

## **The Global Mindset of Accounting Educators: A National Study**

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### **Abstract**

There is a mandate for business educators to cultivate Global Mindset in their students. In the accounting discipline, employers explicitly state that they seek job candidates who demonstrate a Global Mindset. To many educators in the U.S., developing a Global Mindset in their students is a bewildering challenge because their own Global Mindset may be weak in some aspects, and widely used accounting textbooks fall short in presenting ideological, socio-political, and cultural perspectives alternative to that of Anglo-American capitalism. This study surveyed accounting educators from U.S. institutions to evaluate their Global Mindset, identify common weaknesses in their Global Mindset, and provide a starting point in developing or improving Global Mindset in these educators, thereby instilling confidence in their ability to design engaging, enjoyable experiential learning activities to develop Global Mindset in their students.

*Keywords: global mindset, accounting, educators, development, international business.*

### **Introduction**

In today's diverse workplace, a growing need persists for employees and managers who possess skills or "mindsets" that go beyond the past's traditional technical and soft skills. One of these mindsets is the ability to see the multi-faceted global big picture and influence others unlike themselves. Organizations worldwide are including global workforce agility in their strategic initiatives. Experts advise accounting graduates to be adaptable and flexible and to develop core communication and relationship-building skills that can be applied in various contexts (AACSB 2019). In the accounting profession, Big 4-level firms explicitly state their desire for job candidates to possess a Global Mindset (EY 2022; PwC 2022). Mintchik et al. (2021) assert that the Global Mindset is one of five relevant mindsets for accounting graduates and suggest that all five of these mindsets be included in 21st-century accounting education. The development of a Global Mindset in business students has become important to the students' professional success due to the ability of a Global Mindset to improve society, generate new business models and understand the current context of the global business environment (Goxe and Belhoste 2019). Levy et al. (2003) state that a Global Mindset has emerged as a key source of long-term competitive advantage in the global marketplace as global competition continues to intensify. The Gallup organization revealed that of the multinational companies it surveyed, fewer than 20% feel that their global leadership pipeline is sufficient to address future business challenges, with almost half considering the development of a Global Mindset to be a top priority (Ratangee 2019).

Educators have been charged by various external organizations with encouraging the development or expansion of a Global Mindset in their students; nevertheless, it appears that the supply of college graduates entering the workforce with this skill set continues to fall short of the

demand for it. According to the Association to Advance Collegiate Schools of Business (AACSB), some of the shortfalls may be due to educators' uncertainty about developing this mindset in their students (AACSB 2011). Two organizations have directed business educators, generally, and accounting educators, specifically, to develop students' competencies such as those included in the Global Mindset. These organizations include AACSB and the Pathways Commission, a joint venture between the American Institute of Certified Public Accountants (AICPA) and the American Accounting Association (AAA).

Although the AACSB and Pathways Commission initiatives continue to be timely and relevant, a dilemma arises when accounting educators are not familiar with the Global Mindset concept, the strength or weaknesses of their own Global Mindset, or how to help their students develop a Global Mindset. The AACSB's Globalization of Management Education report (2011) identifies these issues as possible reasons for the disinterestedness of business faculty in teaching students about globalization. Another reason accounting educators may not emphasize the importance of students having a Global Mindset is that to many people, this way of thinking is not intuitive (Robb and Odell 2015).

An additional problem arises because the primary educational materials available to teach accounting do little to assist educators with developing a Global Mindset in students. According to a recent review of multiple versions of two of the most widely used financial accounting principles textbooks worldwide, accounting textbooks and ancillary materials fail to move the goals of accounting past Anglo-American neoliberal values emphasizing wealth maximization and accountability to shareholders (Irsyadillah, Ahmed, and ElKelish 2022). The implication of this deficiency is that for accounting educators to develop a Global Mindset in their students, they must venture beyond traditional accounting textbooks to obtain relevant educational materials and experiences that explore global forces such as accountability to other stakeholders, sustainability, and socio-political contexts. Educators faced with this deficiency may not know where to start in gathering materials to design relevant experiential learning activities for students.

The goal of this study was to assess the Global Mindset of accounting faculty members across the United States in order to identify areas of weakness to provide accounting educators a springboard from which to improve their Global Mindset and encourage them to cultivate Global Mindset in their students. The Global Mindset Inventory (GMI), developed by the Najafi Global Mindset Institute (NGMI) at the Thunderbird School of Global Management, Arizona State University, was used to identify accounting educators' Global Mindset strengths and weaknesses compared to others in the workforce. The NGMI administered its GMI self-assessment tool, a psychometric instrument that has been scientifically designed and independently tested to produce valid, reliable results, to accounting educators nationwide. There was no cost to the educators who chose to participate. Participants received a customized report showing their individual readiness in all thirty-five Global Mindset capabilities and their competency and capital scores compared to the Institute's grand mean scores for all business people worldwide who have ever taken the GMI. Participant reports also included an individual development-planning section. Common strengths and weaknesses in the Global Mindset of accounting faculty were identified and compared to strengths and weaknesses in the overall population of business people who have taken the GMI.

Armed with insights from our analysis and the tools described in the book, *Developing Your Global Mindset* (Javidan and Walker 2013), accounting educators may be emboldened to

improve their own Global Mindset and develop meaningful experiential learning activities to develop their students' Global Mindset.

### **The Global Mindset Model**

A Global Mindset is defined by Javidan and Teagarden (2011) as “an individual’s ability to influence individuals, groups, organizations, and systems that are unlike him or her own.” They go on to describe Global Mindset as “the set of individual characteristics that help global leaders better influence individuals, groups, and organizations unlike themselves” (Javidan, Hough, and Bullough 2010). The concept that a Global Mindset is significant to a firm’s performance can be attributed back as far as the early works by Perimutter (1969), Aharoni (1966), and Kindleberger (1969) (Levy et al. 2007). Levy et al. (2007) define Global Mindset as “a highly complex cognitive structure characterized by an openness to and articulation of multiple cultural and strategic realities on both global and local levels, and the cognitive ability to mediate and integrate across this multiplicity”. In addition, they elaborate on three complementary aspects:

- 1) An openness to and awareness of multiple spheres of meaning
- 2) Complex representation and articulation of cultural and strategic dynamics
- 3) Mediation and integration of ideals and actions oriented both to the global and the local (Levy et al. 2007)

Global Mindset literature indicates that the current research can be broken down into three research streams: multidimensional, cultural, and strategic (Levy et al. 2007).

Since 2004, the NGMI has conducted research to identify the personal attributes or “capitals” that contribute to an individual’s effectiveness at working with people in other parts of the world (Javidan and Walker 2013). We have chosen to base our assessment of accounting educator Global Mindset on NGMI’s multidimensional Global Mindset model, which includes three capitals: Global Intellectual Capital, Global Psychological Capital, and Global Social Capital (Javidan and Walker 2013). Within each capital lie three competencies or dimensions, and within each competency lie three or four specific attributes.

### **Global Intellectual Capital**

According to Javidan and Walker (2013), Global Intellectual Capital is the cognitive component of the Global Mindset and includes one’s knowledge of and ability to understand international business, business processes, and the cultural underpinnings of multiple countries around the globe. They state that Global Intellectual Capital reflects one’s global business savvy, cosmopolitan outlook, and cognitive complexity. Figure 1 on the next page diagrams the attributes of the three Global Intellectual Capital competencies.

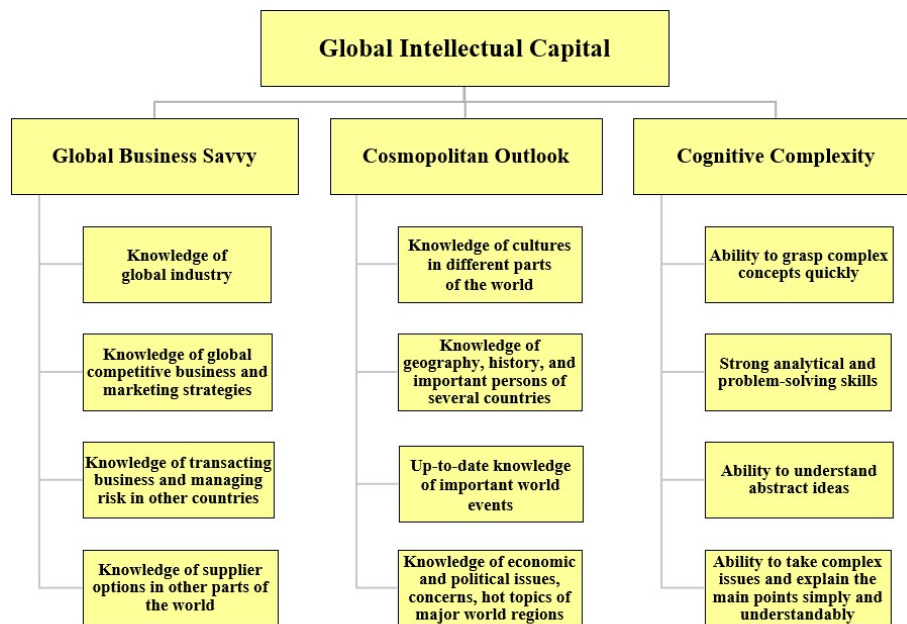


Figure 1. Global Intellectual Capital (Javidan and Walker 2013)

## Global Psychological Capital

Global Psychological Capital is the component of the Global Mindset that captures motivations and attitudes that are deeply embedded in a person's life experiences, upbringing, and personality (Javidan and Teagarden 2011). It is referred to as the affective component of a Global Mindset. Javidan and Walker (2013) state that this capital refers to one's motives and values reflects a willingness and motivation to experience and succeed in international settings, and reflects a passion for diversity, the quest for adventure, and self-assurance. Figure 2 diagrams the attributes of the three Global Psychological Capital competencies.

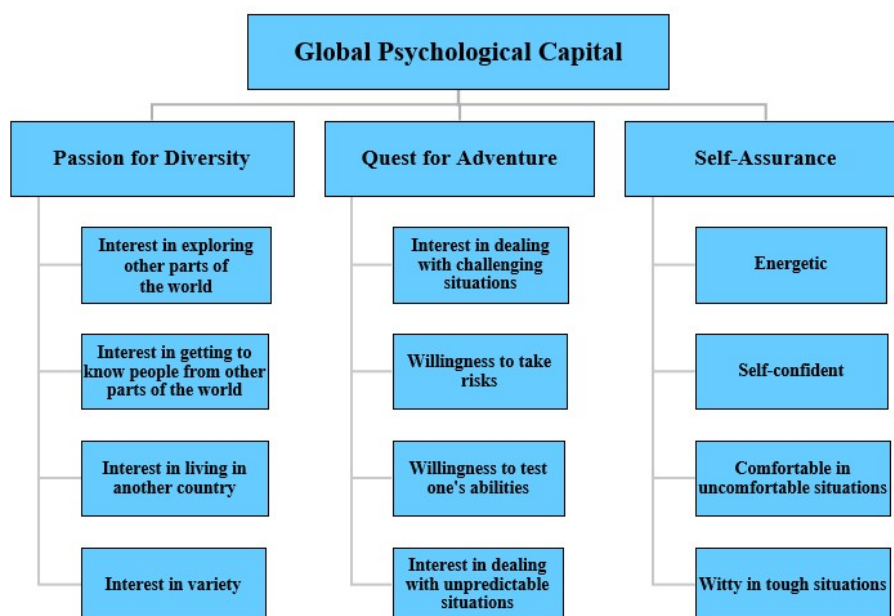


Figure 2. Global Psychological Capital (Javidan and Walker 2013)

## Global Social Capital

The behavioral component of the Global Mindset is Global Social Capital (Javidan and Walker 2013). Javidan and Walker state that Global Social Capital reflects one's ability to interact appropriately in cultures around the world and affects the ability to build trusting relationships with individuals who are different from you. Global Social Capital reflects intercultural empathy, interpersonal impact, and diplomacy (2013). Figure 3 diagrams the attributes of the three Global Social Capital competencies.

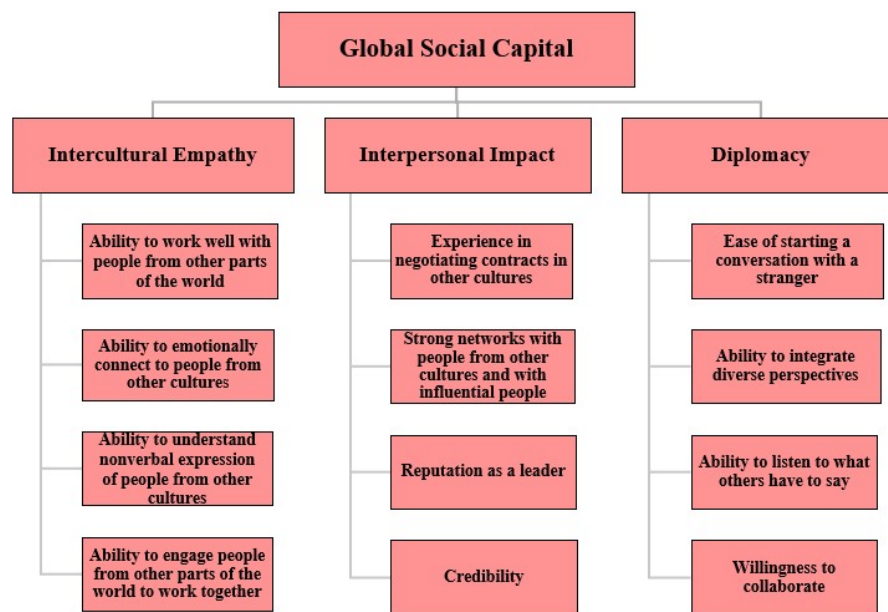


Figure 3. Global Social Capital (Javidan and Walker 2013)

## Research Design

### Research Goals

The goals of this study were to evaluate the Global Mindset of accounting educators in the United States using the NGMI Global Mindset Inventory, reveal relative strengths and weaknesses in U.S. accounting educators' Global Mindset capitals and competencies, and suggest resources to strengthen these educators' Global Mindset and encourage them to design experiential learning activities to develop their students' Global Mindset. As the results of the study reveal, U.S. accounting educators are fairly homogenous demographically; thus, many accounting educators in the U.S. are likely to find the implications of this research applicable to themselves.

### Research Methodology

Qualitative data was collected using a psychometric assessment tool created by The Najafi Global Mindset Institute (Javidan, Hough, and Bullough 2010). The Global Mindset Inventory (GMI) data collection instrument has been administered to over 30,000 participants worldwide to measure and predict performance in global leadership positions (Javidan, Hough, and Bullough 2010). The survey given to accounting educators consisted of two parts – demographic questions and the Global Mindset Inventory survey questions. The demographic questions asked about the characteristics of the respondents' accounting program, characteristics of the respondents' educational and professional background, and other demographic

characteristics of the respondents. The GMI consists of 76 questions pertaining to the three Global Mindset capitals (i.e., Psychological Capital, Social Capital, and Intellectual Capital) and their nine competencies (Javidan, Hough and Bullough 2010). As depicted previously in Figures 1, 2, and 3, each of the Global Mindset capitals includes three competencies/dimensions (resulting in nine-dimensional scales). Psychological Capital includes Passion for Diversity, Quest for Adventure, and Self-Assurance competencies; Social Capital includes Intercultural Empathy, Interpersonal Impact, and Diplomacy competencies; and Intellectual Capital includes Cosmopolitan Outlook, Global Business Savvy, Cognitive Complexity competencies (Javidan and Walker 2013).

The study's sample database was constructed using entries from the Hasselback Directory of Accounting Faculty Directory of the American Accounting Association (AAA), a comprehensive online directory of accounting faculty that was launched in 2010 (Hasselback 2020). There are over 5,000 accounting faculty members included in the directory. Email addresses are available for most faculty, thus providing a database of faculty contact information from schools in all fifty states plus the District of Columbia. Faculty email addresses were collected by visiting the Hasselback Directory's entry for each U.S. school and retrieving the available email addresses for faculty members listed for that school. By contractual agreement, the number of email addresses to be sent to NGMI was limited to 5,000. These included email addresses for accounting faculty from schools of all sizes from all 50 U.S. states and the District of Columbia.

The 5,000 email addresses were given to the NGMI, which administered the survey, provided results to survey participants, and compiled the resulting survey data. The survey instrument given to accounting faculty consisted of all seventy-six GMI questions, plus the additional demographic questions customized for accounting faculty. The study was incentivized with a GMI personal report and analysis at no cost to the participant. The goal was to obtain a 10% response rate. The survey remained open for six months; at the end of six months, the survey was closed with 395 completed responses received out of 5,000, resulting in a 7.9% response rate. According to Mailchimp (2020), the average click rate for emails in education/training is 2.9% and in business/finance emails is 2.72%. Although the study's response rate fell short of the desired response rate of 10%, the response rate of 7.9% for a cold-call email survey compared favorably to the Mailchimp statistics.

### **Research Results and Analysis**

We performed the following data analyses using the 395 responses to help us understand accounting educators' demographic characteristics, their awareness of the Global Mindset, and their relative strengths and weaknesses in the Global Mindset capitals and competencies. First, we compiled the descriptive statistics of the nine-dimensional scales, three capitals, and overall GMI Average scores (the average of the nine-dimensional scores) for the 395 accounting faculty members who completed the survey. Second, we performed *t*-tests to compare Accounting educators' mean GMI scores ( $n=395$ ) with the scores of all participants worldwide in the Global Mindset Inventory Grand Mean ( $n=32,401$ ). Third, we calculated the frequencies and percentages regarding each group for the demographic variables and performed analysis of variance (ANOVA) tests on key demographic variables to compare means and find patterns for the nine-dimensional scales, three capitals, and overall GMI average scores.

## Descriptive Statistics

The descriptive statistics of the GMI for the accounting survey participants are summarized in Table 1 that follows. The table reports the sample sizes and means for the nine-dimensional scales, three capitals, and GMI average scores for the 395 accounting faculty members who completed the survey. Higher scores indicate greater strength in a capital or competency. Table 1 shows that accounting (ACCT) faculty members scored highest in Global Psychological Capital (mean=3.55, st. dev.=0.706), followed by Global Intellectual Capital (mean=3.26, st. dev.=0.716), and Global Social Capital (mean=3.17, st. dev.=0.742).

Global Mindset Capitals	Global Intellectual Capital	Global Psychological Capital	Global Social Capital
ACCT Fac. Mean Scores <i>n</i> =395	3.26	3.55	3.17
Grand Mean Scores <i>n</i> =32,401	3.25	3.87	3.47
Competencies	Global Business Savvy	Passion for Diversity	Intercultural Empathy
ACCT Fac. Mean Scores	2.43	3.74	3.06
Grand Mean Scores	2.61	4.19	3.43
	Cosmopolitan Outlook	Quest for Adventure	Interpersonal Impact
ACCT Fac. Mean Scores	3.35	3.30	2.57
Grand Mean Scores	3.22	3.77	3.02
	Cognitive Complexity	Self-Assurance	Diplomacy
ACCT Fac. Mean Scores	4.01	3.61	3.89
Grand Mean Scores	3.93	3.66	3.97

Table 1. Descriptive Statistics: Accounting Faculty and Grand Mean GMI Results

### ***t*-Tests: Accounting Faculty GMI Mean Scores vs. All Participants' Grand Mean Scores**

The GMI mean scores for Accounting faculty compared to mean scores for all business, education, etc. participants worldwide who have ever taken the GMI are also summarized in Table 1 above. Table 1 reveals that Accounting faculty scored lower than all participants in two out of the three capitals and seven out of nine competencies. We performed *t*-tests to check the significance of these differences. The results are summarized below:

- (1) **Accounting faculty members have a statistically significantly lower (*t*-value =9.036, *p*<0.001) Global Psychological Capital mean score** (mean=3.55) than the mean for all participants who have ever taken the Global Mindset Inventory (mean=3.87).
- (2) **Accounting faculty members have a statistically significantly lower (*t*-value =7.939, *p*<0.001) Social Capital mean score** (mean=3.17) than the mean for all participants who have ever taken the Global Mindset Inventory (mean=3.47).
- (3) Accounting faculty members do not have a statistically significantly different (*t*-value =0.402, *p* = 0.688) Intellectual Capital mean score (mean=3.26) than the mean for all participants taking the Global Mindset Inventory (mean=3.25).
- (4) Statistical analysis of the capital and competency data indicates that compared to all participants worldwide who have ever taken the GMI, accounting faculty members' weakest capital is their psychological capital, followed by social capital and then intellectual capital (for which no significant difference was observed).
- (5) Significant differences were observed in eight of the nine competencies, with the four weakest competencies being **Quest for Adventure** (a Psychological Capital competency) with the highest *t*-score of all nine competencies, indicating that it **is the area of greatest weakness**, followed by **Interpersonal Impact** (a Social Capital competency), **Passion**

**for Diversity** (a Psychological Capital competency), and **Intercultural Empathy** (a Social Capital competency).

### **ANOVA Tests**

We examined the effect of key Accounting faculty demographic variables on the nine competencies, three capitals, and the overall GMI Average scores using ANOVA tests. The key demographic variables used in the tests include the following survey questions:

- What is your current position?
- How big is your accounting program?
- How big is the size of your accounting faculty (all included)?
- Does your accounting program offer any kind of international experience for students?
- Does your accounting program offer a course in international business?
- In how many countries did you receive a formal education (elementary school to Ph.D.)?
- What is your gender?
- Where were you born? (Country)
- Besides your native language, in how many other languages are you minimally skilled at reading, speaking, or writing?
- Throughout your life, in how many countries have you lived for more than 1 month but less than 6 months?
- How many of your friends are from other countries?
- With how many families from a different culture do you have a strong friendships?

Data about other demographic variables were collected but not used for ANOVA tests due to high frequency for one group. For example, for the question, “How long have you worked for the school where you are currently employed?”, 99.7% of respondents reported over 12 months. For the question, “How long have you been teaching accounting?”, 90.7% of respondents reported over 10 years.

### **Current Position**

The ANOVA test results for the question, “What is your current position?” showed no statistically significant differences among the groups with regard to the three capitals and nine competencies.

### **Size of Accounting Program**

The means for each group show that accounting faculty working for larger programs reported higher GMI scores; however, overall, the differences are not significant in the ANOVA results (except for Self-Assurance with a  $p$ -value of 0.028 and Cognitive Complexity with a  $p$ -value of 0.005) with regard to the three capitals and nine competencies.

### **Size of Accounting Faculty**

The results for the size of accounting faculty are similar to the size of the accounting program, with the means for each group indicating that accounting faculty with larger size accounting faculty reported higher GMI scores; however, the differences are not significant in the ANOVA results with regard to the three capitals and nine competencies.



### Accounting Program Offers International Experience for Students

Table 2 shows ANOVA test results and means for accounting programs offering international experience for students (i.e., Yes –international experience is required or optional 62.9%, No 37.1%). For all the variables, respondents working for accounting programs offering any kind of international experience for students (either optional or required) reported higher GMI scores than those who do not. The ANOVA results show **statistically significant differences** regarding GMI overall average, three capitals, and some of the competencies.

Does your accounting program offer an optional or required international experience for students?				
Independent Variables	F Value	P-Value	Yes (Means)	No (Means)
<b>GMI Average</b>	8.325	<b>0.004</b>	3.4011	3.2033
<b>Psychological Capital</b>	4.912	<b>0.027</b>	3.6073	3.4448
Passion for Diversity	5.186	<b>0.023</b>	3.8227	3.5819
Quest for Adventure	2.936	0.087	3.3565	3.2137
Self-Assurance	2.065	0.152	3.6427	3.5384
<b>Social Capital</b>	7.555	<b>0.006</b>	3.2513	3.0399
Intercultural Empathy	7.334	<b>0.007</b>	3.1511	2.8884
Interpersonal Impact	8.051	<b>0.005</b>	2.6789	2.3930
Diplomacy	1.413	0.235	3.9242	3.8384
<b>Intellectual Capital</b>	8.789	<b>0.003</b>	3.3448	3.1252
Global Business Savvy	15.142	<b>&lt;0.001</b>	2.5683	2.1999
Cosmopolitan Outlook	7.299	<b>0.007</b>	3.4470	3.1738
Cognitive Complexity	0.066	0.797	4.0194	4.0014

Table 2. ANOVA Test Results and Means for Offering International Experience

### Accounting Program Offers a Course in International Business

Table 3 shows ANOVA test results and means for accounting program offers a course in international business (i.e., Yes – a course in international business is required or optional 73.1%, No 26.9%). For all the independent variables, respondents working in an accounting program offering a course in international business (either required or optional) reported higher GMI scores than those who do not. The ANOVA results on the following page show **statistically significant differences regarding GMI overall average, social capital, intellectual capital, and some of the competencies**. Interestingly, the psychological capital and its three competencies do not show significant differences (with *p*-values all higher than 0.05).

Does your accounting program offer an optional or required course in international business?				
Independent Variables	F Value	P-Value	Yes (Means)	No (Means)
<b>GMI Average</b>	7.063	<b>0.008</b>	3.3813	3.1825
<b>Psychological Capital</b>	1.935	0.165	3.5770	3.4656
Passion for Diversity	0.783	0.377	3.7611	3.6586
Quest for Adventure	1.282	0.258	3.3313	3.2283
Self-Assurance	2.682	0.102	3.6389	3.5094
<b>Social Capital</b>	5.528	<b>0.019</b>	3.2261	3.0287
Intercultural Empathy	4.121	<b>0.043</b>	3.1117	2.8963
Interpersonal Impact	3.243	0.072	2.6265	2.4276
Diplomacy	5.172	<b>0.023</b>	3.9403	3.7623
<b>Intellectual Capital</b>	12.815	<b>&lt;0.001</b>	3.3407	3.0534
Global Business Savvy	9.194	<b>0.003</b>	2.5166	2.2016
Cosmopolitan Outlook	7.353	<b>0.007</b>	3.4261	3.1275
Cognitive Complexity	11.089	<b>0.001</b>	4.0799	3.8302

Table 3. ANOVA Test Results and Means for Programs Offering International Business Course

### Number of Countries Received Formal Education

Table 4 shows ANOVA test results and means for the number of countries that received formal education (i.e., one 82.3%, more than one 17.7%). For all the independent variables, respondents receiving their formal education in more than one country reported higher GMI scores than those who did not. The ANOVA results show **statistically significant differences** regarding GMI overall average, all three capitals, and most of the competencies.

In how many countries did you receive formal education (elementary school to Ph.D.)?				
Independent Variables	F Value	P-Value	One (Means)	More than one (Means)
<b>GMI Average</b>	20.379	<b>&lt;0.001</b>	3.2607	3.6457
<b>Psychological Capital</b>	13.456	<b>&lt;0.001</b>	3.4893	3.8254
Passion for Diversity	15.289	<b>&lt;0.001</b>	3.6452	4.1614
Quest for Adventure	6.441	<b>0.012</b>	3.2572	3.5229
Self-Assurance	6.126	<b>0.014</b>	3.5655	3.7914
<b>Social Capital</b>	16.286	<b>&lt;0.001</b>	3.1048	3.4921
Intercultural Empathy	26.485	<b>&lt;0.001</b>	2.9462	3.5619
Interpersonal Impact	13.440	<b>&lt;0.001</b>	2.4894	2.9526
Diplomacy	0.849	0.357	3.8788	3.9629
<b>Intellectual Capital</b>	21.989	<b>&lt;0.001</b>	3.1881	3.6194
Global Business Savvy	15.860	<b>&lt;0.001</b>	2.3471	2.8224
Cosmopolitan Outlook	26.787	<b>&lt;0.001</b>	3.2341	3.8797
Cognitive Complexity	3.798	0.052	3.9834	4.1543

Table 4. ANOVA Test Results and Means for Number of Countries Received Formal Education

### Gender

Table 5 shows ANOVA test results and means for gender (i.e., male 59.7%, female 40.3%). For most of the independent variables (GMI overall average, social capital, and psychological capital), female respondents reported higher GMI scores than male respondents. Male respondents, however, reported higher GMI scores in the Intellectual Capital. The ANOVA

results show **statistically significant differences** in Psychological Capital (Passion for Diversity) and Social Capital (Intercultural Empathy and Diplomacy).

What is your gender?				
Independent Variables	F Value	P-Value	Male (Means)	Female (Means)
<b>GMI Average</b>	2.057	0.152	3.2897	3.3871
<b>Psychological Capital</b>	4.252	<b>0.040</b>	3.4890	3.6378
Passion for Diversity	8.364	<b>0.004</b>	3.6160	3.9158
Quest for Adventure	0.857	0.355	3.2737	3.3497
Self-Assurance	0.977	0.324	3.5771	3.6478
<b>Social Capital</b>	5.440	<b>0.020</b>	3.1023	3.2790
Intercultural Empathy	7.987	<b>0.005</b>	2.9469	3.2162
Interpersonal Impact	0.259	0.611	2.5510	2.6019
Diplomacy	8.878	<b>0.003</b>	3.8093	4.0189
<b>Intellectual Capital</b>	0.204	0.652	3.2779	3.2447
Global Business Savvy	0.546	0.460	2.4595	2.3896
Cosmopolitan Outlook	1.141	0.286	3.3916	3.2845
Cognitive Complexity	1.303	0.254	3.9822	4.0604

Table 5. ANOVA Test Results and Means for Gender

### Country where Born

The raw data for the country where born variable includes detailed country-where-born information for each respondent. However, because the sample data were collected from Accounting faculty working for universities in the U.S., 86.8% of respondents were born in the U.S. Therefore, we collapsed all the other countries into one group before we performed the ANOVA analysis. Table 6 below shows ANOVA test results and means for the country where born (born in the US 86.8% vs. not born in the U.S. 13.2%). For all the independent variables (GMI overall average, Psychological Capital, Social Capital, and Intellectual Capital), respondents born in other countries reported higher GMI scores than respondents born in the U.S. The ANOVA results also show **statistically significant differences** regarding almost all of the competencies except for diplomacy and cognitive complexity.

Where were you born? (Country)				
Independent Variables	F Value	P-Value	Born in the U.S. (Means)	Born in Other Countries (Means)
<b>GMI Average</b>	10.942	<b>0.001</b>	3.2865	3.6088
<b>Psychological Capital</b>	8.654	<b>0.003</b>	3.5086	3.8148
Passion for Diversity	6.492	<b>0.011</b>	3.6862	4.0702
Quest for Adventure	5.539	<b>0.019</b>	3.2676	3.5462
Self-Assurance	6.116	<b>0.014</b>	3.5720	3.8269
<b>Social Capital</b>	11.085	<b>0.001</b>	3.1256	3.4888
Intercultural Empathy	19.196	<b>&lt;0.001</b>	2.9767	3.5738
Interpersonal Impact	8.549	<b>0.004</b>	2.5163	2.9360
Diplomacy	0.512	0.475	3.8840	3.9577
<b>Intellectual Capital</b>	7.912	<b>0.005</b>	3.2254	3.5227
Global Business Savvy	6.243	<b>0.013</b>	2.3865	2.7273
Cosmopolitan Outlook	9.090	<b>0.003</b>	3.2914	3.7254
Cognitive Complexity	1.390	0.239	3.9983	4.1154

Table 6. ANOVA Test Results and Means for Country where Born

### Number of Languages Minimally Skilled

Table 7 shows ANOVA test results and means for the number of languages minimally skilled at reading, writing, and speaking besides native language (none 43%, one 41%, and more than one 16%). For all the independent variables (GMI overall average, Psychological Capital, Social Capital, and Intellectual Capital), the more other languages are minimally skilled, the higher the GMI scores the respondents achieved. The ANOVA results also show **statistically significant differences** regarding GMI overall average, all three capitals, and all nine competencies.

Besides your native language, in how many other languages are you minimally skilled at reading, speaking, or writing?					
Independent Variables	F Value	P-Value	None (Means)	One (Means)	More than One (Means)
<b>GMI Average</b>	13.865	<0.001	3.2447	3.2657	3.7189
<b>Psychological Capital</b>	7.587	0.001	3.4922	3.4868	3.8614
Passion for Diversity	4.636	0.010	3.6498	3.6907	4.0895
Quest for Adventure	6.534	0.002	3.3118	3.1802	3.6032
Self-Assurance	6.999	0.001	3.5153	3.5889	3.8921
<b>Social Capital</b>	11.810	<0.001	3.0848	3.1090	3.5784
Intercultural Empathy	10.399	<0.001	2.9568	2.9713	3.5371
Interpersonal Impact	11.608	<0.001	2.4432	2.5023	3.0957
Diplomacy	3.423	0.034	3.8553	3.8531	4.1016
<b>Intellectual Capital</b>	16.277	<0.001	3.1570	3.2014	3.7170
Global Business Savvy	15.709	<0.001	2.3440	2.2997	3.0057
Cosmopolitan Outlook	14.243	<0.001	3.1928	3.2886	3.9229
Cognitive Complexity	4.352	0.014	3.9341	4.0160	4.2222

Table 7. ANOVA Test Results and Means for Number of Languages Minimally Skilled

### Number of Countries Lived In for More Than One Month

Table 8 shows ANOVA test results and means for the number of countries lived in for more than one month besides home country (none 48.1%, one 26.3%, and more than one 25.6%). For all the independent variables (GMI overall average, Psychological Capital, Social Capital, and Intellectual Capital), the more other countries lived for more than one month, the higher GMI scores the respondents achieved. The ANOVA results on the next page also show **statistically significant differences** regarding GMI overall average, all three capitals, and all nine competencies.

Besides your home country, in how many countries have you lived for more than 1 month but less than 6 months?					
Independent Variables	F Value	P-Value	None (Means)	One (Means)	More than One (Means)
<b>GMI Average</b>	31.103	<0.001	3.1124	3.3538	3.7109
<b>Psychological Capital</b>	21.847	<0.001	3.3501	3.5757	3.8953
Passion for Diversity	25.196	<0.001	3.4171	3.8232	4.2489
Quest for Adventure	10.597	<0.001	3.1611	3.2769	3.6020
Self-Assurance	9.448	<0.001	3.4716	3.6269	3.8356
<b>Social Capital</b>	26.051	<0.001	2.9451	3.2113	3.5642
Intercultural Empathy	29.139	<0.001	2.7420	3.1413	3.5561
Interpersonal Impact	27.529	<0.001	2.2808	2.5738	3.1160
Diplomacy	3.125	0.045	3.8126	3.9173	4.0218
<b>Intellectual Capital</b>	29.270	<0.001	3.0419	3.2743	3.6731
Global Business Savvy	26.569	<0.001	2.1564	2.4443	2.9353
Cosmopolitan Outlook	31.845	<0.001	3.0313	3.3693	3.9238
Cognitive Complexity	3.713	0.025	3.9379	4.0096	4.1604

Table 8. ANOVA Test Results and Means for Number of Countries Lived in for more than One Month

### Number of Friends from Other Countries

Table 9 shows ANOVA test results and means for the number of friends from other countries (none 4.1%, a few 39.5%, several 24.8%, quite a few 17%, and many 14.7%). For all the independent variables (GMI overall average, Psychological Capital, Social Capital, and Intellectual Capital), the more friends from other countries, the higher the GMI scores the respondents achieved. The ANOVA results also show **statistically significant differences** regarding GMI overall average, all three capitals, and all nine competencies.

How many of your friends are from other countries?							
Independent Variables	F Value	P-Value	None (Means)	A Few (Means)	Several (Means)	Quite a Few (Means)	Many (Means)
<b>GMI Average</b>	35.670	<0.001	2.7454	3.0369	3.3440	3.5744	3.9663
<b>Psychological Capital</b>	26.258	<0.001	2.8338	3.2967	3.5692	3.7624	4.1434
Passion for Diversity	24.361	<0.001	2.7500	3.3690	3.7666	4.0991	4.5286
Quest for Adventure	13.942	<0.001	2.6000	3.0795	3.3878	3.4567	3.7862
Self-Assurance	13.833	<0.001	3.1500	3.4423	3.5531	3.7313	4.1138
<b>Social Capital</b>	35.502	<0.001	2.6675	2.8212	3.2079	3.4484	3.8847
Intercultural Empathy	40.478	<0.001	2.2706	2.5888	3.1344	3.4276	3.9626
Interpersonal Impact	26.266	<0.001	1.9794	2.1796	2.5546	2.9158	3.4198
Diplomacy	8.892	<0.001	3.7500	3.6949	3.9347	4.0030	4.2724
<b>Intellectual Capital</b>	25.127	<0.001	2.7350	2.9928	3.2551	3.5125	3.8707
Global Business Savvy	23.056	<0.001	1.7575	2.0838	2.4838	2.6591	3.2003
Cosmopolitan Outlook	18.204	<0.001	2.6600	3.0261	3.3384	3.6739	4.0469
Cognitive Complexity	8.536	<0.001	3.7875	3.8692	3.9429	4.2030	4.3655

Table 9. ANOVA Test Results and Means for Number of Friends from Other Countries

### Number of Strong Friendships with Families from a Different Culture

Table 10 below shows ANOVA test results and means for the number of strong friendships with families from a different culture (none 23.8%, a few 45.3%, several 16.5%, quite a few 8.6%, many 5.8%). For all of the independent variables (GMI overall average, Psychological Capital, Social Capital, and Intellectual Capital), the greater the number of strong

friendships with families from a different culture, the higher the GMI scores the respondents achieved. The ANOVA results also show **statistically significant differences** regarding GMI overall average, all three capitals, and all nine competencies.

With how many families from a different culture do you have a strong friendship?							
Independent Variables	F Value	P-Value	None (Means)	A Few (Means)	Several (Means)	Quite a Few (Means)	Many (Means)
<b>GMI Average</b>	41.475	<0.001	2.9119	3.2161	3.6686	3.8696	4.1525
<b>Psychological Capital</b>	25.438	<0.001	3.1728	3.4592	3.8291	3.9979	4.3283
Passion for Diversity	30.484	<0.001	3.0740	3.6504	4.1943	4.4700	4.7391
Quest for Adventure	12.974	<0.001	3.0255	3.2045	3.5046	3.7412	4.0087
Self-Assurance	9.387	<0.001	3.4191	3.5229	3.7877	3.7824	4.2348
<b>Social Capital</b>	44.179	<0.001	2.7054	3.0296	3.5994	3.8279	4.0348
Intercultural Empathy	50.425	<0.001	2.4026	2.8986	3.5718	3.9059	4.2252
Interpersonal Impact	39.817	<0.001	2.0218	2.3537	3.1542	3.4218	3.6096
Diplomacy	6.731	<0.001	3.6915	3.8358	4.0738	4.1588	4.2696
<b>Intellectual Capital</b>	31.071	<0.001	2.8574	3.1596	3.5772	3.7829	4.0943
Global Business Savvy	34.344	<0.001	1.8667	2.3079	2.8452	3.1006	3.5409
Cosmopolitan Outlook	25.929	<0.001	2.8473	3.1909	3.7932	4.1006	4.2548
Cognitive Complexity	5.014	<0.001	3.8596	3.9799	4.0923	4.1471	4.4870

Table 10. ANOVA Test Results and Means for Number of Friendships with Families from a Different Culture

## Summary of Research Results

The results of this study reveal that accounting faculty in the United States is weakest in the following Global Mindset competencies (and capitals):

- Quest for Adventure (Psychological Capital)
- Interpersonal Impact (Social Capital)
- Passion for Diversity (Psychological Capital)
- Intercultural Empathy (Social Capital)

Factors that may contribute to these weaknesses include:

- Working in programs that offer no international experience and/or international business course
- Having no formal education outside the U.S.
- Gender
- Being born in the U.S.
- Being at least minimally skilled in only one language
- Having lived in only one country for at least one month
- Having few close friendships with families from other cultures and/or people from other countries

## Research Implications

Improving one's Global Mindset may seem daunting. Where does the process begin? Although some of the above contributing factors, such as gender, where formal education took place, and where one was born, cannot be changed, fortunately, the other factors suggest how an accounting educator might start to improve a Global Mindset in an overall sense. For example,

one might attend conferences in a different country that is interesting to the educator or might teach in a different country for a semester or longer. After gaining confidence, the educator might next design a special topics course based on studying some facet of accounting in that country and take students to the country, having an academic tour company design the trip. An accounting faculty member could advocate for the inclusion of and possibly help design or team teach in an international business course in the curriculum. One could learn a new language or cultivate new friendships with families or individuals from other countries or cultures. Most business schools employ people from various countries and cultures, making this a logical place to start.

### **Improving Intellectual Capital**

Growing one's intellectual capital is largely built by acquiring knowledge; however, simply gaining access to global business and cultural knowledge is insufficient. Educator-led knowledge acquisition is a good starting point but is not fully sufficient. Most educators are well-versed in teaching students how to acquire global business knowledge. However, it is not sufficient in the growth of the global mindset for educators to just introduce the facts to students and themselves and stop there. Educators should think of ways to develop critical thinking skills that allow students to understand how to apply the knowledge that they have gained. One way to do this is by creating assignments and presentations that follow the process of learning, exploring, and then applying. An example of a semester-long project would be to learn the aspects of market entry for a specific country, explore how businesses have conducted business there, and then create an entire business launch plan using Greenfield Analysis. Tasking students with working through real-life, complex, and interrelated global business issues allows them to use critical thinking aspects of the application of theory that will help the students grow their intellectual capital.

### **Improving Psychological Capital**

Thunderbird studies indicate that Psychological Capital is the most challenging Global Mindset capital to improve (Javidan and Walker 2013). Drumgo (2017) also shares that developing psychological capital involves "changing your thought process, breaking down biases, and beginning to change your old way of thinking", so it is more difficult to grasp than Social Capital or Intellectual Capital; nevertheless, Javidan and Walker (2013) provide many suggestions for starting the psychological capital development process.

According to Javidan and Walker (2010), the goal of developing Psychological Capital is to increase one's interest in learning about people in other parts of the world and living and experiencing life outside of one's home base (Javidan, Hough, and Bullough 2010).

The two aspects that educators can focus on to develop psychological capital for themselves and in the classroom are to help focus on the motivation to enter new global experiences and how to work with and get to know new and diverse people. One idea for motivating students to enter new global experiences is for educators to build a strong and healthy relationship with the international office on their campus. Educators can invite students that have studied abroad to share their experiences with other students in their classes. Consistently talking about and recruiting for current study abroad trips is another way to motivate students to explore new experiences. It is important to note that exposure does not necessarily correlate to developing a passion for or seeing value in working with culturally diverse colleagues. Educators should consistently infuse coaching and pauses into the pedagogies that they are using to keep

psychological development on track and give students time for guided debriefing periods to reflect on their growth or areas that need improvement. One way to do this is to use reflective journaling at the end of experiences or immersion trips.

### **Improving Social Capital**

Thunderbird studies show that executives with high levels of Social Capital are more effective in building sustainable relationships with individuals and groups from other regions (Javidan, Hough, and Bullough 2010). Javidan and Walker (2013) state that experiential learning activities to improve social capital are found to be highly effective in enhancing one's ability to work well with people from other parts of the world. Immersion also increases the ability to understand nonverbal expressions of people from other cultures, emotionally connect to people from other cultures, and engage people from other parts of the world.

Improving one's social capital can be driven by setting out to intentionally build a global network. LinkedIn enables educators to network with people from around the world and is a good platform to help nurture and deepen some of those relationships. Networking can be significantly improved by strengthening and deepening relationships once a connection on LinkedIn has been made with someone abroad. Building relationships is a great way to start; however, how the network is tapped into is the key to growth. An example for students could be to create a project where the student needs to connect with and interview an international manager or leader. Have students set up a zoom meeting with the connection as part of the project, and then have the students present their interview findings to the entire class. An added networking opportunity for the class would be to see if the new connection would zoom into the entire class. At every level, both educators and students can benefit from global connections and mentorship, and may have the opportunity to then serve as a mentor to others trying to grow their global Social Capital.

### **Ideas for Specific Activities to Develop Global Mindset Capitals and Competencies**

Javidan and Walker authored *Developing Your Global Mindset – The Handbook for Successful Global Leaders* (2013). This 650-page book is tantamount to the definitive reference manual for a wealth of invaluable ideas to develop a Global Mindset. For example, to develop one's Global Psychological Capital/Passion for Diversity competency, the book offers suggestions ranging from such non-threatening ideas as dining in ethnic restaurants, visiting ethnic art galleries or markets, or listening to ethnic music to challenging ideas such as signing up to do volunteer work in another country through Global Volunteer Network ([www.globalvolunteernetwork.org](http://www.globalvolunteernetwork.org)) to learn to enjoy getting to know people from other parts of the world.

There are sections in the Javidan and Walker book to address every competency under each of the three Global Mindset capitals. The book is designed to be effective in any culture and for any type of organization. For each competency, there are tips in four categories: learning on your own, connecting with others, experiencing things firsthand, and helping others to learn.

Javidan and Walker state that their research shows that a Global Mindset is best developed through dynamic learning (2013), which dovetails nicely with the efforts of any accounting educator who strives to provide enjoyable experiential learning activities that motivate students to develop their own Global Mindset. These activities can be highly rewarding to the educator, too. The following story demonstrates how suggestions from *Developing Your Global Mindset* were used by an accounting educator with a GMI profile similar to the average



profile presented in this paper. The lead author in the current study was interested in going to Peru and took the plunge by designing a special topics course in sustainability accounting around a study of sustainability reporting by U.S. companies and Peruvian companies in comparable industries. A professional academic tour company arranged all of the travel details and built the trip itinerary with input from the faculty member, and combined environmental, social, and governance activities with cultural activities (like touring Machu Pichu, joining in a Peruvian dance party, and eating Peruvian food cooked using traditional methods) for a trip of a lifetime for both the students and the educator.

### **Future Research**

There are various avenues for future research that can build upon the insights gained from this study, one of which is a deeper analysis of the impact of educator demographics on Global Mindset and the impact of institutional demographics on Global Mindset. An analysis of differences between the Global Mindset of accounting educators and accountants working in the profession and the analysis of other disciplines' Global Mindset profiles would greatly expand the depth of the research for additional disciplines, and educators in general.

In conjunction with doing a better job of infusing and championing globally integrated curricula, educators can implement ideas from *Developing Your Global Mindset* (Javidan and Walker 2013) in one or more Global Mindset competencies in the classroom and use pre- and post-testing to evaluate and report on the effectiveness of the suggested activities or develop case studies from their experiences. Educators could go a step further and explore implementing a Global Mindset with any one or more of the other four mindsets (public interest, growth, professional skepticism, and analytical/digital) proposed by Mintchik et al. (2021), again to report on the results or develop case studies.

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