different business model.”

Perhaps Nordic companies can distinguish themselves in terms of accountability and ethics and say: “Just because something is technologically possible, it does not mean we have to do it. We feel accountable for humans, behaviour, data, the democratic conversation, the climate and the planet”. Companies that distinguish themselves ethically in the coming decades will undoubtedly win.



Get Christian's full reflection at cbs.dk/Nordic-Nine

A REFLECTION EXERCISE: NORDIC NINE #5

“You understand ethical dilemmas and have the leadership values to overcome them”

Reflect on which leadership values are needed today?

Name a grand challenge

Which dilemmas does the challenge contain?

.... or

Which leadership values are needed to overcome this challenge?

- Integrity?
- Curiosity?
- Responsibility?
- Involvement?
- Transparency?
- Openness?
-
-

Photo: Oliver Herlitschek



Name:
David Johannes Treschow Ellebye

Studies:
MSc in Advanced Economics and Finance

Is also:
President of CBS Students

Favourite Nordic Nine:

“You are critical when thinking, and constructive when collaborating.”

Photo: Kasper Kristoffersen

STUDENT Q&A

David Johannes Treschow Ellebye

Why do we need Nordic Nine?

To me, Nordic Nine are the principles, actions and values that we develop during our time at CBS and carry with us after we have left CBS. I regard Nordic Nine as that special Nordic CBS spirit that we recognise in each other as CBS students – both on and off campus. It is what differentiates us in the eyes of a future employer, it is part of what makes us entrepreneurial and curious when it comes to problem solving, and it is the values with which we approach and interact with the world.

Why is Nordic Nine important in a business context?

I believe Nordic Nine are the future values that we need in leaders. Both community-, political- and business leaders need to navigate a complex, dynamic and global world where having the Nordic Nine values instilled in you enables you to create better leadership decisions. It forces leaders to have more holistic and long-term scope for decision making, to create long-term profit by staying competitive but also to protect future generations by understanding and creating more ethical leadership decisions. It is a driver of both curiosity, compassion, reflection together with deep research-based knowledge in your way of being as both a leader and a citizen.

What is your favourite Nordic Nine and why?

It's very difficult to select one favourite Nordic Nine, however, number 6, you are critical when thinking, but constructive when collaborating, is probably the most important to me as a CBS student. Being a student at CBS is both learning how to be academically critical of the ideas and theories presented to us and with the work that we produce ourselves as students. However, it is also learning how to be constructive when I collaborate with my fellow students on assignments and projects but also when discussing in the classroom. It is also a principle I try to utilise in my work as president of CBS Students on the projects that we do together where it is important to both intellectually test our ideas, suggestions or proposals while still maintaining creative freedom, imagination and curiosity.

How do you experience Nordic Nine in your daily studies?

Being an economics student, I am every day presented with complex business and societal problems, whether it is optimal capital structure or economic solutions to

pollution problems. I understand ethical dilemmas related to competition and collusion in industries. I relearn through reflections, I am curious with ambiguity, I am developing the econometric and statistical tools to work with data to uncover ambiguity, and I relate the results with my deep theoretical business knowledge to understand and reflect.

How do you expect to use Nordic Nine in your work?

To me, I use the Nordic Nine values almost every day in my work in CBS Students. Most likely not all the values every day, but I believe the combination of the Nordic Nine values really encompasses the reflections I make when making leadership decisions within CBS Students. I use my organisational business knowledge to understand meeting room dynamics. I spend a lot of time in recognising student issues and challenges through both interactions and data. I am constructively critical towards myself and my peers, and I try to make long-term changes that benefit current as well as future CBS students.

Do you use Nordic Nine in your daily studies?

I think the values that encompass Nordic Nine are both something I use in my studies, but at the same time I am also learning and developing my Nordic Nine capabilities through my studies. I think the most important way of using Nordic Nine in my daily studies is the daily reflections I make together with my fellow students and teachers on problems, issues and ethical dilemmas related to relevant problems, as well as getting a deep academic knowledge base as both a business and economics student.

What is your best advice to others who want to use Nordic Nine?

To business leaders and hiring managers, it is to hire CBS students with the Nordic Nine capabilities. Secondly, it is also to allow CBS students to unfold themselves within an organisation. It requires an alignment between the expectations and values of us as CBS students and our future employers. To allow us to be competitive and compassionate, empower us to navigate ethical dilemmas and allow us to grow by relearning and teaching others to do the same.

Finally, the best way to understand and use the Nordic Nine is to experience them yourself, with the best place being CBS – of course.

NORDIG NINE

Capabilities for a positive future

Every choice we make defines the future. How do we share the resources? How green do we need our world to be? How should we treat our fellow citizens? What should we pass on to future generations? Our daily lives pose difficult questions that we need to address, and we need to reflect further on what we used to take for granted/issues demanding action. This new reality is reflected in the business community and society where employees and leaders are expected to co-create new ethical, social and sustainable solutions. The ability for reflection lives in all of us. With Nordig Nine, we train this ability together to reflect on how each of us can contribute to a positive future.

Nordig Nine is made possible through an extensive dialogue between CBS and all its stakeholders. Around 3000 people have co-created Nordig Nine in workshops and surveys; employers, faculty, students, staff, associations and unions.

#1

You have deep business knowledge placed in a broad context

#4

You are competitive in business and compassionate in society

#2

You are analytical with data and curious about ambiguity

#5

You understand ethical dilemmas and have the leadership values to overcome them

#3

You recognise humanity's challenges and have the entrepreneurial knowledge to help resolve them

#6

You are critical when thinking and constructive when collaborating

#7

You produce prosperity and protect the prosperity of next generations

#8

You grow by relearning and by teaching others to do the same

#9

You create value from global connections for local communities

WHAT DO BUSINESSES THINK OF NORDIC NINE?



*Nordic Nine functions as a catalyst for a strong, knowledgeable and talented workforce. In a collaboration between Nordic Nine, students and **PA Consulting**, we believe in the power of ingenuity to build a positive human future in a technology-driven world.*

—Iben Träff Christoffersen, Nordic Head of Talent Acquisition & HR Manager, PA Consulting

*The Nordic Nine capabilities highly resonate with our 5 core values in the **VELUX Group** that form the basis of our work globally. With these capabilities, we believe that CBS students and graduates will have the fundamentals for making an impact and a brighter future for themselves, organisations and the world we live in.*

—Iben Schmidt Helbirk, Senior Vice President, People & Organisation, VELUX



*At **Demant**, we work cross-functionally and have a great networking culture in-house. This goes hand in hand with the disciplinary skills and transformational capabilities of CBS students. We work internationally with big respect for the respective locations and their needs. But we also need to be competitive and are never satisfied with status quo.*

Our most important goal fits perfectly well with Nordic Nine: We try to resolve humanity's challenges with our business. We want to change people's lives to the better and open up their world by letting them "hear" the sounds of life again. In that sense, the Nordic Nine makes a lot of sense to our company and vice versa.

—Carolin Nielsen, Graduate Programme Manager, HR, Demant

*At **KPMG**, we do not only value great skills and knowledge in our talents but have a lot of focus on doing good for the broader society, for instance through critical thinking, understanding the difficulties of today's society and the ethical dilemmas we have to deal with, and creating an equal space for everyone.*

The Nordic Nine capabilities tap really well into this and ensure that CBS' graduates do not only have knowledge but also create value with this knowledge and know how to translate this knowledge into action.

—Anouska Wage, Senior Talent Acquisition Specialist, KPMG

*As the jobs of the future change to reflect advances in technology – becoming more focused on relationships and problem-solving – the guiding principles of Nordic Nine are highly relevant and valuable. At **Pleo**, our core focus is to make sure we move forward in the same direction united by a shared purpose: to make everyone feel valued at work. Being able to execute in teams, think laterally and drive and solve business problems with compassion are capabilities we need and look for. But above all, having the ability to relearn and inspire others to do the same will make you really stand out and thrive in a scale-up environment like ours.*

—Helene Jørstad, Talent Partner, Pleo



YOU GROW BY LEARNING

Markus Fritz Hansen has a strong opinion on how a captivating learning experience should be. He works as head of partnerships and collaborations at the former police station on Frederiksberg. CBS asked him to reflect on Nordic Nine #8: "You grow by relearning and by teaching others to do the same"



"To adapt to this fast-changing society we need to keep learning. Learning from each other is the best way"

– Markus Fritz Hansen

This capability is important, explains Markus, because you can take this learning with you throughout your life. To adapt to this fast-changing society we need to keep learning, and learning from each other is the best way. Station is based in the former Frederiksberg Police Station on Howitzvej 30 and serves as a state-of-the-art innovation powerhouse for students to connect and collaborate with other students, businesses and social partners.

Initially, most people come to Station for the events and the coffee. Hearing about other people's projects is inspiring and makes you curious, and this leads to relations and maybe new collaborations.

We offer a space in which to grow both professionally and personally. At Station you have access to study spaces, workshop rooms, a makerspace with a 3D printer, a podcast studio and a café with student-friendly prices to name a few.

One of our projects is a collaboration with the Capital Region of Denmark, where we look at ways to create the sustainable mobility of the future. In this project, engineers, political scientists, business developers, communications people and IT nerds team up and learn from each other – trying to envision the future society and how they can help create it.



Get Markus' full reflection at cbs.dk/Nordic-Nine



Photo: Otto Johnsen

Station

Place

Station is based in the former Frederiksberg Police Station on Howitzvej 30 that performs as a state-of-the-art innovation powerhouse for students to connect and collaborate with other students, businesses and social partners.

After raising more than 60 million DKK to transform the building, establish our organisational backbone, build the community and create our wide portfolio of activities, we have created a one-stop destination for students and graduates to study, work and recharge in 3700 m2 of unique spaces and facilities.

We offer access to study spaces, workshop rooms, a makerspace with a 3D printer, a podcast studio, and a café with student-friendly prices to name a few.

Community

Station is the world's first student-driven innovation house founded by students to leverage innovation in the wider student community. We are on a mission to make

great things happen by putting our knowledge, diversity and curiosity into action. Our community represents more than 300 students from 8 universities and educational institutions.

Whether you are a fun-loving socialite, a natural-born innovator (or just plain curious), you are likely to be the next indispensable part of our community.

Playground

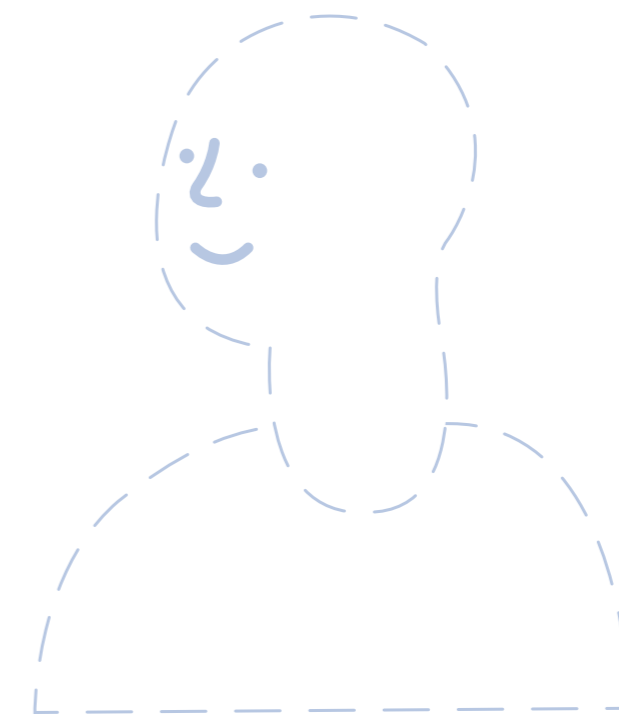
Creating societal impact in cross-disciplinary collaborations is no picnic. Working together across disciplines requires practice, but we assure you it is good fun along the way. Among the many offers from the Station playground is our student-run consultancy Millennial Consulting, our cross-disciplinary sustainability programme Sustainability Advocates and 22 other student-run initiatives. Through these programmes you can bend your skills, meet new friends and create impact.

Learn more about Station: Station.dk

A REFLECTION EXERCISE: NORDIC NINE #7

*“You produce prosperity and protect
the prosperity of next generations”*

**Think of a person younger than you that you
wish to ensure a prosperous future.
Draw this person.**



“Our employees should preferably be able to look around corners with our clients”

Your head must be screwed on right and your professional competences must also be up to scratch, if you want to get a job at one of the big consultancy companies. However, in addition, it might also prove advantageous to have a slightly broader perspective on life as well as your assignments, says Camilla Kruse, People & Purpose Leader at Deloitte.

By Marianne Bom, Journalist

Are you dreaming of working for one of the big consultancy companies? Then you may want to listen to Camilla Kruse. She is People & Purpose Leader at Deloitte, and her work consists of leading talent. This means that she is responsible for the company's overall work with talent, including attracting, hiring, maintaining and developing employees and management at Deloitte.

Camilla Kruse, what does it take to get a job at Deloitte?

“At Deloitte, you definitely need your head screwed on right. And what you have worked on before matters, as does how well you did while studying. However, grades are not the end and be all. So, getting straight A's is not necessarily the decisive factor for us. We want people who also do exciting stuff on their holidays or during their sabbatical or who have had student jobs that enable them to spice up their professionalism with something inspiring and relevant. This way, we value the personal and the uniqueness of our employees,” says Camilla Kruse.

Does that mean there is room for different types of profiles?

“Absolutely, we encompass many different professional competences. We also employ different personality types and profiles. And we are open to people putting their

personality into context and play regardless of which professional background they bring to the table. This means that we have some employees, who can be as nerdy as they want to be about their subject matter and thus further develop their competences, while we also have others who find looking at the broader perspectives and thus widening their competences more exciting, which makes them a different type of advisor to our clients than the ones who focus more narrowly on their area of expertise.”

Can you, despite your openness to differences, tell us something about what characterises the ideal consultant?

“The ideal consultant – or the ideal accountant or advisor at Deloitte – is able to convert their competences, to use their knowledge and draw on various methods and tools in any context the clients may find themselves in. At the same time, the consultant will be able to take the next step. I usually say that our employees should preferably be able to look around corners with our clients in order to be one step ahead and able to help with whatever might occur in a year's time or in five years' time. And in those circumstances, it is advantageous to be able to place your knowledge and competences in a context, and during that process, it may prove highly beneficial to be able to put one's personality and one's life experiences into play.”



Photo: Deloitte

NORDIC NINE #1

“You have a deep knowledge of business and are able to utilise that knowledge in a broad context.”

Why is this Nordic Nine capability important?

**Camilla Kruse,
People & Purpose Leader at Deloitte:**

“It is important because at Deloitte we make our living from knowing things that our clients do not know. And naturally, this comes down to having multi-layered competences. And it is also about being able to utilise yourself and your life experiences and to a very high degree your personality in a broad context. It is about understanding where the client is at, which situation they are in, and which plans and needs they may have, but it is also very much about understanding where we, as a society, are heading, or where a given industry is heading. And this entire understanding should preferably come together and make sense to the client.”



Photo: Kasper Kristoffersen

Name:
Mohit Khatwani

Studies:
BSc in Business Administration and
Digital Management

Is also:
Executive Vice President
of CBS Students

Favourite Nordic Nine:

*“You recognise humanity’s
challenges and have the
entrepreneurial knowledge
to help resolve them.”*

STUDENT Q&A

Mohit Khatwani

Why do we need Nordic Nine?

Nordic Nine are a set of guiding values that set us apart from other business school students. Values that can help us navigate this ever-changing world, may it be by critically thinking about new ethical dilemmas such as the repercussion of AI on copyright law or using data to prioritise sustainability without compromising viability. By living out these values, we can become leaders who not only achieve success but also make an impact in society.

Why is Nordic Nine important in a business context?

Not only are Nordic Nine important, they are key in a business context. They help address a lot of the current and future challenges that businesses and leaders face. As students, who will enter this labour market shrouded in uncertainty, instability and unpredictability, we can use the Nordic Nine to help us not only adapt but in fact lead in the right direction.

What is your favourite Nordic Nine and why?

Nordic Nine 3, “You recognise humanity’s challenges and have the entrepreneurial knowledge to help resolve them”, is my favourite. I think it motivates me to take action in the face of all the adversities we are surrounded by. Moreover, it also piques my interest in relation to entrepreneurship.

How do you experience Nordic Nine in your daily studies?

The BSc in Business Administration and Digital Management is a relatively new programme,

and I believe it has some of the Nordic Nine values rooted in its curriculum, dealing with topics such as data analytics, ethics of new tech and digital transformations. My course teaches and ingrains some of these values.

How do you expect to use Nordic Nine in your work?

I would confidently say that I already use Nordic Nine in my work more than I had expected. One of the capabilities, which I tend to reflect on continuously, is “You are critical when thinking and constructive when collaborating”. Representing over 20,000 students specifically creates the need for a very analytical view formed by a diversity of perspectives.

Do you use Nordic Nine in your daily studies?

I try to integrate Nordic Nine into my daily student life. Again, “You are critical when thinking and constructive when collaborating”, really resonates with me for learning. In my study group we use this idea to challenge each other’s school of thought while working together on projects. This allows us to explore new perspectives and deepen our learning.

What is your best advice to others who want to use Nordic Nine?

Embrace them. The Nordic Nine are very broad and abstract, and I think that is what makes them so universal. You can apply them in every aspect of your day. You probably cannot implement all the values in every aspect, but start by choosing the ones that resonate with you and embrace them.



Tune in to Christian Sparrevohn, Co-founder and Partner of The Footprint Firm, as he discusses companies of the future and emphasises the need to integrate sustainability into the very core of their business.

Tune in to Christian Bason, CEO of The Danish Design Center, as he discusses ethical dilemmas and explores the essence of great leadership when giving your employees more freedom.

Tune in to Peter Dupont, CEO of the Coffee Collective, as he discusses the significance of creating value at both ends of their business chain.



LISTEN TO NORDIG MINE

Nordic Nine

- #1 *You have deep business knowledge placed in a broad context*
- #2 *You are analytical with data and curious about ambiguity*
- #3 *You recognise humanity's challenges and have the entrepreneurial knowledge to help resolve them*
- #4 *You are competitive in business and compassionate in society*
- #5 *You understand ethical dilemmas and have the leadership values to overcome them*
- #6 *You are critical when thinking and constructive when collaborating*
- #7 *You produce prosperity and protect the prosperity of next generations*
- #8 *You grow by relearning and by teaching others to do the same*
- #9 *You create value from global connections for local communities*

