

# **Globalization, Assimilation, Culture Erasure: A Review of Trinidad and Tobago**

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*This quantitative study examined the relationship between globalization and assimilation to determine whether managers in Trinidad and Tobago devalue their own culture to assimilate into a global culture. Global and culture assimilation as described by Hofstede (1980), Trompenaars and Hampden-Turner (1993), and Schein (1996a, 1996b) provided theoretical grounding for the study. The results were (a) demographic factors impacted culture, (b) global factors had no impact on culture, (c) the Trinidad and Tobago manager assimilated during international business meetings, (d) there was an impact of assimilation on culture, and (e) there was no change in management behavior during international business meetings.*

## **INTRODUCTION**

*Globalization* is used to describe increasing integration, interaction, and interdependence among countries resulting from the modern flow of people, trade, finance and ideas from one nation to another (Bishop, Reinke, & Adams, 2011). Globalization has affected how business has been conducted throughout the world. According to Bishop et al. (2011), economies and societies around the world are becoming integrated. The authors pointed out that improved technology, enhanced telecommunications, and the Internet have changed the way business is conducted. Banking and other business arrangements are accomplished from homes, business meetings take place with others throughout the world via video conferencing, and email and other web-based channels allow for seamless professional communication. Due to globalization the cultures of island nations have changed, and the way that island nation organizations conduct business has also changed (Burton, 2009; Punnett 2012).

Organizations conducting business on the islands of Trinidad and Tobago have been impacted by globalization and rapid changes in technology. Due to these changes, the cultures of island nations have changed (Burton, 2009). According to Burton, the preservation of the national identities of these island nations has been at risk. The language, political system, legal system, the military, methods of production, education, architecture, customs, values, family structure, entertainment, clothing styles, and cuisine have undergone changes due to globalization (Steger, 2003). Globalization is shifting cultural norms through the influx of foreign goods, services, entertainment, and media (Burton, 2009). The problem is that organizations that provide goods and services worldwide are part of a broader culture that may ignore the richness offered by island nations. What has remained unstudied is whether globalization and assimilation influence change in management behavior, and more specifically whether managers in Trinidad and Tobago devalue their own culture to assimilate into a global culture. The study was designed to analyze whether globalization and assimilation influence change in management behavior, and whether managers in Trinidad and Tobago devalue their own culture to assimilate into a global culture.

## **Trinidad and Tobago**

The overall population of Trinidad and Tobago is quite diverse. Based on information obtained from the central statistical office of the government of Trinidad and Tobago, as of 2013, the total population was approximately 1.3 million. There were slightly more women (678,073 = 50.55%) than men (663,078, = 49.44%) living in Trinidad and Tobago. Of this population, 39.59% were of African descent, 40.27% were of East Indian descent, and the remainder were 18.45% Mixed Race, 0.64% White, 0.38% Chinese, and 0.24% Other. A random sample of the student enrollment database widely reflected a cross-section of the nation's population. Because the population was both multiracial and multicultural, it offered a significant opportunity for understanding cross-cultural and international business management relationships. One of the unique elements of culture in Trinidad and Tobago is religious preference; thus, it was important to explain the rationale for collecting data on religious preference, which was included in the demographic data. Religious groups are influential in the values, norms, and culture of Trinidad and Tobago. There is an appointed ministerial body responsible for religious affairs including the administration of funding and distribution of land for use by religious groups. The school system is managed and funded by the government through the ministry of education, but the administration of schools is conducted by religious groups such as Roman Catholics, Anglicans, Hindu, Islamic, Pentecostal, Spiritual Baptiste, Seventh Day Adventist. Religious groups are free to provide instructions based on their faith even within public schools. Trinidad and Tobago are religious democratic states. Trinidad and Tobago celebrates and grant 15 national holidays, seven of which are for religious activities.

## **SAMPLE**

The sample frame population was business managers and non-business managers enrolled as students participating in postgraduate and higher-degree programs at an island university. A random sample was selected from the registration roster. The information provided in the student enrollment database reflected a cross-section of the nation's population. Because the population was both multiracial and multicultural, there was a significant opportunity for understanding cross-cultural and international business management relationships. Using computer generated random numbers, 200 male and 200 female business graduate students were randomly selected from the enrollment roster. The students were sent an email asking them to complete the online survey. The process of random sampling was continued until completed responses were obtained from 170 students.

## **Research Design**

A survey was developed to collect data regarding the attitudes and perceptions of the Trinidad and Tobago business managers and non-managers. The goal was to gain opinions about culture, values, norms, and identity. Demographic information about the participants was also collected. One research question and five research subquestions were posited to evaluate the impact of globalization and assimilation on management behavior and to determine whether managers in Trinidad and Tobago devalue their culture, values, norms, and identities to assimilate into a global culture.

**RQ.** Do managers in Trinidad and Tobago devalue their culture, values, norms, and identity to assimilate into a global culture?

**RSubQ1.** Do demographic factors have an impact on culture, values, norms, and identity in Trinidad and Tobago?

**RSubQ2.** Do global factors have a positive or negative impact on culture, values, norms, and identity in Trinidad and Tobago?

**RSubQ3.** Does the Trinidad and Tobago business manager assimilate during international business meetings?

**RSubQ4.** Does assimilation have a positive or negative impact on culture and identity in Trinidad and Tobago?

**RSubQ5.** Does the behavior of the Trinidad and Tobago manager change when interacting with international business partners?

## **THEORY**

Seminal and contemporary literature in the phenomenon of globalization and culture were reviewed. Hofstede (1980) defined culture as unique and distinguishable collective behaviors programmed in the human psyche. Schein (1996b) defined organizational culture as “the deeper level of basic assumptions and beliefs that are shared by its members, they operate unconsciously and function in a basic *taken for granted* fashion of how the organization views itself and its environment” (p. 236). The study focused on the concept of nationalism as defined by Smith (1991) and incorporated world systems theory as purported by Wallerstein (1974, 2005). The relevance of world systems theory is applicable since Trinidad and Tobago and the English-speaking Caribbean are considered developing island nations whose current business acumen and underlying factors of management are heavily influenced by historical events of slavery, colonialism, plantation economies (Punnett, Dick-Forde, & Robinson, 2006).

## **METHODOLOGY**

Survey questionnaire and invitation emails were distributed to 1550 students, and there were a total of 170 responses. Parametric research tools were used to perform statistical analyses of the data collected to determine the relationships among variables of globalization, assimilation, and culture, norms, values, and national culture. Of the total 137 complete surveys, 49 respondents were male, and 88 were female. Based on the 2013–2014 enrollment statistics obtained from the university registrar, a total of 6,230 students were enrolled in postgraduate and other higher degree programs. Of these, 90% were citizens residing in Trinidad and Tobago, 10% were from other CARICOM countries, including Barbados, Guyana, Jamaica, St. Lucia, and St. Vincent and the Grenadines.

Assumption tests were conducted to achieve construct validity and reliability. Parametric tests were conducted to report for descriptive statistics, means, standard deviations, median, mode, maximum, minimum, and range calculations. Standard regression analyses were conducted to accurately estimate the relationship between dependent and independent variables in linear relationships. Sample size effects were acceptable based on G\*Power version 3.1. The recommended sample size to achieve empirical validity was calculated to be 108 participants. Relationships between independent and dependent variables are linear; values were set at 85 participants to support for the level of statistical significance, the amount of power desired in the study, and the effect size observing the differences in the means.

## **RESULTS**

**RQ.** Do managers in Trinidad and Tobago devalue their culture, values, norms, and identity to assimilate into a global culture?

**RSubQ1.** Do demographic factors (latent independent variables: age, gender, education, religion) impact culture, values, norms, and identity (latent dependent variables)?

The results of analyses provided empirical evidence to determine there was no impact of demographic factors on culture, values, norms, and identity. A one-way ANOVA was analyzed for six dependent variables for each demographic variable of gender, age, religion, and education. A review of the descriptive statistics for this data set showed the means were similar for each variable. The descriptive statistics for the dependent variable *my organization's mission plan is balanced between local and global factors* showed the mean was 2.77, and 3.63. Most participants believed their organization's mission was balanced between local and global factors.

The demographic variable with significant effects for several of the dependent variables was education. This variable presented with the highest (5.00) and lowest (1.00) mean scores and a highest standard deviation of 1.41 for the statement, "My organization will implement strategies suggested by the international business manager rather than better strategies from a local manager." Based on the ANOVA conducted on six dependent variables with regard to the four demographic variables of gender, age, religion, and education, the results for education showed a significant effect on responses provided by respondents. This is likely due to the fact that participants were participating in higher-level education. Seventy-four respondents held Bachelor of Science degrees, 58 held master degrees, and seven held other post graduate program degrees.

**RSubQ2.** Do global factors (latent independent variables: technology, media advertising, social media / Internet, capitalism, education, economic development, music, and laws) have an impact on culture, values, norms, values, and identity (latent dependent variables)?

The second sub research question was posed to determine the impact of ten global factors on culture. The analysis began with a binomial test to analyze each dependent variable for a proportion of 50% or .50, with only the first two factors not showing a significant ( $p < 0.05$ ) effect. Respondents were asked to identify whether ten global factors including: (a) capitalism, (b) commercialism, (c) technology, (d) media advertising and communication, (e) social media, (f) economic development, (g) music, (h) laws, (i) the Internet, and (j) education had a positive or negative effect on culture, values, norms, and identity. The significance for the factor of capitalism was .210, which means it has no impact on culture, values, norms, and identity. The same could be said for the factor commercialism, which had significance level (exact sig.) of .273. The factors of technology, media advertising and communication, social media, economic development, music, laws, the Internet, and education, all displayed a significance of .000, based on the higher number of positive responses.

Based on responses, the results revealed these global factors do have an impact on culture, values, norms, and identity. Some global factors have changed the way business is carried out, the way education is delivered, human interactions, modes of dress, food choices, and other social interactions. These results correlate to Schein's (1996a) definition of culture that states they operate unconsciously and function in a basic *taken for granted fashion*.

**RSubQ3.** Does the Trinbagonian manager assimilate or integrate during international business meetings?

Through an analysis of the frequency distribution and descriptive statistics, sufficient empirical evidence was gathered to determine that Trinidad and Tobago managers do not assimilate during international business meetings. Respondents were asked to describe their interaction with other cultures using the factors rejection, opposition, guarded, acceptance, and assimilation. Respondents used a Likert-type scale selecting *always*, *never*, *often*, *sometimes*, or *very often*. The data revealed 71 participants sometimes rejected other cultures, 93 were guarded when they interacted with other cultures, 44 practiced acceptance and inclusion, and only 34 approached other cultures with an open mind. For the response *always*, 31 participants practiced an open-minded approach to culture interaction, and 18 responded they were accepting and inclusive. It is important to reflect on of data for the factor *never*. Fifty-nine respondents *never* rejected other cultures, 51 *never* opposed other cultures, 17 respondents felt they were *never* guarded, two people responded they were *never* open-minded, and two were *never* accepting or inclusive of other cultures.

For comparative purposes, respondents were also asked to rate their own cultural characteristics when interacting with someone from a different culture or country. Most respondents viewed interaction with a different culture or interacting with someone from a different country as a learning opportunity towards self-development, enhancement, or enrichment. Of a total of 146 responses, 132 respondents stated they

approached other cultures with a view to self-development or self-enhancement. When asked how they would approach someone from a different culture, one hundred and twenty-three respondents stated they took a personal or individualistic approach when interacting with people from other cultures. When respondents described interactions with other cultures, 93 responded to the factor *guarded*. This represented the highest score in all factors. The factors were rejection, opposition, guarded, open-minded, and acceptance/inclusion. This random sample of respondents from academia seemed to be guarded when approaching and interacting with new cultures or countries and approached people from other cultures from the realm of self-development or enrichment.

The determination that most used a guarded approach to other cultures was confirmed by the results of an evaluation of respondent's reports on the statement "how would you rate networking within your organization as a tool to promote inclusivity or acceptance of other cultures?" Respondents preferred to interact with other cultures via social networking. Based on the data, it was empirically determined the Trinbagonian manager would not assimilate during international business meetings.

**RSubQ4.** Does assimilation (latent independent variable) have a positive or negative impact on culture, values, norms, and identity (latent dependent variables)?

Sixty-five respondents (46.4%) *somewhat agreed* and 45 (32.1%) *strongly agreed* assimilation impacted culture. The mean response rate was 3.95, with a minimum of one, maximum of five and standard deviation of 1.041. To further examine this phenomenon, respondents were asked how they would rate their organization on the following characteristics: (a) embeddedness, (b) hierarchy, (c) mastery, (d) effective autonomy, (e) intellectual autonomy, (f) egalitarianism, and (g) harmony. One hundred six respondents rated the organization where they worked high on harmony/agreement; 104 respondents gave a high rating for intellectual autonomy/rational or logical independence. It is important to note that respondents agreed that assimilation had a negative impact on culture but respondents agreed that global factors have a positive impact on culture. This anomaly signifies that respondents do not correlate assimilation into the changes of global factors as having an impact on culture even though the way things were done previously changed due to global factors. The high number of responses for other elements such as mastery (64 respondents), effective autonomy, real independence, and freedom (88 respondents), egalitarianism and cultural equality (93 respondents), are typical of respondents who obtained a certain level of confidence by participating in higher education.

**RSubQ5.** Does the behavior of the Trinbagonian manager change when interacting with international business partners?

From the 170 responses, 139 were valid, 31 were missing, 13 (7.6%) respondents *strongly disagreed*, 32 (18.8%) *somewhat disagreed*, 40 (23.5%) neither *agreed* nor *disagreed*, 39 (22.9%) *somewhat agreed*, and 15 *strongly agreed*. Seventy-seven percent or 131 managers and non-managers conducted business in foreign managers. The sampled managers reported they conducted business with foreign managers at least once per week via email. Sixty-nine respondents conducted video conferencing, and 42 respondents held face-to-face meetings. Managers' interactions were analyzed using the factors of the IDI. Explanation of the factors is as follows:

1. Acceptance. Acceptance is when one's own culture is experienced as just one of a number of equally complex worldviews.
2. Adaptation. Adaptation is when the experience of another culture yields perception and behavior appropriate to that culture.
3. Defense reversal. Defense reversal is when one's own culture is experienced as the only viable culture.
4. Denial. Denial is when one's own culture is experienced as the only real culture.
5. Integration. Integration is when one's experience of self is expanded to include the movement in and out of different cultural worldviews.

6. Minimization. Minimization is when one's own cultural worldview is experienced as universal.

Results indicated 65 (43%) managers *agreed* that the ideal interaction is built on integration. Defense reversal was chosen by two respondents, and acceptance and adaptation were chosen by 30 and 37 respectively. To gather a better perspective on whether the elements of power and control existed in the relationships between the local and foreign managers, relationships were analyzed through factors of superior, colleague or peer, business partner, or subordinate. Seventy-four respondents represented as business partner, 60 categorized as colleague or peer, and 33 were superiors. Because only 33 (17.1%) of the respondents were involved in relationships as a superior, the influence of power and control was not significant in the relationship. Integration of ideas was preferred during business interactions; consequently, it was concluded there was no behavior change due to power and control within the relationship.

### **Descriptive Statistical Analysis of Research Subquestions**

Decisions to append a negative or positive response to the sub questions were based on whether results of frequency distribution fell within the acceptable levels. A positive answer was applied to a sub research question when the  $p$  - value was less than the significant level. Empirical and construct validity and reliability were confirmed when an examination of the summary indexes demonstrated a 95% confidence level, and a positive or negative correlation between and among the values. Construct validity and reliability were further confirmed based on the results of the Research Subquestions. For Research Subquestion 1, demographic factors have no impact on culture, values, norms, and identity. For Research Subquestion 2, global factors have a positive impact on the variables. For Research Subquestion 3, manager will not assimilate during international business meetings. For Research Subquestion 4, assimilation negatively impacts culture. Finally, for Research Subquestion 5, power and control do not influence management behavior.

For the results for Research Subquestion 2, to determine if global factors have a positive or negative impact on culture, values, norms, and identity, a binomial test was utilized. Research Subquestion 2 was the only research subquestion where the variable global factors had a positive impact on culture, values, norms, and identity. Respondents were asked to identify whether ten global factors had a positive or negative effect on culture, values, norms, and identity. Each dependent variable was tested for a proportion of 50% (.50), with only the first two factors, *commercialism* and *capitalism*, not showing a significant ( $p < 0.05$ ) effect. The test met construct validity and reliability on eight of the ten constructs. The eight constructs were *technology*, *media advertising/communication*, *social media*, *economic development*, *music*, *laws*, *Internet*, and *education*.

Manipulation of data for Research Subquestion 1, Research Subquestion 3, and Research Subquestion 4 was conducted using ANOVA regression analysis and by observing frequency distribution to learn more about the sample mean because the population standard deviation was unknown. The data was analyzed to observe significant differences in the sample mean. An ANOVA is used for comparison of means of samples when there is no significant difference between means of the samples. Data interpretation of the descriptive statistics included identifying significant outliers and making sure the dependent variables were approximately normally distributed for each category of the independent variables by analyzing the mean and standard deviation. Construct validity and reliability were based on the knowledge the sample came from a normal population, which had a mean of three. It was concluded that the population mean was statistically significant: demographic factors had no impact on the variables; managers will not assimilate during business meetings and assimilation negatively impacts culture, norms and identity.

### **Implications of the Study Results**

The results of the study supported theoretical implications for the definitions of culture suggested by Hofstede (1980) and Schein (1996b). The results showed significant effects for the demographic variable of education in several of the dependent variables. The results supported the statement by Hofstede (1980)

regarding how mental programming can be inherited, transferred, or learned from birth; and about culture being the unique and distinguishable collective behaviors programmed in the human psyche. The results of the study indicated respondents were unaware of the problem of culture erasure. The results share a correlation with Schein's (1996a) definition of culture, the deeper level of basic assumptions and beliefs that are shared by its members. Schein said they operate unconsciously and function in a basic *taken for granted* fashion of how the organization views itself and its environment. The results of the study also align with Hofstede's (2001) characterization of Trinidad and Tobago as an indulgent society influenced by the factors of globalization.

The results of the study were compared to the theoretical concept of nationalism as defined by Smith (1991). The three elements of personal identity, social identity and human or global identity can be discussed in relation to normativity, power, and control. The three elements can be juxtaposed with the results of Research Subquestion 5, "Does the behavior of the Trinidad and Tobago business manager change during international business meetings." The data was reviewed to ascertain whether management behavior was influenced by power and control as exerted by international business managers. In this instance, the results indicated there was no evidence of power and control influencing the behavior of business managers during international business meetings. The results may explain the problem of trailing issues. Hammer (2005) explained trailing issues as unresolved aspects associated with earlier orientation. In the case of the Trinbagonian manager, the orientation of defense would most likely be apparent based on the historical perspective of the colonial and subjugated nature of the relationship with most of the Western world.

Depending on the nature of power and control within the relationships, the manager adopting the attributes of denial and defense reversal is defeated even before negotiations begin. The results of the study correlated with statements posited by Hofstede (1980) and Schein (1996b) on elements of denial and defense reversal when responding to statement of culture, norms, values, and identity. On the continuum of the intercultural development inventory, denial and defense reversal were at the low end of the spectrum; denial meaning one's own culture is experienced as the only real one, and denial reversal meaning one's own culture is experienced as the only viable one (Hammer, Bennett, & Wiseman, 2003). Usually, the word *power* is correlated with external strength and control; however, according to Foucault (1980), power usually emerges through unexamined rules that govern social interaction and consequently shape behavior through reconditioning of the mind. The words used by Foucault to describe power align with Hofstede's (1980) and Schein's (1996b) definition of culture. Culture transition as it occurs through everyday influences affecting our daily lives. Foucault's (1980) explanation of *power* as unexamined rules that govern social interaction also aligns with Wallerstein's (1974, 2005) prediction of subjugated societies operating under world systems. Foucault used words such as *invested, colonized, involuted, transformed, displaced, and extended* to describe the phenomenal dispensation of power.

The study focused on some aspects of seminal works on cultural dimensions by Hofstede (1999), specifically relating to developing nations, and in particular Trinidad and Tobago and the English-speaking Caribbean Islands. The results indicated education level had a significant impact on culture, values, norms, and identity. Student business managers and non-managers had the depth of knowledge to fully observe and report on the phenomenon of globalization, assimilation, and national culture. The results confirmed this academic community welcomed and embraced learning enhancements propelled through globalization and technology but cautiously or guardedly approached or interacted with other cultures except for the purposes of self-enhancement, self-development, or enrichment.

One practical aspect of this study was the results of the impact of global factors on culture, values, norms, values, and identity. Respondents felt the factors of *commercialism* and *capitalism* did not have a positive or negative impact on culture; however, respondents felt the other eight factors including *technology, media advertising and communication, social media, economic development, music, laws, the Internet, and education* had a positive impact on the variables. This result suggested unawareness of culture erasure. The results of this practical application also aligned with theoretical concepts of culture, identity, and world systems theory. The managers and non-business managers agreed that assimilation

into another culture affected current culture. Respondents agreed that global factors have a positive effect on culture.

### **Implications for the Field of Organization and Management**

The results of the study present challenges and responsibilities for those working in the field of academia in Trinidad and Tobago and the English-speaking Caribbean. The results showed the variable of education had a significant impact on other dependent variables. In the realm of academia, students are taught cultural sensitivity, inclusion, and diversity, but the knowledge gap identified in this study can be used to bring awareness to the hegemonic power and control of the mind supported by global forces.

One major implication for the field of organization and management are the results regarding cultural sensitivity, inclusion, and diversity. When asked to rate behavior for interaction with other cultures and whether culture and inclusion should be a priority 54.5% of respondents were guarded to approach other cultures, and 53.5% reported low priority for culture and inclusion.

### **Limitations**

There were limitations to the current study. The participants were from one university. Students 18 years of age and under did not participate and only three participants were over age 65. It can be presumed that if more participants were over age 65 the results may have been different because older participants might have a greater historical perspective of the transformation of culture and transacting business in Trinidad and Tobago and the Caribbean.

Another limitation emerged during the pilot study and validation of the survey instrument; it was realized that not all students enrolled at the graduate programs were business managers. To correct this limitation, survey questions six and seven were posed to determine if respondents knew someone who conducted business with international or foreign managers and how often they conducted business with international or foreign managers. An additional limitation was that during the design of the survey instrument an EFA was not conducted to determine the relationship between the variables. Consequently, limitations exist where variables measured with a single question would be difficult to validate.

### **Recommendations for Further Research**

The primary purpose of this quantitative research study was to ascertain whether globalization and assimilation influenced management behavior, and more specifically, to determine if managers in Trinidad and Tobago devalue their culture, values, norms, and identity to assimilate into a global culture. While the objective of this inquiry was achieved, there still remain many unanswered questions regarding the long term consequences of surrendering local culture to adopt a global culture. Further research could be conducted to determine whether or not cultural trauma can be escaped in light of the constraints of globalization and the world systems. Further research can be conducted to include a wider sample group outside of the field of academia. A wider sample group may yield different results for Research Subquestion 2, which was posed to determine whether global factors have a positive or negative impact on culture, value, norms, and identity. The research should not be limited to business managers and non-business managers pursuing post graduate studies or involved in higher education, and should include a wider age group as part of the sample. The demographic variable of education proved to be a significant discriminant or root cause influencing the factors of culture, values, norms, and identity. Based on the results of the study, it seems that academia has a great impact on culture, values, norms, and identity. An opportunity for further research can be to identify the role of academia in culture change in the midst of globalization.

A phenomenological approach to this topic would be ideal to observe, illuminate, and transmit the actions of the subjects within their environments. The study can be qualitative, conducted within organizations both union and non-unionized using the CPQ to obtain differentiating factors pertaining to organizational culture. An area of study would be to compare the organizational culture and management behavior between union and non-union companies. Another inquiry would be to conduct research with Caribbean managers employed in North America or European countries to establish how national and

organization culture is maintained, and more specifically, how it protects the self. A possible area of focus would be to try to determine if individuals totally assimilate into the culture of North America and Europe and reinstate the self when visiting their home country.

## Conclusion

There were three purposes for the research presented here. First, the definitions of culture by Hofstede (1980) and Schein (1996b) were used as theoretical bases for posing the question to determine if managers in Trinidad and Tobago devalue their culture, values, norms, and identity to assimilate into a global culture. Second, management behavior was examined to determine if the manager would assimilate during international business meetings. These results were juxtaposed with the results of Research Subquestion 5, "The change in behavior influenced by power and control is exerted by international business managers." The results of Research Subquestions 3 and 5 were evaluated based on the theoretical concept of world systems theory by Wallerstein (1974). The third purpose was to evaluate management behavior against identity based on the concept of nationalism as posited by Smith (1991). Smith explained how devotion and loyalty to one's own nation and a sense of patriotism evolves.

The results supported Hofstede's (2001) findings that Trinidad and Tobago is an indulgent society and easily falls prey to the factors of globalization that transforms culture, norms, values, and national identity. The results further support the theoretical concept of culture purported by Hofstede (1980) that mental programming can be inherited, transferred, or learned from birth; and by Schein (1996a), they operate unconsciously and function in a basic *taken for granted fashion*. The respondents agreed the global factors of technology, media and advertising communication, social media, economic development, music, laws, the Internet, and education have a positive impact on culture, value, norms, and national culture. A positive impact means that global factors enhance or make positive changes to peoples' ways of life, how they communicate, how they conduct financial transactions, banking, and purchasing habits, and the ways people are educated. Basic assumptions and beliefs are transformed and current culture is erased.

Hofstede's (1980) seminal work included 117,000 IBM managers covering the 40 largest countries examining managerial behavior within the organizational context then linking the results to national culture. Hofstede's (1980) initial results of the five cultural dimensions were then used to generalize national culture on a global scale, thus introducing and endorsing the framework for cross-cultural studies. Hofstede, despite his original intention of building a framework for national culture has contributed to promoting the understanding of global culture. This universalization of culture is supported by Schein's (1996b) view of culture, which is to adapt or assimilate based on the impact of factors in the external environment. According to Schein, assimilation and integration are necessary for survival. The results of this study support the view that assimilation impacts culture, norms, values, and national identity in Trinidad and Tobago. The results support the specifics of the research question that managers in Trinidad and Tobago devalue their culture, norms, values, and identity to assimilate into a global culture.

The social traits of the younger generation are being programmed through education, a barrage of media penetration consistently demanding the revolution of the self, and the factors of globalization dictate and direct the re-identification of culture, values, and norms through globalization. The results of this study suggested students enrolled in higher education deny globalization and the assimilation impact of culture, norms, and values.

Nationality is critical to maintaining some semblance of culture in Trinidad and Tobago, and hyper-nationalism is erasing the national identity created by various ethnic groups and shaped through historical and social influences (Ho & Nurse, 2005). Based on the results, it was concluded that globalization and assimilation are key factors for creating discourse between self and other, and the results have shown that globalization promotes a global culture. More specifically, managers in Trinidad and Tobago devalue their culture, values, norms, and identity to assimilate into a global culture.

Power and control are transcendent, and culture and values are subconsciously aligned with economic and political practices. The conduit of this transition is education. Unintentionally, the education system is

collectively programming the human mind to exist within a global culture. Graduate students are learning from textbooks containing global management and leadership theoretical concepts authored by Europeans or Americans including cultural theorists such as Hofstede (1980) and Schein (1996b). Consequently, the data and results empirically support the view that the deep drivers of culture, which distinguish one group of people from another, are impacted by universally accepted global trends. The results support the view that nationality is being threatened and replaced by a global culture. Globalization and assimilation act as the eraser and education is the transposer.

Smith (1991) argued that nationalism does not depict a nation that requires all members to be alike, but members should share a sense of belonging and loyalty to the nation. The ten culture general dimensions parallel the results of this study in discussing culture, values, norms identity, and nationalism: (a) the sense of self and space prior to entering the transitional space, (b) the obvious adaptation or shift in communication and language, (c) the mode of dress and appearance, (d) a change in taste for food and feeding habits, (e) the behavior pertaining to time and time consciousness, that is, whether there is the existence of stress or anxiety when participating, (f) the power and control element within the relationships, (g) impact and influences on values and norms, (h) beliefs and attitudes, (i) learning or reprogramming of the mind, for example the capability to reinvent and introduce new dance repertoire in addition to dancing to the beat of the tassa and steel drum, and (j) work habits and practices are influenced by the imported global culture.

The Hofstede Center, with its mission and strategy for culture and change, promotes a global centric aspect of the phenomenon of national culture supported by the modern technology of the Internet including mobile applications. On the Hofstede's Center's website, one can select a home country and explore the lens of culture through a 6D model. In Hofstede's (2001) six dimensional model, Trinidad and Tobago scored the highest in indulgence at 80%, and lowest on individualism at 6%. Based on Hofstede's interpretation, an indulgent society tends to show less restraint to control their desires and impulses (Hofstede, Hofstede, & Minkov, 2010). Based on Hofstede's (2001) evaluation of Trinidad and Tobago, it can be interpreted that since society operates under a weak control of restraint and under a high degree of indulgence, the tendency towards assimilation is greater.

Students were asked to describe their interactions with international business managers. They were asked to focus on communication, participation, identity, and feelings of self-worth. Forty-one percent of respondents described their relationship with international business managers as acceptance. Acceptance is when one's own culture is experienced as just one of a number of equally complex worldviews. Forty-three percent thought the relationship was integrated. Integrated means one's experience of self is expanded to include the movement in and out of different cultural worldviews. The two factors of acceptance and integration are on the higher end of the intercultural development inventory developed by Hammer et al. (2003). The results demonstrated the willingness of the respondents to accept, integrate, and assimilate. These results support the point made by Parekh (2008) that citizenship has both a national and global dimension; thus, citizenship should be perceived as globally oriented and striving for a shared and inclusive sense of belonging at both a community and a national level, thereby creating a globally oriented citizenship. Parekh (2008) contended that in light of a globalized world, identity must be examined using three elements. The first is personal identity, involving self-consciousness and subjectivity, or what makes us different from others. The second is social identity or the relations of power and normativity for what make us different from other groups. The third and final element is human or global identity, which is what we share as human beings and what makes us different from the rest of the world.

The results of this study clearly highlight the paradoxical existence of self within the social construct of Trinidad and Tobago. Respondents agreed that assimilation into another culture had a negative impact on culture, but they also agreed the factors of globalization had a positive effect on culture. Some proponents of global leadership such as Beechler and Baltzley (2008), Gupta and Govindarajan (2002), and Osland, Bird, Mendenhall, and Osland (2006) agreed that if business managers are not willing to adopt a global mindset to deal with the "mind-bending levels of ambiguity and complexities which exists

across political, social and cultural boundaries, they will become extinct on the road to globalization” (Beechler & Baltzley, 2008, p. 43).

The results of this study confirmed Trinidad and Tobago and the islands of the English-speaking Caribbean are affected by hegemonic globalization, which threatens national culture. The global voice of culture and the globalization of management are slowly eroding the dimensions of Caribbean culture. One of the pitfalls of globalization experienced by Trinidad and Tobago, as well as other developing nations, is the hegemonic state of dominance or power and control exerted by multinational corporations as local businesses implement the policies and plans giving rise to standardization and ultimately promoting a global type culture. It is important to give voice to the culture being erased by the subtle hand of globalization. Hofstede (1980) stated that each civilization has its own unique way of managing and doing things, but this uniqueness is disappearing, and the way business is conducted has changed. Once culture is erased, there is no way back.

The challenge going forward will be to make international business managers aware of the dilemma faced by Caribbean business managers when interacting with local managers. Expatriates and international managers participate in cultural sensitivity and cross-cultural training, but in most cases the training may not be aware of the hidden and deeply buried facets of national culture embedded in the hearts of the local manager. This level of cultural sensitivity takes time to grasp; unfortunately, in most instances the international business manager flies into the home country, conducts meetings all day, then leaves the following morning without the opportunity to evaluate his effectiveness with respect to interaction with the local managers. His or her reports to his or her home country usually focus on financial transactions rather than human transactions.

A global-type culture combined with global interactions promotes an impersonal business atmosphere, which is an atmosphere that does not allow time for exploring or appreciating each other’s culture or uniqueness. Researchers on global culture emphasize intercultural sensitivity as one of the characteristics for the global manager (Cohen, 2010; Gerhart & Fang, 2005) but economically the business focus is driven by time and money. More research is necessary to determine if Trinidad and Tobago, and other islands in the English-speaking Caribbean, are suffering the effects of culture erasure due to globalization and assimilation as discussed by anthropologists and sociologists such as Hofstede (1980), Trompenaars and Hampden-Turner (1993), and Schein (1996b).

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