Human capital management: Asian studies and generation Y’s value of human security and international business ethics in their career development

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‘You have to believe in yourself.’ - Sun Tzu

A thesis submitted as partial fulfilment of the degree of Doctor of Business Administration, Southern Cross University

7 August 2010
Certification

I certify that the substance of this research thesis has not already been submitted for any degree and is not being currently submitted for any other degree.

I also certify that to the best of my knowledge any help received in preparing this research thesis, and all sources used, have been acknowledged in this thesis.

Bernice Ly

7 August 2010
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Abstract

This Doctor of Business Administration (DBA) thesis is aimed at contributing to the body of knowledge concerning generation Y undergraduate students studying an Asian studies degree and their career expectations. The research will highlight differences and similarities of these students’ interpretation of human security and international business concepts and their ideas on the level of relevancy these concepts impact on international business operations in Asia. By understanding the ideologies of a proportion of generation Y undergraduate students who are interested in Asia and potentially a career involving Asia, international businesses can better understand the needs of potential employees and their values.

The research topic investigates the importance of human security and international business ethics to generation Y’s career development, with specific references to careers in the Asian region. This is an important area of study as international businesses require effective and efficient human resource management techniques to ensure business sustainability.

A survey was conducted in the Australian National University (ANU)’s Asian studies faculty to capture the ideologies of current undergraduate students studying an Asian studies degree. A mixed research approach utilising qualitative and quantitative methods was used to ensure that the quantifiable responses were further justified by the participant’s qualitative statements.

The survey results highlighted the importance of human security and international business ethics concepts in contributing to the operations of international businesses in Asia. This is because the findings highlighted the need for international businesses to contribute to the local community to ensure sustainability and to be an ‘employer of choice’ for generation Y employees.

The research problem was addressed with the survey summarising that most undergraduate students who participated in the survey wanted an international career that involved conducting business with or in Asia. In determining their future career, the survey participants indicated that they highly value international business ethics and view human security as necessary to achieving equality between international businesses and development in Asia. The survey results highlighted that the need for business
sustainability and accountability is a requirement to attracting those who are passionate about Asian society cultures and global advancement.

This research provides unique insight into business and international sustainability and contributes to knowledge by highlighting the opinions of a specific group of students specialising in a specific field of study and sharing similar discourses. However, the study of Asian societies offered by ANU’s Asian studies faculty contains courses specialising in many regions of Asia, hence, the Asian regions identified by the participants in the survey was broad. Therefore, further research should be conducted for specific regions in Asia so that specific research findings can be evaluated for individual regions to ensure in-depth understanding of this research area.
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<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABS</td>
<td>Australian Bureau of Statistics</td>
</tr>
<tr>
<td>AFP</td>
<td>Australian Foreign Policy</td>
</tr>
<tr>
<td>ANU</td>
<td>The Australian National University</td>
</tr>
<tr>
<td>AQF</td>
<td>Australian Qualifications Framework</td>
</tr>
<tr>
<td>ASEAN</td>
<td>Association of South East Asian Nations</td>
</tr>
<tr>
<td>Ausaid</td>
<td>Australian Aid Agency for International Development</td>
</tr>
<tr>
<td>BEI</td>
<td>Business Ethics Index</td>
</tr>
<tr>
<td>CFO(s)</td>
<td>Chief Financial Officer(s)</td>
</tr>
<tr>
<td>CPA</td>
<td>Certified Practising Accountant</td>
</tr>
<tr>
<td>DBA</td>
<td>Doctor of Business Administration</td>
</tr>
<tr>
<td>DDI</td>
<td>Development Dimensions International</td>
</tr>
<tr>
<td>DEEWR</td>
<td>Department of Education, Employment and Workplace Relations</td>
</tr>
<tr>
<td>DFAT</td>
<td>Department of Foreign Affairs and Trade</td>
</tr>
<tr>
<td>GDP</td>
<td>Goods Domestic Product</td>
</tr>
<tr>
<td>HR(M)</td>
<td>Human Resource (Management)</td>
</tr>
<tr>
<td>MBA</td>
<td>Master of Business Administration</td>
</tr>
<tr>
<td>NGO(s)</td>
<td>Non-Government Organisation(s)</td>
</tr>
<tr>
<td>OECD</td>
<td>Organisation for Economic Co-operation and Development</td>
</tr>
<tr>
<td>PRC China</td>
<td>People's Republic of China</td>
</tr>
<tr>
<td>UN(DP)</td>
<td>United Nations (Development Programme)</td>
</tr>
<tr>
<td>UNE</td>
<td>University of New England</td>
</tr>
<tr>
<td>US(A)</td>
<td>United States (of America)</td>
</tr>
<tr>
<td>UWA</td>
<td>University of Western Australia</td>
</tr>
<tr>
<td>SCU</td>
<td>Southern Cross University</td>
</tr>
<tr>
<td>SHRM</td>
<td>Society for Human Resource Management</td>
</tr>
<tr>
<td>WTO</td>
<td>World Trade Organisation</td>
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</tbody>
</table>
1.1 Overview

This DBA thesis presents research results on the importance of international relations concepts and international business ethics whilst understanding the values of a selected group of potential employees for international businesses in Asia. The DBA thesis also provides an overview of the international environment and the impact of international business operations on Asian nations.

1.1.1 Thesis aim

The research has been designed with four key study focus areas (Figure 1.1) (page 8) and a clear framework (Figure 1.2) (page 11) to ensure direction and structure. The aim of the research is to contribute to knowledge in international relations, international business ethics and insight into some generation Y discourses. It has been acknowledged that the research contains different fields of study that when combined provides an insight into the area of career development and discourse of generation Y students studying an undergraduate Asian studies degree and how this impacts on the international relations environment.

An overview of the concepts in the parent disciplines - human security, international business ethics, generation Y characteristics and undergraduate Asian studies degrees - are presented in the thesis. In defining these concepts, a literature review was undertaken to ensure different perspectives of academics and industry specialists were incorporated into the thesis. These concepts will then be incorporated into a survey that aims to provide an indication of generation Y career values and how university studies provide the basis of knowledge and skills for these generation Y students’ career.
1.1.1.1 Chapter objectives and structure

Chapter 1 presents an overview of the research - a preliminary literature review; research objectives and problems; methodology; definitions; scope and thesis structure. Background to the research serves as a foundation for the preliminary literature review and will introduce different ideologies linked to the parent disciplines of human security, international business ethics, undergraduate Asian studies degrees and generation Y aspirations and values regarding their career development. This includes a literature review of the parent disciplines and the immediate discipline of the DBA research with terminology definitions that are standardised in this research. Furthermore, the literature review will also identify the research problem and subsequent questions, literature gaps and research issues related to the topic and provide research justification. The research overview will state the chosen research methodology and provide an outline of the data collection procedures and processes. Delimitations of the research and a research findings summary are also presented. A final section will present a conclusion for this chapter.

1.1.2 Preliminary literature review

The preliminary literature review will focus on four key disciplines for the DBA research topic. The research will investigate the importance of human security and international business ethics to generation Y’s career development, with specific references to careers in the Asian region.

The importance of human security and international business ethics to generation Y’s career development is applicable in the era of globalisation due to the development of international business and differing styles of human resource management. For example, ‘a characteristic of generation Y includes being technologically savvy’ (Patterson 2007, p. 1), hence, being increasingly aware of global issues. Neely states ‘in looking at future generations, like the emerging generation Y, we must not forget that each generation is an expression of the social, political, and economic world in which they were raised’ (2008, p. 1). Human security is a concept that was defined by the United Nations Development Programme (UNDP) in 1994. This concept reflects thinking globally in regards to ‘limiting the power of nation states and focusing on the security of individuals’ (United Nations Development Programme 1994, p. 1). Similarly, due to the decrease of geographical barriers and increased interactions and understanding between cultures, international business ethics is important to the long term sustainability of global industry.
Generation Y’s knowledge about global issues, human security and international business ethics are key issues that affect the development of nations, especially in regions where the development of economies are increasing. This DBA thesis aims to highlight the key issues in human security and international business ethics concepts and to ascertain the level of these concepts in generation Y’s career development. This will involve examination of four discipline areas.

The key disciplines have been identified as:

Parent discipline 1 – Importance of human security in the era of globalisation
Parent discipline 2 – International business ethics management and globalisation
Parent discipline 3 – Importance of undergraduate Asian studies degrees
Parent discipline 4 – Generation Y students’ values and career aspirations

Each discipline will be reviewed in Chapter 2 to demonstrate relevance for this research and links between disciplines will be discussed throughout the research.

1.1.2.1 Parent discipline 1 (Human security in Asia)

Human security (parent discipline 1) and international business ethics in Asia (parent discipline 2) have been identified as relevant to this research and contributes to further understanding the international environment. The concept and impact of human security in Asian communities and regional development also highlights how the activities of international business differ from domestic business management, thus highlighting the relationship between parent discipline 1 and parent discipline 2 of the research. In conducting a preliminary literature review on parent discipline 1, the importance of human security to the developing needs of a nation, but also to the security and growth of international businesses is emphasized. For example, in Peng’s article investigating major issues for international business, the author states the ‘strategic focus of international businesses has changed in the post-war era’ (Peng 2004, p. 101). The author argues that this is because ‘international business’s boundaries should remain reasonably open’ (Peng 2004, p. 105). In defining a relationship between human security and the importance of this concept to international business ethics in the era of globalisation, human security has been a modern international relations ideology that is reflective of a global society. Similarly, Paris states in his article that ‘Canada and Norway are two nations that have been heavy promoters of the human security concept’ (2001, p. 87). Although the article recognises that human security concept is gaining popularity,
especially with Western nations, the article also argues that human security is an ‘expansive and vague term’ (Paris 2001, p. 88). Human security is a broad term that is applicable to international business ethics as these activities affect development and human security in local communities.

This thesis aims to investigate human security by researching how international business activities impact on human security in Asia. As mentioned (page 2), the ‘concept of human security was originally defined by the United Nations Development’s Report’ (United Nations Development Programme 1994, p. 1). The preliminary literature review will analyse UNDP’s definition and apply this broad definition to the international business field of study. The UNDP defines ‘six key areas representing the concept of human security’ (United Nations Development Programme 1994, p. 1). These are ‘investing in humans as opposed to arms; peace; achieving a clear United Nations (UN) mandate; development cooperation; human development and establishing an Economic Security Council’ (United Nations Development Programme 1994, p. 1). Within these themes, although some of the actions will be dependent on the agreement and action of nation states, however, in the era of globalisation, themes resulting from human security can arguably be adapted to elements needed to ensure corporate responsibility from international businesses strategies. For example, human development and investing in humans are activities that can be related to international business activities as local communities are often impacted by new innovation and foreign investment into a region. Therefore, this parent discipline is related to parent discipline 2 regarding international business ethics. This parent discipline will assist in understanding global ethics within the context of a business for this research.

1.1.2.2 Parent discipline 2 (International business ethics in Asia)

Parent discipline 2 involves the analysis of international business ethics. A review will be conducted of ethics and management of international business activities. Ethics is argued to be important by Wicks and Freeman in their article, ‘given the discourse of organisation and human behaviour’ (1998, p. 124). Wicks’s and Freeman’s report states that ‘ethics is a fundamental element to the actions and reactions by humans’ (1998, p. 124); therefore, understanding and managing collective ethical beliefs in an international business, contributes to cohesion and increases staff value of work and organisation. Parent discipline 2 is investigated in this research due to its relevance in the era of globalisation, especially in the Asian region.
The concept regarding globalisation is contentious depending on the application of the definition to an issue. Theories resulting from those who have analysed globalisation from the perspective of international businesses have commented on the impact of increased trade and exchange of cultures. Friedman argues that ‘globalized trade, outsourcing, supply-chaining, and political forces have changed the world permanently, for both better and worse’ (2008, p. 49). Therefore, parent discipline 2 involving the research of international business ethics ensures an international business management focus that will have an impact on the level of human security in the local community. This is particularly relevant to parent discipline 1 regarding the importance of human security in the era of globalisation. In Tuan’s article, the author highlights the importance of human security and interaction from a nation state perspective. The author states ‘culture is the human answer to the world’s disjunctions, connectedness and indifference’ (Tuan 1995, p. 233). Therefore, human security incorporating identity, results in a community discourse being adopted by those who choose to participate in the community.

In relating human security concepts of identity and culture to international business in Asia, human security plays a pivotal role in providing potential governance to international business ethics due to these elements often determining the success of a foreign business. Graeber investigates the concept of environmental security. The author concludes that ‘environmental security is part of a new paradigm approach to identifying security in the post second world war era’ (1996, p. 106). ‘Increasingly, security is being defined as security of individuals’ (Graeber 1996, p. 106). This article highlighted the ‘need to consider human security in all activities’ (Graeber 1996, p. 111). In applying this perspective and application of human security to international business and international business ethics, the need for the welfare of humans both in regards to employees of the organisation and stakeholders will need to be considered. As this research proposes to analyse business activities and generation Y students’ career development with an international perspectives, parent discipline 1 and parent discipline 2 are key concepts relating to current international relations concerning business and human activities.

1.1.2.3 Parent discipline 3 (Importance of Asian studies degrees)

Parent discipline 3 is related to providing a justification for choosing to investigate the ideologies of undergraduate generation Y students studying an undergraduate Asian studies degree at the Australian National University (ANU). The research aims to investigate the broad category of generation Y and their values of human security (parent discipline 1) and international business ethics (parent discipline 2) in relation to their
career development. Parent discipline 3 has been chosen and incorporated into the literature research because of its relevance in understanding the knowledge and values that generation Y have regarding these two concepts and to highlight the importance of undergraduate Asian studies degrees. It is proposed in the research that only students studying specific undergraduate Asian studies degrees at ANU’s Asian studies faculty be included in the study. The undergraduate Asian studies degree parent discipline further assists in ensuring that there is a common variable to the student group being surveyed. For example, it is recognised that many Arts and Business faculties in Australian universities such as the University of Melbourne ‘offer students studying a Bachelor of Arts or Business opportunities to specialise in Asian studies’ (University of Melbourne 2008, p. 1). However, few universities offer specialist undergraduate Asian studies degrees. The ANU is one of the few universities that have a dedicated Asian studies faculty. ANU’s Asian studies faculty ‘teach more languages to the level of a major than any other university in Australia’ (Australian National University 2008, p. 1), thus highlighting the level of undergraduate specialisation that is available at certain Australian universities compared to those universities that are offering Asian studies degrees as a major in an undergraduate Arts or Business degree.

The relevance of focussing on a group of undergraduate generation Y students studying an undergraduate Asian studies degree offered at ANU and the incorporation of these statistics into the research are to ensure that attitudes to human security and international business ethics are developed to ensure a group of students with uniform academic backgrounds. As this research topic focuses broadly on human resource management, human security and international business in Asia, the evaluation and analysis of Asian studies degree curriculum offerings is important to understanding the discourse of students who specialise in this field of study.

1.1.2.4 Parent discipline 4 (Generation Y values and characteristics)

Parent discipline 4 involves research into generation Y values and characteristics. ‘Generation Y is a term that is often used to categorise individuals born between the early 1980s and the early 1990s’ (McCrindle 2008, p. 1). Generation Y is often described as a group with a career focus, however, having high expectations of their employers. For example, ‘a recent APM Training Institute survey found most workers aged 18 to 29 expected travel opportunities, further training and social events as part of their employment packages’ (Patterson 2007, p. 1). The significance of generation Y to this research is that the generation Y cohort has often been described as exhibiting
characteristics reflective of their environment. For example, ‘generation Y individuals are often stereotyped as being technologically ‘savvy’ and large consumers of the latest technological devices’ (Patterson 2007, p. 1). The significance of generation Y in the labour market ensures that study in this field of human resource management and development remains pivotal.

Concerns regarding generation Y have been raised by recruitment specialists who are concerned with potential conflict of ideologies in the workplace. For example, concerns such as ‘Generation Y expect perks like higher salaries, constant challenges and a changing and diverse workplace environment. This has been caused by a range of societal factors including the skills shortage and their backgrounds’ (Select Appointments 2008, p. 1). These concerns have been raised due to ‘human resource management practitioners being concerned about potential conflicts between generation Y and generation X workers due to differences in ideologies and workplace ethics’ (Select Appointments 2008, p. 1). Generation Y have also been described to be ‘strongly socially aware and interested in world events’ (Patterson 2007, p. 1). The ideologies of generation Y students studying an undergraduate Asian studies degree at an Australian university is relevant to this research because the research will address literature gaps regarding the characteristics and career values of generation Y and how these discourses relate to human security and international business in a global context.

Figure 1.1 (page 8) illustrates the main areas of focus for the research. The topics external to the diagram identify the main parent disciplines of research, whilst the topics in the diagram shows the specific areas of study within the main parent discipline that will be investigated. The diagram also illustrates how the main areas of study are related. These four main areas will then be incorporated into a survey, which will involve undergraduate generation Y students studying an undergraduate Asian studies degree at ANU participating in a survey and contributing to addressing the research problem.
1.1.3 Research objectives, outline, problem and questions

The following five sections in this research deal with objectives, thesis outline, research problem and questions, with justification for the research.
1.1.3.1 Research objectives

There are three main objectives for the proposed research.

1) To investigate the importance of human security and international business ethics in an era of globalisation.

Current literature including work by Dear has generally focused on defining human security. For example, Dear acknowledges that ‘there would be few who would dispute the claim that contemporary human geography is a maze of diverse interests’ (1988, p. 262). The author states that ‘geography is a contentious topic due to this diverse field of study’ (Dear 1988, p. 264). As this becomes clear from the central argument of the article, ‘human security encompasses many concepts ranging from culture and taking into consideration physical geographic barriers’ (Dear 1988, p. 264). This research proposes to contribute to further understanding human security from economic development perspectives, taking into account literature such as Dear and attempting to narrow the definition of human security and applying this to contemporary issues in the global era.

2) To highlight the importance of undergraduate Asian studies degrees and provide justification for utilising generation Y students studying an undergraduate Asian studies degree at ANU’s Asian studies faculty as a basis for this research.

‘ANU’s Asian studies faculty has established new undergraduate Asian studies degrees in 2009 to focus on ‘contextual studies’ (Australian National University 2008, p. 1). Students in ANU’s Asian studies faculty will be used in a case study to further provide information regarding defining the importance of human security and international business ethics concepts in Asia. This will allow a deeper understanding into the interests of students who are studying this undergraduate degree, and also of the knowledge gained from studying the specific undergraduate Asian studies degree topics.
3) To evaluate the impact of human security and international business ethics concepts taught within undergraduate Asian studies degrees on the career aspirations of Generation Y university students.

Generation Y is an emerging classification of an age group that is entering the workforce. Jones has described the generation Y group as ‘far from being civically oriented, young people born after 1982 are the most narcissistic generation in recent history’ (Jones 2008, p. 1). Much literature such as the article by Clement Jones have indicated that generation Y’s main characteristics are that ‘although these workers are often educated, if not highly educated, the demand for workplace conditions and a rewarding career are also common traits’ (Jones 2008, p. 1). Therefore, the research proposes to evaluate generation Y’s value of human security and international business ethics concepts in relation to their career development and this will contribute to the human resource management body of knowledge. The findings from this research will assist and contribute to further understanding generation Y people who have shown a keen interest in Asian studies by studying undergraduate Asian studies degrees at Australian universities.

1.1.3.2 Research structure and sequence

This thesis encompasses four main study areas: international business ethics, human security, Asian studies and generation Y values from a human resource perspective. Research evaluated generation Y’s values and the extent human security and international business ethics in relation to their career development. The structure of the DBA research is outlined in Figure 1.2 (page 11), and the structure also summarises the research sequence to provide a clear outline of the content that this writing presents.

These concepts will be analysed from the perspective of undergraduate university students who are studying courses that teach human security and international business ethics as part of their Asian studies. Undergraduate Asian studies degrees were chosen due to the specialist courses that are offered in the degree. ANU’s Asian studies faculty have been chosen to be used to undertake a survey for the purposes of this research due to the range and specialisation of Asian studies course offerings available.
Figure 1.2 – Structure of DBA thesis research

- Scoping of the thesis and evaluation regarding the feasibility of the topic
- Analysis of current literature relating to research topic and identification of knowledge gaps
- Justification of research report and ethics application
- Identification and justification of research methodology and finalisation of questionnaire
- Data analysis of questionnaire results and reflection of how this contributes to knowledge in the field of study
- Preparation of research thesis
- Introduction
- Preliminary Literature Review
- Justification of Research – DBA thesis
- Research Methodology and scoping of questionnaire
- Analysis of questionnaire results
- Write-up of DBA Thesis

Source: Prepared for this research
1.1.3.3 Research problem

The research problem is to examine the importance of generation Y's values of human security and international business ethics for their career development and the impact of Asian studies on student knowledge of human security and international business ethics.

1.1.3.4 Research questions

Arising from the research problem are six research questions:

1) What is human security and why is it important in an era of globalisation?
2) How is human security relevant in the field of international business and why do international businesses take notice of the concept of human security?
3) What is international business ethics and what can be learnt from this concept in the era of globalisation?
4) How does international business ethics relate to human security in Asia?
5) The importance of undergraduate Asian studies degrees in understanding human security and international business ethics?
6) How do undergraduate generation Y students enrolled in Asian studies degrees value human security and international business concepts and how does this value impact on their career development?

1.1.3.5 Research focus 1 - Human security concepts and international business ethics ideologies expressed by undergraduate students studying Asian studies degrees

Research focus 1 of the DBA thesis will be investigating human security concepts and international business ethics ideologies expressed by undergraduate students studying Asian studies degrees. A questionnaire regarding the course curriculum and the level of exposure of human security concepts and international business ethics theories and case studies will be incorporated into the survey questionnaire and data collection of the DBA thesis.

1.1.3.6 Research focus 2 – Expectations and career values of generation Y students

Research focus 2 of the DBA thesis will investigate the expectations and career values of generation Y students. Research focus 2 results from the preliminary literature review of
generation Y characteristics in the workforce and the career values of generation Y students studying an Asian program offered in Australia. Research focus 2 questions will be into the DBA survey. The questionnaire will aim to ascertain the aspirations of individual students after graduation of the Bachelor of Asian studies degree, whether the students are enrolled in a combined degree and the career values of individuals.

1.1.3.7 Justification for research

The data collection for this research involves provides a specific insight to the concepts of human security and international business ethics in Asia. This research is justified due to a gap that has been identified in current literature. The parent disciplines of human security and international business ethics focus mainly on defining the values and the effect that these concepts have on various regions. Although there is much literature regarding human security and international business ethics in Asia, the literature gap identified shows previous research does not investigate these issues as views of generation Y students. Grant and Nijman highlights in their research, ‘historical changes in the United States of America (USA) and Japanese foreign aid assistance to the Asia-Pacific region’ (1997, p. 32). The article states that ‘foreign aid now is unlike the earlier ideological and humanitarian debates as these new aid discussions focuses on long-term strategies’ (Grant and Nijman 1997, p. 32). In analysing the ideological changes in foreign aid to the Asia-Pacific region, these ideological changes highlight different ways of thinking in the era of globalisation and increased awareness of human security. Therefore, understanding generation Y’s values and career aspirations, especially students who are studying undergraduate degrees that are specifically focussed on these topics, contributes to new ways of thinking in regards to these concepts. This research also has the potential to assist international businesses in their way of thinking which enables them to strategically market their international business to attract, retain and develop potential generation Y employees.

The success of international businesses largely depends on business activities such as appropriate research of strategies in relation to business services and organisational management. Although ‘consumer and product loyalty is pivotal to the success of international business, human resource management include marketing strategies to recruit, retain and develop staff and these are also important to the long-term success of an international business’ (Amit and Zott 2001, p. 493). Furthermore, in Amit and Zott’s article regarding ‘value creation in e-business’, the authors argue in their research that ‘this is a new area and that the purpose of their paper is to contribute to the theoretical
gap’ (2001, p. 493). The authors were stating this not because there is no literature on E-business, but the authors stated that ‘in the era of emerging technology and globalisation, the topic matter evolves quickly’ (Amit and Zott 2001, p. 493). In applying the importance of globalisation to international business and human security in Asia, it can be seen that as the rate of business activities such as e-businesses quickens, so does the need for increased awareness regarding ethical management of these businesses and sound knowledge on how international businesses impact on human security. By ascertaining these values and learning outcomes from generation Y students who are studying an undergraduate Asian studies degree at an Australian university, methods in recruiting these students and further encouraging new ideas into the workforce can be utilised to maximise human resource development and management. This is particularly relevant for ‘international business human resource management, where many students studying these undergraduate degrees would like to work after graduation’ (Australian National University 2008, p. 1). In summary a by-product of this research is the emerging trend of ensuring that human resource managers understand the ideologies of a sample proportion of generation Y students who are interested in Asian studies.

1.1.4 Research methodology

A mixed research methodology has been chosen for the design of the survey to assist in addressing the research problem. The research will have a strong qualitative focus with quantitative data to assist in further supporting the responses provided. The research aims to provide an analysis of different views and knowledge regarding human security and international business ethics concepts. An in-depth literature review will be conducted, and using the knowledge gained, a paper-based survey will be designed asking for undergraduate generation Y students (over the age of 18 years and under the age of 28 years) enrolled in the Asian studies faculty at ANU to participate.

The survey methodology will provide in-depth knowledge gained by students from the course curriculum offerings in undergraduate Asian studies degrees at ANU. An advantage of conducting the survey at ANU is that ‘ANU’s Asian studies faculty offer a greater variety of Asian languages than any other universities’ (Australian National University 2008, p. 1). This will ensure a diverse mix of languages and Asian cognitive majors being learnt at ANU. The results will be measured both using qualitative and quantitative methodologies to ensure that the opinions of students are reflected in both numerical measures as well as having comments to support quantitative findings. As Davis states in his publication regarding research design and analytical procedures,
‘potential sources of error can include planning errors as well as collection errors’ (Davis 2005, p. 136). Therefore, a questionnaire that has both qualitative and quantitative questions will reduce the risk of interpretation error as well as data collection error. Furthermore, ongoing planning will be conducted throughout the process of the literature review to reduce planning errors and to ensure that the questionnaire reflects the objectives of the research.

In determining the quantitative sampling methodology, to limit bias, it is aimed for the questionnaire to be distributed to students currently enrolled in an undergraduate Asian studies degree at ANU. This will ensure that all students eligible to participate will have the opportunity to participate. The questionnaire will be distributed during a mid-term break, when the ANU also has a questionnaire that it distributes to students during classes to ascertain their university experience during the term. It is proposed that the questionnaire will be distributed at the same time, with the permission of ANU.

The questionnaire will be designed to allow comments. In analysing these comments using quantitative methodologies, further research will be conducted to ensure that there is context and understanding in the analysis and interpretation of the student’s comments. As stated by Neuman, a benefit of using qualitative research methodology is to ‘construct social reality and cultural meaning’ (Neuman 2006, p. 13). As the concepts of international business ethics and human security and their significance may vary depending on the context of the situation or a particular Asian region, by incorporating questions requiring a qualitative response allows the student to fully explain his or her response. By incorporating a balance of qualitative and quantitative measures in the questionnaire, the data collect will ensure more accurate results and ‘limit interpretation errors’ (Davis 2005, p. 136).

Research methodology and justification of data collection will be further explained in chapter 4 of the thesis.

1.1.5 Definition of terms

Asian studies degrees: Degrees which are defined as ‘specialist undergraduate degrees that are offered by an Australian university leading to an award of a Bachelor of Asian studies or an undergraduate degree offered by an Australian university leading to an award by an Asian studies faculty’ (Australian National University 2008, p. 1). For example, ANU’s Asian studies faculty has a Bachelor of Asia-Pacific Studies (formally
known as the Bachelor of Asian studies), however, it has other specialist ‘Asian programs’ such as the Bachelor of Security Analysis (Asia-Pacific), although not Asian studies, ‘the context of the courses are specific to Asian nations’ (Australian National University 2008, p. 1).

**Generation Y**: The definition of Generation Y varies; however, ‘the general consensus is that Generation Y refers to those born between the year 1980 and 2000’ (Hatfeild 2002, p. 73). For the purpose of this research, Generation Y students will be classified as those between the ages of 18 to 28 in 2008.

**Generation X**: This research will focus on Generation Y career values and development, however, brief comparisons between career aspirations and development between Generation X and Y will be made. Generation X is defined as ‘those aged between 28 and 43 in 2008’ (O’Brien 2008, p. 1).

**Human security**: ‘Human security encompasses a broad area of research relating to human conditions, threats and human development’ (United Nations Development Programme 1994, p. 1). For the purposes of this research, the thesis will focus on investigating human security from an economic development and community economic security perspective.

**International business ethics**: International business ethics relates to the conduct of business whilst operating overseas. Although this definition varies depending on goods and services of the business and the discourse of the organisation, goals and the place in which the international business is conducting its activities, however, main elements can be defined. The Association for International Business Ethics in Hong Kong, which is an organisation known in the Asian region for its interest in international business due to business representation and support, defines ethics as being part of ‘human values such as honesty, integrity, respect and responsibility as being an indispensable part of the proper conduct of business activities’ (Association for International Business Ethics 2008, p. 1). Although there are other interpretations of international business, however, the core values are similar to those that are described by the Association for International Business Ethics in Hong Kong. This concept will be further defined and analysed in the literature review.
Career Development: For the purpose of this research, career development is defined as the skills and values needed for generation Y undergraduate students to advance their chosen career, which may be in an international and business field.

1.1.6 Delimitations of scope

Delimitations of scope that can be found for this research include the low level of enrolment of students in specialist undergraduate Asian studies degrees as opposed to bachelor degrees majoring in Asian studies. As a result, the data collected is very specific and contributes to the delimitation of the scope. Furthermore, the field of human security and international business ethics is very broad, hence, wide research and analysis will be conducted, however; due to the relatively new area of this research, less mainstream ideologies may be marginalised.

Asian studies degrees: The Asians studies degrees evaluated in this research will be specialist undergraduate degrees such as the Bachelor of Asian studies. In the ANU’s Asian studies faculty, degrees such as the Bachelor of Security Analysis (Asia-Pacific) will also be included in the research as they are specialist degrees specialising in Asian studies.

Generation Y: Strict guidelines regarding the age-group will be included in this research as only students who are over 18 years of age and less than 28 years of age will be eligible to participate in the survey. Although the age gap may seem limited, this is to ensure that the research remains ethical and that participants fit into the category of generation Y. In analysing the student population at ANU, ‘most undergraduate students enrolled at ANU are between the age ranges of 18 - 28 years of age’ (Australian National University 2008, p. 1), hence, the survey will include most undergraduate students in the Asian studies faculty.

Human security: The research will investigate the concept from a broad human security perspective. This is to ensure that the human security concept analysed will have strong relations to international relations for the whole of the Asian region.

International business ethics: The research of international business ethics concepts will be investigated regarding the operation and culture of international businesses in Asia. Although it is recognised that international business occurs in developed as well as
developing nations, the emphasis and delimitation of the research will be on developing regions in Asia.

**Career development:** The delimitations of investigating career development in this research is that only a sample portion of generation Y students at ANU’s Asian studies faculty will be surveyed. However, the survey will provide an indication of how these values may contribute to their career development.

**1.1.7 Potential issues with the DBA research**

Issues that need to be considered with the DBA research are highlighted in Table 1.1 below.

![Table 1.1 – Analysis of potential issues with the DBA research](image)

**Potential Issues with the DBA research**

<table>
<thead>
<tr>
<th><strong>Time limitations</strong></th>
<th>The scope of the project has been designed to follow the Southern Cross University (SCU) DBA structure. The time limitation risk is reduced with a DBA timeline and a structured coursework program.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project scope delimitations</strong></td>
<td>Project scope delimitations include the research focussed specifically on analysing generation Y students who are studying an Asian undergraduate degree at the ANU’s Asian studies faculty. This research will not include the career values of any student who is not in the generation Y category or is less than 18 years of age.</td>
</tr>
<tr>
<td><strong>Survey delimitations</strong></td>
<td>A survey is proposed to be conducted with ANU’s Asian studies faculty; however, this research project will not be conducting surveys with international business organisations due to the scope being too wide and not being directly relevant to the research question and aim.</td>
</tr>
</tbody>
</table>

Source: Developed for the purposes of this research
1.1.8 Chapter outlines

The DBA thesis will consist of six chapters, as outlined below.

Chapter 1 (Introduction): The introductory chapter contains an overview of the DBA research and provides justification of the relevancy of the research in the era of globalisation. The introduction provides the reader with an understanding of the aim of the research and the project scope. ‘Project scope management is defined as the processes required to ensure that the project includes all the work required, and only the work required, to complete the project successfully’ (Mathur 2007, p. 1). The outline of the project scope is important to the research as it provides the audience with a clear methodology of the task and an understanding regarding how sources were collected, analysed and evaluated. Chapter 1 provides the layout of the DBA research and relevance of the project in relation to international business management in the global era.

Chapter 2 (Background research): The background research provides a framework for the literature review and the research. The background research investigates the four parent disciplines and defines terminology and concepts within these disciplines. Chapter 2 provides the basis for the research.

Chapter 3 (Literature review for theoretical framework): The literature review analyses the four parent disciplines and evaluates existing debates from literature. The literature review will provide a summary for the audience to understand the topics involved in addressing the key research question. The topics that will be discussed in the literature review include human security, international business ethics, undergraduate Asian studies degrees and generation Y characteristics and their career development. Chapter 3 focuses on establishing a relationship through the literature review findings, between the four parent disciplines. Human security encompasses a broad area of international relations as well as security risks; however, the DBA research focuses on Asian economic human security issues. The human security literature review will investigate the impact of international businesses on local community groups and living standards in Asia. Case studies from developing and developed regions are used to provide comparisons and to gain a deeper understanding of Asia’s economy and its development in the era of globalisation. International business ethics is researched from the perspective of company sustainability and management strategy. The relevance of international business ethics and how these values impact on human security will be
investigated as well as marketing strategies of businesses to promote their services and organisation culture to the local community in Asia. Undergraduate Asian studies degrees and generation Y characteristics will also be researched. This is to ascertain the career aspirations of generation Y students who may be potential employees of international business employers in the future. Findings from the literature review will provide a strong basis for the design of the survey to be conducted at ANU.

Chapter 4 (Methodology): Chapter 4 will justify the research methodology used and will scope the questionnaire that is proposed for students at ANU’s Asian studies faculty. The chosen mixed methodology for the research is qualitative, with quantitative data collected for statistical and supporting purposes. Qualitative research methodologies have been proposed for this research because of the broad scope of human security theories and different interpretations regarding the values and foundations of international business ethics. Chapter 4 will also explain why other methodologies were not used and the relevance of the questions in the questionnaire, to the research problem.

Chapter 5 (Research Findings): Chapter 5 outlines data findings and provides explanation of the quantitative and qualitative data collected. Chapter 5 will include graphs to highlight the sample of students collected and justify the accuracy and limited bias of the data findings. The purpose of this chapter is to provide a detailed summary of the data collected and demonstrate the importance of this data. The results of the data will be used to address the key research question and to provide further evidence regarding generation Y’s values of human security and international business ethics concepts and their career aspirations.

Chapter 6 (Conclusion): Chapter 6 presents a summary of the findings in relation to generation Y attitudes regarding human security and international business ethics concepts. The knowledge gained from the literature review will be compared with the survey findings to ascertain similarities and differences in the four fields of study. Chapter 6 also aims to summarise the findings in the context of international business studies and how the research findings contributes to international business employers understanding human resource development and business management and sustainability. This chapter will also provide a conclusion to the research project.
1.1.9 Conclusion

The DBA research proposal outlined in this chapter informs the audience of the research objectives and aims. The research is proposed to investigate four parent disciplines - international business ethics, human security, undergraduate Asian studies degrees and generation Ys' values for their career development. The focus of the DBA thesis is to provide research results that will increase knowledge of generation Y students' values and their ideologies regarding human security and international business ethics.

Therefore, the overall research problem for the thesis is stated as: What are generation Y’s values of human security and international business ethics towards their career development and how does studying an Asian studies degree assist in increasing students' values? This is a double barrelled research quest to find out generation Y’s values relating to their career development as well as individual values.

This research will not only contribute to the field of knowledge to further understanding human security and international business operations in Asia, but will also assist in further developing generation Y students' who may be potential employees for international businesses or contribute to the development of international relations.
2.1 Overview to background research

This section aims to highlight the importance of the background research relevant to its study – globalisation and Asia, globalisation and Australia, human security, international business ethics, generation Y demographics, human resource management, business management and undergraduate Asian studies degrees in Australia. These study areas will provide the background research and will assist the scoping of the research disciplines and the survey.

2.1.1 Statement of objectives for the chapter

The chapter aims to provide background research regarding generation Y and the relevance of international relations concepts towards their career development. In business management, one of the considerations in business development and sustainability is human capital. Career development opportunities are an ongoing process. An Institute of Management and Administration article providing an evaluation of strategic planning in an organisation’s payroll department is just one example highlighting ‘the need for ongoing development strategies to increase the wellbeing of employees’ (Institute of Management and Administration 2009, p. 1). As a result, managers have been encouraged to ‘analyse, develop and manage their staff’s career by ensuring that there is career planning, development and management’ (Institute of Management and Administration 2009, p. 1). The objectives of the chapter are to provide background information as a basis for further analysis in the research survey.
2.1.2 Thesis research disciplines

These disciplines are human security, international business ethics, generation Y characteristics in the workplace, and the value of undergraduate Asian studies degrees in generation Y’s career development. The background research aims to provide information to define the concepts as well as illustrate the relationships that exist between these concepts. The research focuses on generation Y in the workforce, and aims to analyse those generation Y undergraduate students who are studying an Asian studies degree at ANU’s Asian studies faculty. The thesis aims to provide a survey that identifies these students’ values regarding human security in the global era and international business ethics.

The background research provides an analysis firstly into the importance and practicality of human security concepts in achieving economic and social development in Asian nations. The background research then provides an evaluation of international business ethics and its effectiveness in achieving business sustainability whilst analysing the different ideologies regarding the definition of international business ethics. Generation Y is included in this background research to provide context to the study sample and to evaluate the effectiveness of generational grouping. The background research also questions whether generation Y characteristics are seen to be significantly different from other generation discourses and how this relates to international business and human resource management fields of study. The background research provides an introduction to the parent disciplines to ensure better understanding so that a critical analysis and discussion of the findings from the survey can be compared to current literature from other academics and authors.

2.1.3 Chapter structure

Figure 2.1 (page 25) provides an overview of this background literature review chapter. The chapter is structured to introduce the broader concept of globalisation and how the theory of globalisation impacts on the Asian region.
The literature review then provides the background research to the four parent research disciplines, which are:

- The importance of human security on Asian societies
- International business ethics and the impact on Asian societies
- Generation Y workplace discourses and career aspirations
- The importance of undergraduate Asian studies degrees to understanding Asia

The chapter provides an insight into Asian societies and how international businesses impact on the sustainability of these cultures. The international relations concepts of human security and international business ethics are used to investigate the overall research problem, which is defined as - the importance of generation Y’s values of human security and international business ethics for their career development and the impact of undergraduate Asian studies degrees on the students’ knowledge of human security and international business ethics.
Figure 2.1 – Background research chapter structure

Introduction

2.1

Globalisation and Asia

2.2

Globalisation and Australia

2.3

Human security ideologies in Asia

2.4

International businesses in Asia

2.5

Generation Y and demographics research focus: Australia and Asia

2.6

Human resource management for international businesses

2.8

Generation Y ideologies and values

2.7

Asian studies degrees and the importance of understanding Asia

2.9

Literature Review Conclusion

2.10

Source: Developed for the purpose of this research
2.1.4 Outline of research issues

The theory of human security is a contested concept due to changes in priorities of nation states and the impact of globalisation on trade and cultural exchange. The study of international relations has influenced global foreign policy as well as international business development. Academics such as Jaffrelot highlight ‘the ideology of nationalism as being a key characteristic of nation states’ (2003, p. 5). The author’s article illustrates the importance of nationalism and the role of national identity and how this can impact on the ideological decisions and actions of nation states (Jaffrelot 2003, p. 6). Ken Booth highlights in his publication *Critical Security Studies and World Politics* the challenge of defining security. Booth states that one of the most complex debate in the field of international study is ‘whether to work exclusively to increase the power of our own group against all others (be it family, tribe, nation, empire) or to seek ways by which human society as a whole might live together collectively with more harmony, tolerance, and humanity than in the past’ (2005, p. 1).

International theories such as realist and critical ideologies further reflect the ongoing debate due to differences in arguments regarding the values and ways of thinking that nation states should adopt to contribute globally and develop nationally. Whilst ‘realist ideologies promote the importance of national security in the interest of nations, self-help, statism and survival' (Baylis and Smith 2001, p. 143), international security concepts such as critical security and human security argue that a globalised approach needs to be taken. Critical security theory focuses on ‘emancipation, and, in particular, the human capacities and capabilities appealed to calls for emancipatory action' (Baylis and Smith 2001, p. 216). The idea of critical security ensures that a more global approach is taken as opposed to emphasis on geographical borders and national security. This is similar to human security concept, where one of the core beliefs is that the needs of individuals should be considered to be the forefront of foreign policy and international relations.

The concept of human security has originated from the *United Nations Development Programme’s human development* report in 1994. The report states human security as ‘...safety from such chronic threats as hunger, disease and repression and; protection from sudden and hurtful disruptions in the patterns of daily lives, whether in homes, jobs or communities’ (United Nations Development Programme 1994, p. 23). In determining the relevance and application of human security in international relations, although human security is concerned with the needs of individuals, the human security concept can also be found in the development and governance of foreign policy. For example,
Debiel and Werthes argue that ‘human security is increasingly shaping foreign policy agendas’ (2006, p. 9). Therefore, in defining human security, although the concept is aimed at limiting the nationalistic view of limiting security policies and peacekeeping strategies to the geographical borders of nations, however, research issues of human security theories include the breadthness of the concept, encompassing individual security matters.

Research issues relating to international business ethics concepts include ensuring that the definition used is broad enough to ensure that differing ideologies are investigated and that the definition is applicable to the Asia region. The International Business Ethics Institute defines international business ethics as ‘fostering global business practices that promote equitable economic development, resource sustainability and just forms of government’ (2008, p. 1). Similarly, the Journal of International Business Studies state that ‘one of the main considerations that international businesses have to consider is differing ideologies as well as regional politics’ (Hofstede, G. et al 2002, p. 787). The article explains that ‘the corporate governance of international businesses is different to businesses that operate only in one nation’ (Hofstede, G. et al 2002, p. 787). This not only highlights the differences between domestic and international businesses, but also the need to have a different set of corporate governance to take into consideration global ethics. Therefore, the concept of international business ethics and defining this concept to ensure that all ideologies are investigated will be one of the research issues that will need to be addressed in the literature review.

Generational characteristics are a method of attempting to define the discourse of an age group. Generational characteristics can be used as a tool for recruitment and human resource management sectors to ascertain career development opportunities and workforce planning for businesses. Although the grouping of generational characteristics is contentious and dependent on the cultural dynamics of differing nations, however, literature review has illustrated distinguishing characteristics of various generational classifications. For example, Hira uses cases studies of organisations such as KPMG and PricewaterhouseCoopers in her article highlighting the value of understanding the different ideologies of generations (2007, p. 38). Hira states ‘At PricewaterhouseCoopers, employees with as little as three years experience can apply to spend up to two years in an international assignment - considered a key component to resume building’ (2007, p. 38).
Similarly, Wilcox’s article investigates the relationship between human resource management and corporate social responsibility (2006, p. 185). The modern ideology of connecting human resource management acumen with corporate social responsibility highlights the need for organisations to take a macro approach when determining long term management strategies for the business. The article states ‘the complex nature of global corporate operations and financial activity can serve to concentrate the power of many corporations, with their economic reach extending well beyond their nature of origin’ (Wilcox 2006, p. 185). Wilcox states in her article that one of the reasons corporate social responsibility issues are linked to businesses is due to ‘the increase in power amongst market-oriented political and regulatory agenda’ (2006, p. 185). The article provides case studies of Australia and how nation states interact globally. By highlighting the power of businesses, the article argues ‘the need for human resource that is supportive of these measures’ (Wilcox 2006, p. 186). Therefore, in identifying research issues for the Generation Y background research, the purpose and importance of strategic human resource management and the relevance of defining employee discourses using generational groupings will need to be analysed and evaluated.

In Australia, ‘there are 38 universities offering a range of undergraduate degrees’ (Australian Education Network 2008, p. 1). Although many Arts faculties at Australian universities offer Asian politics course or cultural studies, few universities offer specialist degrees that specialize in Asian studies. For example, the Faculty of Arts at the University of Melbourne states the importance of studying Asia includes ‘within Asia is a wealth of cultural, historical, religious and political diversity and that students with Asia-knowledge are highly valued in government, in policy analysis, throughout commerce and particularly in the finance and service industries’ (2008, p. 1). The Faculty of Arts at the University of Melbourne places a strong emphasis on the relevance of understanding Asia for personal benefits such as being global citizens as well as community benefits. This is because ‘since 2001 the strategic importance of Asia to Australia and to the world has never been more strongly emphasized’ (University of Melbourne 2008, p. 1). John Fitzgerald states in his article that ‘Australia needs Asia and hence the Australian education system needs more Asian studies’ (2008, p. 1). The article highlights the development of Asia’s economy to Australia to illustrate why Asian studies is important and explains the impact of globalisation in producing a ‘global village’ (Fitzgerald 2008, p. 1).

In evaluating the arguments for why studying Asian studies is important, research issues needing to be addressed in the literature review includes defining Asia. For example, the University of Kentucky’s Asia Centre states ‘Asia is important demographically as 57
percent of the world’s population live in Asia’ (2008, p. 1). The literature review will research the geographical boundaries and cultural discourses of Asia in order to be able to analyse undergraduate studies and to determine whether these studies are classified as Asian studies. In considering the issues needing to be researched in the literature review, the issues outlined includes defining generation Y and highlighting the relevance of generational characteristics to human resource management, as well as analysing Asian studies and its content to define Asia’s geography as well as cultural discourse.

2.2 Research background: globalisation and Asia

This section provides background research about the impact of globalisation in Asia and the relevance of globalisation in the development of Asian societies and international businesses in Asia.

2.2.1 Defining globalisation in Asia

The concept of globalisation is broad, providing a terminology to use when talking about increasing the development of a global society. The contention is not in trying to find what ideologies should be included in trying to define globalisation, but the difficulty of defining globalisation lies in trying to determine the elements needed in the development of a global society. For example, ANZ Chief Economist in 2000 stated ‘...globalisation, is....simply the logical extension of the tendency towards specialisation and trade has been going on almost since mankind first walked on the surface of Earth’ (Eslake 2000, p. 2).

Therefore, regardless of whether globalisation is a new theory or has existed before the contemporary era, most definitions of globalisation refer to the development of nation states and its societies. For example, the Chief Economist of the Australian Trade Commission states that ‘if there is one thing that you can sure of after wading through all the globalisation literature is that education matters’ (Harcourt 2001, p. 2). The Australian Trade Commission’s discussion paper placed an ‘importance on trade and impact of trading between nations as being an outcome of globalisation’ (Harcourt 2001, p. 2). However, the paper recognised the ‘crucial role that human resource has in ensuring the long term sustainability of globalisation’ (Harcourt 2001, p. 2). The paper also highlighted ‘organisational change and management as being a major factor impacting on corporations’ (Harcourt 2001, p. 11). Although globalisation encompasses a broad range of development and changes at the nation state level, globalisation also impacts on
business change management and human resource capital. In defining globalisation in Asia for the literature review, the literature review will be investigating the impact of globalisation from an international business perspective. Therefore, the research will be highlighting the impacts of increasing international business operations in Asia and how this affects the sustainability of Asian societies.

2.2.2 The impact of globalisation on Asian nations

The impact of globalisation to Asian nations is not only evident through economic progress, but also through cultural changes in the region. Major impacts of globalisation resulting from the emergence of international businesses include the need for regional integration. However, as illustrated with case studies such as that between Japan and the rest of Asia, hostilities between nation states still exist due to historical events. Past events impact on regional cohesion. For example, ‘even though memories of World War II are beginning to fade, strong feelings of hostility toward Japan are still found in Asia - feelings that are exacerbated by the hesitancy of the Japanese to use history books in their schools to demonstrate the nature and extent of Japanese aggression’ (Nanto 1990, p. 98).

More recently, regional disparities in Asia such as in India and China have highlighted that current standards of living are important, with the impact of globalisation affecting different lifestyles. For example, Melchoir investigates the income disparity in India between the poorest regions and the richest regions (2010, p. 7). Melchoir’s research reports that ‘along with faster economic growth, India’s post-reform period after 1991 has featured accelerating regional disparities’ (2010, p. 11). This has come from the increased trade in India (Melchoir 2010, p. 13), and highlights the change in a nation, as the development of international businesses generates opportunities; however, this is not equal in all regions within a nation (Melchoir 2010, p. 13).

2.2.3 Globalisation and developed and developing nations in Asia

The measure of globalisation and the effect it has on developed and developing nations in Asia is very subjective and broad, due to differences in Asian nations and the activity of international business in a particular region. For example, research investigating the automotive industry in Taiwan shows that ‘developing nations often nurture the automotive industry as a path to technological and economic development once they reach a certain GDP level’ (Jan and Hsiao 2004, p. 1145). The article explains that
‘business areas that involve capital investments for business developments such as research and development, marketing and production, mean that government of the nation is often required to provide assistance to ensure the success of the business venture’ (Jan and Hsiao 2004, p. 1145). Therefore, in the era of globalisation, governments need to take a proactive approach in determining how globalisation will impact on a nation.

The impact of globalisation on developed and developing nations in Asia is also dependent on the nation’s geographical environment and its politics. Vervoorn highlights in his publication *Reorient - Change in Asian societies* ‘the need to consider other elements in determining a nation’s economic and social development’ (2002, p. 111). The author uses the example where incoming US President Harry Truman declared that ‘economic growth is the key to peace and prosperity’ (Vervoorn 2002, p. 111). Vervoorn further states that Truman announced one way to fight communism was ‘to share with poor nations the Western ‘know-how’ that will enable them to generate wealth of their own’ (2002, p. 111). In analysing this statement, although economic growth is perceived to be important by those in capitalist societies, however, this may have impacts on other elements of a nation, such as the political structure and the encouragement of nations such as those in Asia to adopt a Western economic system in order to prosper from economic progress.

### 2.2.4 Globalisation and international businesses in Asia

Although government policies play an important role in determining the effects of globalisation on communities, corporate governance of international businesses also determines the long term sustainability of internal business activities as well as the development of business in the region. In an article investigating the perspectives of multinational enterprises in emerging economies, the author states ‘multinational enterprises play a pivotal role in linking rich and poor economies and in transmitting capital, knowledge, ideas and value systems across borders’ (Meyer 2004, p. 259). Therefore, the impact of globalisation on Asian nations includes traditionally insulated Asian nations being exposed to new methodologies of business operations and cultural ideologies.
2.3 Research background: globalisation and Australia

The area of globalisation and Australia is researched in the literature review to provide a comparison of the similarities and differences of globalisation between developed nations such as Australia and developing nations in Asia.

2.3.1 Defining globalisation in Australia and the Asia-Pacific region

The concept of globalisation and international trade are ideologies that are related to international business operations. However, in ensuring these broad ideologies are applicable, the region that these ideologies are being examined need to be defined. Complexity around the definition of particular regions such as the Asia-Pacific region exists because the regional boundaries are ‘seldom clearly defined and all too often used as interchangeable’ (Dixon and Drakakis-Smith 1995, p. 75). Furthermore, the International Labour Office states ‘even more contentious than Pacific Asia is the term Pacific Rim or Pacific Basin. For many these labels are synonymous and often used erroneously to refer to the Pacific Asia region’ (1992, p. 1). Therefore, in defining globalisation in an Asia–Pacific region, a clear demographic definition of the Asia-Pacific region and which nation states that it encompasses will have to be determined through the literature review. Furthermore, in defining globalisation in Australia and the Asia-Pacific region, individual nation states will need to be taken into consideration as well as regions. This is because ‘it is these internal differences which seem…to be more likely to threaten the stability of the development process in the medium term’ (Dixon and Drakakis-Smith 1995, p. 89). In evaluating the impact of globalisation in Australia and in Asia, case studies of different nation states is explored to ensure that differences and similarities of individual nation states can be compared to the findings of the literature review regarding the Asia-Pacific region.

2.3.2 The relevance of globalisation to Australia and the Asia-Pacific region

The effect of globalisation in Australia and Asia-Pacific region has increased interaction between nation states, thus increasing the need to understand different cultures when dealing with Australian Foreign Policy (AFP) and international trade. Hofstede finds in his research that ‘the literature on business ethics shows extensive proof on values that is feelings of right and wrong’ (2002, p. 787). However, Hofstede’s article highlights that the ‘feelings of right and wrong’ is dependent on culture; hence, what may be considered to be ethical in the Western business industry may not be perceived to be the same in Asia.
The relevance of globalisation to Australia and the Asia-Pacific region can be seen in the increased quantity of trade by Australia with Asia. The Department of Foreign Affairs and Trade (DFAT) states in their publication about Australia’s commercial relationship with Japan ‘the new modes of international business that have developed during the 1990s and 2000s mean that an increasing proportion of commercial activity between Australia and Japanese firms happens in third countries’ (2008, p. 5). Although Australia’s trade ties have continued with Japan, DFAT has highlighted that the geographical region of the interaction may have changed, as a result of an increasing global society. Furthermore this has resulted in more nations being involved in trade, thus, the relevance of globalisation to Australia and the Asia-Pacific region has increased communication with developed and developing nations between Asian nations and the Asia-Pacific region. For example, the publication highlighted the Australia Japan Business Co-operation Committee ‘is concerned that many Australian businesses outside the areas of traditional strength – agriculture, resources and energy – are unaware of the opportunities Japan offers’ (Department of Foreign Affairs and Trade 2008, p. 5). Therefore, globalisation is relevant as globalisation, defined by the World Bank as ‘the growing integration of economies and societies around the world’ (2008, p. 1) provides a method for Australia and the Asia-Pacific region to become more integrated.

2.3.3 The impact of globalisation on the Asia-Pacific region

In the Asia-Pacific region, ‘Australia’s total value of trade in goods and services increased 10 percent in financial year 2007-08 to $489 billion, according to a DFAT publication Composition of Trade Australia 2007-08’ (2008, p. 1). The impact of globalisation has increased trade in goods and services, but has also provided an indication of ‘Australia’s growing ties with the Asia-Pacific region’ (Department of Foreign Affairs and Trade 2008, p. 1). The World Bank’s research findings have shown ‘globalisation has played an important catalytic role in reducing poverty in developing countries through its impact on growth’ (The World Bank 2008, p. 3). The briefing paper by the World Bank discussing poverty trends illustrated the benefits of increasing trade and interaction. The World Bank’s briefing paper regarding poverty in the age of globalisation states ‘a recent study estimates that an increase in the ratio of trade to Goods Domestic Product (GDP) by one percent raises the level of income by one-half to two percent’ (The World Bank 2008, p. 3). Therefore, as many Asian nations in the Asia-Pacific region are classified as ‘developing’ in economic terms, the impact of globalisation may prove to be beneficial in increasing the national production output and increase the standard of living of those residing in the nation state. In identifying the advantages of globalisation in developing
nations, the World Bank briefing paper highlights that ‘opening trade will expand the production of goods intensive in the use of low skill labour, but the demand for the least skill labour may not be boosted by trade and may be adversely affected by technological change spread by globalisation’ (The World Bank 2008, p. 3). This conclusion illustrates that there could be a divide amongst sectors within the labour force, thus ensuring that the impact of globalisation may boost some people’s income, however, cause adverse effects on others within the same nation. Therefore, this could also consequently cause human security considerations for the nation state.

2.3.4 Globalisation and trade opportunities in the Asia-Pacific region

‘Globalisation and trade opportunities in the Asia-Pacific region have increased, as illustrated by Australia’s bilateral agreements in Asia’ (Department of Foreign Affairs and Trade 2008, p. 1). Although trade opportunities have increased, the Australian Aid Agency for International Development (AusAID) discussion paper argues that ‘while, on balance, globalisation can offer opportunities for developing countries the actual process of engaging in the international economy is not easy’ (2008, p. 3). Barriers that were highlighted in the AusAID publication include ‘virtually all studies find that countries that trade grow faster’ (2008, p. 8). AusAID uses the ‘World Bank’s study of 72 countries to highlight those nations who integrated globalisation into their economy experienced higher growth rates than nations who did not have their economy participate in globalisation’ (2008, p. 8). In considering trade opportunities in the Asia-Pacific, globalisation and the interconnectedness of nation states in the regions and across other regions have ensured an increase in aid development.

In recognising that trade assists in the development of a nation state’s economy, however, does not provide an indication on the equality of participation. For example, AusAID’s research on the disability population in developing nations has found ‘the United Nations estimates that approximately 10 percent of the world’s population, or approximately 650 million people, have a disability and about 80 percent of the population with a disability live in developing countries’ (2004, p. 1). Other considerations in analysing those in the Asia-Pacific who participate in trade include different cultural discourses and gender. AusAID’s report on HIV/AIDS highlights ‘the importance of health as a determining factor in being able to maximise trade opportunities and participating in work’ (2004, p. 1). However, ‘AusAID’s report on HIV/AIDS also finds that education and the empowerment of women is crucial to changing stereotypes and limiting infection’ (2004, p. 21). The report highlights the need to apply a multidisciplinary approach in
solving national issues, which impacts on the development of an economy in a globalised world. Although globalisation has offered many trade opportunities to developing nations, such as those in the Asia-Pacific, however, this opportunity may not be available equally to all individuals.

2.4 Research background: Human security ideologies in Asia

Human security is a concept formally introduced in the **UNDP Report** in 1994. This section will evaluate the impact of human security in the Asia-Pacific region and provide a literature review regarding the definition and characteristics of human security.

2.4.1 Defining human security

Elements of human security are stated by UN head representative as encompassing ‘economic development, social justice, environmental protection, democratization, disarmament and respect for human rights and the rule of law’ (Annan 2001, p. 1). Human security is often defined as a broad concept encompassing elements that affect humanity, thus ensuring an increased focus on individuals as opposed to nation states and militarization. For example, the UNDP’s human development report 1994 states ‘the strength and appeal of human security is not only in its elements but in the growing inability of traditional concepts of security to generate adequate responses to many of the new causes of insecurity in the world today, particularly in the Second World War post-war situation’ (Jolly and Ray 2006, p. 2). This discussion paper highlights the advantages of defining human security in broad terms to reflect the changes in the world environment, however, the elements of human security that are discussed in the paper illustrates elements such as peace and development that needs to be considered. Concepts such as peace and development are broad and subject to differing interpretation. Therefore, although the discussion paper highlights the advantages of human security, especially in the Second World War post-war era, however, the paper also discusses criticisms of using human security as the dominant concept in international relations. For example, the authors uses the example of the ‘War on Terror concept’ (2006, p. 17) in their discussion paper and the ‘United State’s justification of using the human security concept to justify the War on Terror’ (Jolly and Ray 2006, p. 17). The authors highlight the risk of having a broad concept since differing interpretations can occur, and the original concept can be distorted to benefit a particular nation state’s ideology or policy. Therefore, in defining human security, this contemporary international relations concept has been arguably to embrace the post war era situation, where human threats may not be from nation states,
but from community groups, thus emphasis should be placed on groups as opposed to geographical national boundaries. However, human security is also a very broad concept, as highlighted by the UNDP’s definition of the elements that should be included in the concept. This ensures the risk of the definition being ‘biased’ to government policies and misinterpretation of the UN’s goals is avoided.

2.4.2 Human security and other international relations ideologies

In comparing human security with other international relation ideologies, human security aims to cater to the needs for individuals as opposed to other security ideologies such as realism, where the focus is on the welfare of the nation state. Although human security plays a pivotal role in assessing community security, the level of human security found within a group of people is also reflective of the stability of a region. For example, Simon questions the ‘realism of collectively analysing nation states located in the Asia-Pacific region’ (1996: 382), as the author states that ‘external security and international politics having a major role in determining the future of the nations in the region’ (Simon 1996, p. 382).

The concept of human security has been questioned regarding the level of practicality of application to international relations. Paris highlights in his article *Human Security: Paradigm Shift or Hot Air?*, the importance of defining human security and ‘differences between human security and military or national security’ (2001, p. 87). Paris states that ‘one of the dilemmas of human security is that it lacks precision in defining what security is and questions the usefulness of the terminology if practitioners and academics are unable to clearly come to a common understanding of the concept’ (Paris 2001, p. 87). This view is similar to defining the Asia-Pacific region, where different authors have different understandings of what nation states that the Asia-Pacific region encompasses. A comprehensive literature review to evaluate the different opinions of academics and practitioners provides an understanding to different elements that can be defined within the human security concept.

2.4.3 Human security and its impact on contemporary Asia

Since the post Cold War era, the concept of human security has been strongly linked to a nation’s development and security assessment. In Ogata’s speech regarding *Empowering people for human security*, Ogata argues that ‘a new understanding and consensus on security thinking is urgently required’ (2003, p. 1). Ogata’s highlights the strong
involvement of regional co-operation (2003, p. 1). For example ‘all states and societies depend much more on the acts of omission of others for the security of their people, even for their survival’ (Ogata 2003, p. 1) indicates the need to have regional measures as opposed to sovereignty. The concept of human security has impacted on Asia as the emphasis on regional security is more evident as opposed to the security of sovereign nations. The interconnectedness of nation states on security issues have also ensured that cultural ideologies and the rule of law of one nation have impacted on other nations, thus making regions a more globalised society.

The human security debate regarding the effectiveness of the concept and current international events have provided insight to the practicality of some government policies. The September 11 event impacted on the human security of Western society, however, also had an impact on the cultural relationship of different community groups. For example, international labour is an activity that has been included in human resource management study due to the opportunity to gain skilled labour in nations that experience a skill shortage. Research has indicated that ‘Australia’s skills shortage is evident with the Australian Chamber of Commerce and Industry citing skills shortages as one of the significant barriers to investment in Australia’ (Mitchell and Quirk 2005, p. 5). International labour offers an option for international skills to be used by Australia as a result of a globalised society. However, other case studies, especially with examples from developing nations, highlight the risk of international labour.

In further researching the viewpoints towards human security, Arnold and Hewlson investigate the ‘exploitation in global supply chains of Burmese workers in Mae Sot’ (2005, p. 319). The research findings illustrate the complexity of human security in Asia. The authors explain in their article that ‘the migrants in Mae Sot come from nearly every part of Burma’ (Arnold and Hewlson 2005, p. 319) and that ‘over the past decade, the severity of Burma’s poor socio-economic situation has resulted in an increasingly desperate situation for the Burmese population, many of whom rely on remittance from family members working in neighbouring countries’ (Arnold and Hewlson 2005, p. 319). The survey of the Burmese migrant workers is similar to Nuruzzaman’s argument regarding ‘economic liberalization and poverty in developing countries’ (2005, p. 111). The author argues that ‘capitalist development without a human face leads to wealth accumulation by few individuals in the society who enjoy unlimited social power and exert political influence to promote their individual interest’ (Nuruzzaman 2005, p. 111).
The concept of human security and understanding the welfare of the individual is relevant in the era of globalisation due to nation states being exposed to capitalism ideologies, where the nation previously may not have operated under this system. Furthermore, the article highlights the complexity of globalisation with impact of globalisation not being ‘highly focused on economic aspects of social life and sidetracks crucial issues of inequalities in income distribution, social marginalisation and resultant social and political conflicts’ (Nuruzzaman 2005, p. 111). The concept of human security and its effects on current issues such as the welfare of individuals is a contentious issue due to varying interpretations and the argument that economic development is only one element of human security.

In understanding human security, although it is recognised that human security has ensured a different perspective to what constitutes as a security concern, however, the core values of human security such as defining security as a mechanism to offer protection is similar to the concept of realism. In evaluating the effectiveness of human security, human security mainly concerns into the welfare of the community and humans, however, it can be broad in its definition, leading to the question of what are the boundaries in defining human security. This literature review has provided different perspectives and offered various examples regarding the effectiveness of human security to the development of Asia and Asian societies.

2.5 Research background: International businesses in Asia and ethics

International businesses in Asia have enhanced the economic development of nations. In the era of globalisation, international businesses have played a major role in providing growth to developing nations, as well as impacting on the lifestyles of community groups. This section aims to define the concept of international business organisation and provide an analysis into how the international business values contribute to business strategies and development of communities.

2.5.1 Defining international business and its role in Asia

International business organisations are often defined as organisations that are operating in a foreign nation. Foreign investment and transnational business activities are concepts that are commonly linked to international business activities. Research into international business activities has found that ‘demand conditions and consumer behaviour have a great impact on industry and firms’ (Porter 1998, p. 1). Although the definition of
international businesses has the same meaning, the intent and the motivation of international business activities may vary. For example, Jones and Khanna have stated that the ‘history of business approaches such as foreign direct investment and economic development have influenced the discourse of international business operations in contemporary society’ (2006, p. 1). The article places an emphasis on ‘the history of international business and its development and role in society’ (Jones and Khanna 2006, p. 1).

In defining international business, the historic nature of how the industry of international business developed is important in analysing the impact that international businesses have currently in nations. Research has been conducted to assist in the defining of the international business industry. For example, the ‘business ethics index (BEI) was developed in the United States (US) to systematically evaluate consumer’s sentiments towards ethical business practices’ (Tsalikis, Seaton and Li 2007, p. 643). The index exists to ensure that the development and organisation of international business is open to public scrutiny and is receptive to the demands of the consumers, as opposed to limiting international business ideologies to the practitioners.

2.5.2 The importance of understanding international business ethics

The importance of understanding international business ethics is related to business management and decisions. Whilst the concept of international business ethics is a qualitative measure, it is often a strategy for long term business success. For example, being able to tailor international business ethics to ensure cultural understanding is beneficial to the business. Cardon in his investigation of Chinese business and the influence of culture on business operations realises that ‘it is critical that businesspersons understand the nuanced role of ‘face’ in Chinese business culture’ (2008, p. 20). In analysing Cardon’s findings and the importance of understanding differing cultures to ensure business success, international business ethics that reflect these understanding and business values will result in a positive impact on business operations.

In analysing the importance of understanding international business ethics, micro considerations would be the welfare of international business organisations, however, the impact of business growth in developing nations and public policies relating to international investments such as free trade agreements also have impacts on nation states. For example, Ewing-Chow and Islam highlight in their research the ‘increase in regional free trade agreements’ (2007, p. 1). However, the authors concludes that
regional trade is not a recent phenomenon, and that ‘as long as there has been nation states with national trade policies, there has been the practice of discrimination in favour of certain strategically valued neighbours and other countries, which, although not as geographically proximate, were equally, if not strategically more important’ (Ewing-Chow and Islam 2007, p. 1). The articles highlight the importance of how international relations has impacted on the operations of international businesses and due to governments having ownerships of trade policies, thus, strategically influencing foreign investments. The importance of understanding international business ethics is not just how these ethics affect community groups or the business itself, but also can be seen as part of free trade investments, international business and how organisations interact which are also linked to government policies and international relations between nation states.

2.5.3 Ethical values in international businesses

Human resource management and employee’s perception of international business impacts on business operations and management decisions. The Journal of International Business Studies included an article which investigated human resource management in a transnational economy. The authors argue ‘the way foreign and local businesses manage their operations effectively in a transitional economy such as the People’s Republic of China depends on the way they manage within the constraints imposed by the country’s powerful institutions’ (Law, Tse and Zhou 2003, p. 255). This article highlights the factors that need to be considered regarding the power of the government, especially between federal and local governments and the extent of control that public policies have over international business management. For example, the authors state ‘some local governments function as warlords and protect their local businesses’ (Law, Tse and Zhou 2003, p. 255). The article analyses the relationship between international firms and their employees, and concluded that ‘the difference in operations and public policies that apply to international and local firms have an impact on employee values of the firm’ (Law, Tse and Zhou 2003, p. 256). Therefore, employee values and perceptions of international business in Asia are sometimes a result of government regulation, thus affecting the operation of the firm and human resource management.

The definition of moral and ethical issues has had varying interpretations. For example, Hurn’s article explains that one of the contested theories is Friedman’s conclusion that ‘if a decision or process is acting in the interest of the business organisation, then a company’s management is acting ethically’ (2008, p. 348). Although the article highlights that ‘in the world of international business, the core values of large organisations are
often considered as part of their ‘corporate legacy’, part of their essential culture which is developed and, where necessary, refined by top management’ (Hurn 2008, p. 349). In evaluating Hurn’s conclusion, business ethics is often driven by business strategy, which aims to enhance the image of the company as well as ensuring that the company’s actions are viewed positively by stakeholders of the business.

2.5.4 Recruitment strategies in international business

Recruitment is seen as an important process in ensuring the right staff to increase an organisation’s skills and strengthen human capital for the business. In Table 2.1 (page 44), survey results show one of the main impacts of human resources constraints on US companies’ conducting China operations includes difficulty attracting, developing and retaining managers. Table 2.1 (page 41) highlights the issues of international businesses operating in foreign nations and that there is a high level of negative impact on the business if human capital is not being managed appropriately. Batson states that ‘US companies see recruiting talented managers for their local operations as becoming the biggest business challenge’ (2008, p. 1). Similarly, the 2008 AmCham Business Climate Survey results in Table 2.1 (page 44) highlight that human capital is recognised as being challenging due to employee skills and finding employee that fit into the organisation’s culture.

Table 2.1– People Problems: Impact of human-resources constraints on US companies’ China operations

<table>
<thead>
<tr>
<th>People Problems</th>
<th>Negative impact</th>
<th>Material damage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficulty attracting, developing and retaining managers</td>
<td>71%</td>
<td>8%</td>
</tr>
<tr>
<td>Increasing salary and wage expenses</td>
<td>73</td>
<td>6</td>
</tr>
<tr>
<td>Difficulty attracting, developing and retaining skilled workers/professionals</td>
<td>72</td>
<td>6</td>
</tr>
<tr>
<td>Difficulty attracting, developing and retaining technical staff</td>
<td>67</td>
<td>5</td>
</tr>
<tr>
<td>Cost of social benefits</td>
<td>52</td>
<td>9</td>
</tr>
<tr>
<td>Difficulty firing employees</td>
<td>90</td>
<td>5</td>
</tr>
<tr>
<td>Lack of clarity on what social benefits/what a company must provide</td>
<td>28</td>
<td>1</td>
</tr>
<tr>
<td>Pressure to hire more people than you need</td>
<td>29</td>
<td>2</td>
</tr>
<tr>
<td>Sending trained managers to second- and third-tier cities</td>
<td>24</td>
<td>2</td>
</tr>
</tbody>
</table>

Note: Survey of 512 companies

Source: 2008 AmCham Business Climate Survey
2.5.5 Human resource management in international business

Human resource management and internal ethics culture are interlinked to the overall long term sustainability of a business. A survey regarding the accountancy profession has highlighted that international business is highly regarded by accountancy firms. For example, Executive director of Robert Half Management Resource, Paul McDonald, has been quoted as stating that ‘the accelerating pace of globalization and the impending United States (US) adoption of International Financial Reporting Standards will continue to drive demand for accounting and finance professionals with international business experience’ (Robert Half Management 2008, p. 1). The survey has also ‘shown the increasing change with values that was published in 2002 compared with 2008, which shows an increase in popularity from Chief Financial Officers (CFOs) valuing those accountant applicants with international experience’ (Robert Half Management 2008, p. 1).

Those with international experience are at an advantage when competing for jobs, especially with the impact of globalisation and expansion of companies across national borders. Tudor highlights in his article, that ‘Japanese businesses that want to expand overseas or would like to enter into other markets often value foreign CEOs due to the belief that they may be able to ‘make change happen quicker’ (2008, p. 1). Tudor’s article highlights ‘the need for people to understand differing cultures, however, for senior managers to maintain uniformity in internal management’ (2008, p. 1). The article also highlights the ‘importance of human capital and managerial methodology when dealing with differing cultures and ideologies’ (Tudor 2008, p. 1). With statistics from Robert Half Management Resources regarding the increased desire for the accounting professional to have international experience and Tudor’s survey regarding international business management, human resource management in international businesses not only need employees with the right skills, but also knowledge of international interactions.

2.5.6 The importance of human resource management in international businesses

Human resource management is critical to business operations, domestically and abroad. This is because human capital is an element that is needed for companies to achieve their output. Brown argues that ‘the importance of human resource management lies not only in finding students with the right skills, but also students that share the same values as the company’ (2003, p. 1). Brown’s article states ‘the importance of getting people into the organisation who will be the right fit’ (2003, p. 1). The article suggests that ‘additional
money being spent on training is more appropriate than getting the higher qualified staff
that may not have similar values to the organisational culture’ (Brown 2003, p. 1).

The importance of human resource management, especially in international business, is
recognised where differing cultures may have different values to the organisation. Hafeez
and Abdelmeguid conclude from their research that ‘human resource management is
developed in the form of a systems dynamics model’ (2003, p. 62). The article illustrates
that ‘recruitment and human resource management is often related to organisational
successes’ (Hafeez and Abdelmeguid 2003, p. 162). The authors conclude ‘many
organisations have realised that proper management of their skill and competencies base
is key to their survival and profitability in the knowledge economy’ (Hafeez and
Abdelmeguid 2003, p. 162).

In Koch and McGrath’s article questioning the importance of human resource
management, the authors argue that ‘appraisal, selection and development are elements
that human resource practitioners need to focus on in order to maximise staffing benefits’
(1996, p. 335). For example, the authors state ‘a central objective of the human resource
management function of a firm is to enhance the firm’s competitive position by creating
‘superior human capital’ resources, in parallel with the product/marketing strategy the firm
pursues at any given time’ (Koch and McGrath 1996, p. 336). The article states that ‘there
are three kinds of resources; namely physical resources, organisational resources and
human resources, whilst stating that strategic human resource management is necessary
through human resource policies’ (Koch and McGrath 1996, p. 336). The authors
conclude in their article that ‘human resource management is important because of
strategic human resource management can represent a source of competitive advantage
for the business’ (Koch and McGrath 1996, p. 337). Therefore, human resource
management is not only useful for organisations operating abroad to achieve their
outputs, but strategy in human resource management can benefit the company due to
increase productivity and human capital skills.

2.5.7 International business strategies in retaining and attracting staff

Human resource management and retention of staff are affected by organisational culture
and business values. Research findings by psychologists analysing workplace behaviour
have concluded that ‘organisation values are important and can be used as a strategy to
increase employee loyalty’ (Arnold 2003, p. 114). This conclusion regarding business
ethics and strategies and its impact on staff loyalty and retention are further enforced in
research by Miller and Yu. The authors state in their paper that ‘value statements are the fundamental beliefs of leaders and members of organisational members’ (Miller and Yu 2003, p. 139). Other international business strategies in retaining and attracting staff include internal company strategies that assist in gaining work-life balance for the staff. A report highlighting the differing approaches that Impact has taken include ‘being flexible to staffs’ needs and recognizing staff achievements’ (Pollitt 2008, p. 23). Some of the strategies highlighted in the report included ‘employees being able to work flexible hours, increased socialisation with work colleagues and increased communication with senior management’ (Pollitt 2008, p. 23). Management business strategies regarding retaining and attracting staff are dependent on the organisational culture and influence on employee working styles and company values.

2.6 Research background: Generation Y and demographics

This section will define generation Y through a literature review and investigate generation Y demographics in Australia and Asia.

2.6.1 Definitions – Australia and Asia

For the purpose of the study, Australia and Asia have been identified as the two areas to be researched in the area of generation Y. Asia is recognised as a large region, where it would be difficult to collect data relating to every nation in Asia, however, statistics from different nations in Asia has been gathered for the research.

2.6.2 Population statistics – Australia and Asia

The Australian Bureau of Statistics (ABS) reports that ‘Australia’s population as of June 2008 is 21,374,000’ (Australian Bureau of Statistics 2008, p. 1). The age and gender structure of Australia’s population shows that there is a balanced gender distribution of ‘98.9 males to every 100 females’ (Australian Bureau of Statistics 2008, p. 1). ‘In June 2007, 67.4 percent of Australia’s population were of working age’ (Australian Bureau of Statistics 2008, p. 1). ‘Generation Y demographics of Australia show that there are 4.2 million people in this category’ (Australian Bureau of Statistics 2008, p. 1). Furthermore, ‘from an employment perspective the 20-26 year olds have a labour force participation rate of around 90% which is second only to those in their 30’s and 40’s’ (ABS Australian Labour Market Statistics Cat 6105.0 January 2006, p. 1).
‘The population statistics in Australia indicates that generation Y will be vital to the business industry. Therefore it is important to understand the discourse of this age group to develop and retain generation Y workers.’ McCrindle Research highlights that ‘generation Y workers may view the workforce differently to previous generations, particularly with issues such as work ethics and career pathways’ (2007, p. 1). The article states that ‘generation Y workers are most likely to remain with an employer for an average of 7.5 years, compared with employees in the 1970s, where the average time with one employer was estimated to be 12 years’ (McCrindle Research 2007, p. 1). Although the demographic statistics show information regarding the number of workers in the workers of Australia, however, these demographic statistics regarding the age group does not show the differing discourse that organisations may have to adjust to in human resource managing generation Y employees.

In Asia, many developing nations have been highlighted as having increased growth in population in the younger age groups. For example, ‘China’s Gen Y is itself composed of approximately 200 million individuals between the ages of 15 and 25’ (Stanat 2005, p. 1). Stanat states that ‘China’s Gen Y ‘teens’ are significantly more entrepreneurial and capitalistic than their parent generation, and with market reforms, can more easily become entrepreneurs’ (2005, p. 1). The demographic statistics for China show that ‘there are many educated and business oriented generation Y potential employees in the business industry (Stanat 2005, p. 1). Similarly, in other developing Asian nations such as Thailand, the emerging generation Y into the workforce has challenged traditional organisational hierarchies, values and cultures. For example, a partner of a ‘Big Four’ accounting firm in Thailand states ‘the Generation Y consultant is much less interested in putting in long hours day-in and day-out to become partner, and more interested in work/life balance. They use the firm as a stepping stone to obtain a Certified Practising Accountant (CPA) degree in three years, then go off to business school’ (Chao 2008, p. 1). In Thailand, demographic statistics of generation Y shows ‘that there are approximately 9,244,900 economically active people in the 20-30 years old age group’ (International Labour Office 2004, p. 1). In evaluating developed nations in Asia, Japan and South Korea have benefitted from youth employment due to the ageing population. Sri Lanka’s Daily News has reported that ‘human resource companies in the country are now taking advantage of this’ (2008, p. 1). Therefore, generation Y demographics have an impact on businesses in Asian nations due to the increased participation of generation Y employees, thus impacting on a firm’s human resource strategies.
2.6.3 Employment statistics – Australia and Asia

‘Employment statistics in Australia during November 2008 indicate unemployment rates at 4.3 percent’ (HRM Guide 2008, p. 1). ‘The employment participation rate remained at 65.1 percent in Australia as of November 2008’ (HRM Guide 2008, p. 1). In comparing Australia’s employment statistics to Asia, nations such as Japan have indicated a decreased employment rate due to labour market conditions. In Japan, ‘in 1991, it [employment rate] stood at 62.4 percent of the population over 15 years of age, a level that has changed little since the 1970s’ (Dolan and Worden 1994, p. 1). However, ‘since 2008, Japan’s unemployment rate has risen due to recession in the economy. Japan’s unemployment rate rose in November from 3.7 percent to 3.9 percent in October’ (Fujioka 2008, p. 1). Clenfield’s article states that ‘in countries such as Japan, part-time workers have an important role in holding down labour costs’ (2007, p. 1). The article states that ‘part-timers made up more than one third of the workforce in the first quarter in 2007’ (Clenfield 2007, p. 1). Therefore, in analysing the employment statistics of various nations, both in the Pacific Ocean region and Asia, the level of unemployment rate will also need to be evaluated against the amount of part time workers compared to full time workers. This is because in some nations, the workforce demographics may have a higher percentage of part-time workers than full time workers, meaning that this may impact on the number of people employed, however, these workers are not participating fully in the workforce.

2.6.4 Education levels – Australia and Asia

Education levels and standards in Australia support the Organisation for Economic Co-operation and Development (OECD)’s statistics that ‘Australia is a well-educated workforce, when compared to developing Asian nations’ (Organisation for Economic Co-operation and Development 2010, p. 1). In Australia, the Australian Qualifications Framework (AQF) provides ‘governance to the education system to ensure regulation of academic qualifications and to ensure consistency across all institutions’ (Australian Qualifications Framework 2008, p. 1). The AQF implementation handbook provides guidelines on the knowledge levels and requirements for differing qualifications. For example, the AQF implementation handbook describes the doctoral degree graduate as being able to ‘carry out an original research project, or a project(s) addressing a matter of substance concerning practice in a profession at a high level of originality and quality; and present a substantial and well ordered dissertation, non-print thesis or portfolio, for
submission or external examination against international standards’ (Australian Qualifications Framework 2008, p. 1).

Ischinger of the Education Directorate states that ‘OECD survey results suggest that those who have a tertiary education can expect to have higher earnings than those who have not attained a tertiary education’ (2006, p. 1). This is also supported with statistics regarding career outcomes and earnings in Australia, as data in May 2006 ‘show that just 2.4 percent of those in the general population with bachelor degrees were unemployed compared with 7.3 percent of those who had not completed post-secondary education and five percent of all persons’ (Graduate Careers Australia 2007, p. 1). These figures indicate that those who have completed a post-secondary education on average earn more in Australia than those who do not have a post-secondary education. Ischinger states that ‘both Europe and the US now find themselves increasingly outperformed in education by countries in East Asia’ (2006, p. 1). Ischinger uses the example of South Korea, where the author highlights that ‘two generations ago it had the standard of living of Afghanistan, whereas today, 97 percent of all 25 to 34 year olds have completed upper-secondary education, the highest rate in the OECD’ (2006, p. 1). Ischinger also states in the article that ‘contributors to South Korea’s achievement includes parents willing to invest in their children’s education, thus the nation having a high level of private investment into increasing the level of education standards in South Korea’ (2006, p. 1). The UN Progress Report has highlighted ‘the rapid increase in levels of primary education enrolments in Southeast Asia’ (United Nations 2008, p. 1). ‘The region reached 90 percent enrolment in 2006, up from only 72 percent in 1991’ (United Nations 2008, p. 1). Although primary education offers only a basic level of education, an increase in primary enrolments has an important role in assisting in achieving post secondary education attainment as well as improving the knowledge of general society and standards of living.

2.7 Research background: Generation Y ideologies and values

Generation Y ideologies and values assist workforce planning in organisations and human resource management as understanding staff members of different generations will provide a stereotyped indication regarding staff needs and their career development goals can be analysed. The characteristics that is stereotyped for different generations remain a contentious issue due to the differing interpretations and cultural discourses having an impact on the generations in different societies, hence, this section will evaluate the current literatures regarding this topic.
2.7.1 Defining generation Y

This section will explore the benefits and delimitations of using stereotyped generation characteristics to develop workforce planning and how this will impact on international business operations in Asia. Although it is recognised that not all generation Y students studying an undergraduate Asian studies degree will share the same values, attitudes and beliefs, however, the research will provide an indication of what a group of generation Y think and will provide for further research.

Marston, a consultant who advises companies on intergenerational matters has concluded that ‘generation Y characteristics are often stereotyped according to the environment that the generation grew up in’ (The Economist 2009, p. 1). Marston also has been quoted as stating ‘the global economic crisis in 2008 has ensured less mobility of generation Y workers’ (The Economist 2009, p. 1). Marston’s statement highlights that ‘although the work environment impacts on the reactions of generation Y, however, this does not impact on their discourses’ (The Economist 2009, p. 1). For example, Marston has used the impact of the economic crisis to conclude that there will be less mobility with generation Y employees in the workforce, however, states that ‘generation Y employees who are unable to move out of a position that may not be suitable for them may experience frustration, thus contributing to organisational morale’ (The Economist 2009, p. 1). Generation Y attitudes have also changed the management processes of companies. Tapscott highlights the need for differing management styles when supervising generation Y in the workforce (2008, p. 1). ‘The old model of employee development – recruit, train, supervise, and retain - is outdated’ (Tapscott 2008, p. 1). Tapscott states that ‘generation Y employees expect a two-way conversation and a reciprocal relationship’ (2008, p. 1). The changes to human resource management in the workforce is a result of differing attitudes and values, with the definition of generation Y and their stereotypical characteristics impacting on workforce planning and organisational structures.

2.7.2 Defining other generational characteristics

Generational characteristics is a contentious area in relation to human resource management due to the effectiveness and delimitations of classifying employees into age groups and determining these age group discourses by analysing the world environment in which these age groups have experienced in their childhoods and early adult life. ‘A generational group shares historical and social life experiences, which affect the way
people in that generation develop and distinguish one generational group from another’ (Wong et al. 2008, p. 879). ‘While researchers differ slightly in the precise years of birth that define the different generations, most agree that there are four broad generations of employees: Veterans (1925-1944), Baby Boomers (1945-1964), Generation X (1965-1981), and Generation Y (1982-2000)’ (Hart 2006, p. 1). Whilst some authors argue ‘research findings examining generational differences in personality and motivational drivers in the workplace have been limited’ (Wong et al. 2008, p. 880), hence, ensuring that the benefits of defining generational characteristics for workforce planning have not been fully researched. In the business industry, where consumers are the determinant to profits and business success, understanding generational characteristics is important.

The reasoning behind understanding collective employee values is supported by Fishman, who states ‘the fundamental needs, values, icons and historical experience of the various generations of women in whom we hope to market is more critical than ever’ (2004, p. 4). Although Fishman’s article has the main focus of investigating the purchase power of women and marketing strategies as opposed to human resource management, Fishman’s strategies highlight the importance of understanding generational characteristics in the workforce (2004, p. 4). Furthermore, Kupperschmidt’s findings further reinforce her findings in relation to the importance of understanding different generations in the workplace. ‘When managers and co-workers do not understand each other’s generational differences, tension increases and job satisfaction and productivity decrease’ (Kupperschmidt 2000, p. 65). This impacts on human resource management therefore; organisations will need to address staffing relationships and interactions in their workforce planning. Generational characteristics offer a generic solution to ensuring that give an indication into how to design workforce planning and is relevant to international businesses due to a continual changing workforce structure in foreign nations.

2.7.3 Differences between generation Y and other generations

‘There are many differences between generation Y and other generations. One of the main differences often noted in human resource management is the retention rate of generation Y and the importance of creating learning and development opportunities’ (HR Focus 2008, p. 9). HR Focus states that ‘some of the advantages of recognising the differences between generation Y and other generations include being able to cater for a range of career desires and workplace learning as well as being able to devise strategies to ensure that there are knowledge of generational working style and preferences in the workplace’ (2008, p. 9). Statistics from HR Focus shows ‘only 20 percent of matures
(those born between 1900 and 1945) said generation Y co-workers were competent, while 56 percent of baby boomers described the youngest group of workers this way' (2008, p. 9). This report highlights the lack of understanding between generation groups, and shows that this lack of understanding of the differing ideologies exhibited by the groups decrease as the generation gap is lessened. Therefore, differences between generation Y and other generations need to be addressed as part of high level analysis strategies for human resource management in organisations.

2.7.4 The importance of understanding stereotypical generational discourses

Generational characteristics and the effectiveness of these characteristics in contributing to workforce planning is a contentious issue. Whilst there may be risks in attempting to stereotype generations based on their age and the environment in which they grew up in, however, generational characteristics do assist in providing an indication to the discourse of some groups. 'In a new report from PricewaterhouseCoopers (a consultancy), 61 percent of chief executives say they have trouble recruiting and integrating younger employees' (The Economist 2009, p. 1). The report highlights that ‘generational characteristics may not be applicable to every employee and some employees in a generational category may not exhibit these characteristics’ (The Economist 2009, p. 1). However, in defining generational discourses, stereotypical generational discourses provide an insight to the different workforce preferences of generation groups.

2.7.5 Generational discourses and international business management

Generational discourses impact on international business management because of the need to manage workforce planning of an organisation at a global level that may vary in discourses across nations. For example, research firm Yankelovick argues that ‘within generation groups, these should further be divided into groups to provide further accuracy of the desires of the age groups. Generation Y characteristics are often used for market research’ (Nayya 2001, p. 6). However, in the recruitment field, especially internationally, where the research of employee characteristics is important to workforce planning, it can be seen that understanding generational discourses assist to strengthen strategic human resource planning in an organisation. In Asia, generational discourses are also shown to be important to workforce planning. James Chen states ‘generation Y is usually more susceptible to change and more risk tolerant’ (2007, p. 28). Although Chen’s view is from the perspective of a graduate tutor at the Nanyang Technological University, however, this view is also supported by those in the workforce. Lamoon argues that ‘generation Y
in Asia in the public relations industry have benefitted from the having different perspectives and attitudes to the workforce’ (2008, p. 25). Although the author’s conclusions agrees with Chen’s perspective that ‘generation Y is more susceptible to change and more risk tolerant’ (Lamoon 2008, p. 25), however, Lamoon also advises ‘the most critical element to staff retention is creating an office environment where staff feel welcomed, accepted, supported, challenged - and are consistently treated with respect by senior management and clients’ (2008, p. 25). In international human resource management, the Asian region has recognised the need to attract and retain employees understanding generational discourses, especially generation Y, whom are entering the workforce.

2.8 Research background: human resource skills and education for international businesses

This section investigates the human resource skills required for international businesses in Asia and evaluates the level of difficulty in recruiting and retaining different employees.

2.8.1 Education and developing human capital

Training and development strategies are important in increasing the retention of staff in business organisations. ‘An organisation’s decision whether or not to train its workers affects the overall economy, even if the firm does not factor the economy into its decision’ (Glance, Hogg and Huberman 1997, p. 84). The article highlights that ‘in time of economic downturns, training and development needs of employees are usually the first business activities to be decreased’ (Glance, Hogg and Huberman 1997, p. 84), however, other business reasons exist for limits on training and development in businesses. For example the article highlights that ‘managers are reluctant to train their workers because they fear competitor firms will lure their employees away’ (Glance, Hogg and Huberman 1997, p. 84) based on a survey undertaken with managers from metalwork firms in Winsconsin.

Although the risk of limited return on capital investment in training and development of employees exist, however, evidence supports the value of ongoing learning and training for employees will assist in attraction and retention strategies in an organisation. Barrett and O’Connell question ‘the importance of training and how corporations view the returns to in-house company training’ (2001, p. 657). The findings of Barrett’s and O’Connell’s investigation into the value of in-house company training were that ‘neither general nor
specific training has a statistically significant correlation with net employment change, which casts doubt on the turnover argument’ (2001, p. 657). Therefore, if there is no clear evidence that skilled employees will leave the organisation due to other job offers from competing companies, the benefits that are gained from training and development of employees will ensure that in the long term, the organisation will benefit from the increase in the level of skilled workers.

Skilled employees often ensure that businesses have a competitive advantage in innovation and ongoing improvements to benefit business process and outputs. International businesses often have expatriates who are highly skilled in managerial positions. For example, in Asia, skilled labour is often in high demand due to the low cost of employing local labour, however, for higher managerial positions, expatriates are often targeted. In Hong Kong, expatriates are often seen to be favoured in higher positions than local unskilled labour because of expatriates’ ‘management capability and knowledge of the industry’ (Findlay, Li, Jowett and Skeldon 1996, p. 52). Therefore, as skilled employees can sometimes be expatriates, human resource managers will need to take this into consideration when developing human resources policies within the organisation.

2.8.2 Workforce planning and international human resource management

Workforce planning assists an organisation not only to plan for the future, but also to provide an indication that current resources are being used appropriately. Although some organisation may argue that ‘human resource management may be over-quantitative and neglects the qualitative aspects of the contribution’ (Institute of Employment Studies 2003, p. 1), however, the aim of human resource management is to ensure employee satisfaction in the workforce and to maximise human capital output to the business. For example, the Institute of Employment Studies states that ‘in workforce planning, one of the main concerns is the development of future managers and ensuring that these employees have the managerial and leadership skills to succeed in maximising business outputs and to lead the organisation. Succession planning is a strategy within workforce planning that is important to a business’s long term success’ (Institute of Employment Studies 2003, p. 1). Furthermore, Hepple states that ‘poor planning is a reason to many business failures, especially smaller family owned businesses’ (1997, p. 1). The article, although concerned with mainly the operation of smaller businesses, also highlights the issue of the business industry, ‘where strategic direction and the need to plan for the workforce will determine whether the business has the necessary skills to develop for the future’ (Hepple 1997, p. 1).
Human resource management entails the need to cater for individuals as well as for the business. For example, micro-changes in workforce planning might impact on an employee’s learning and development, whilst macro-changes to a business’s workforce planning may impact on organisational structure and human resource policies. In planning a business’s workforce, Ruse and Jansen highlights that ‘there are many models on how to identify skill gaps and forecast the types of human resources needed for business development in the future’ (2008, p. 38). The article focuses on identifying skills gaps and defining a methodology to identifying and prioritising skill gaps. However, in regards to human resource management, Ruse and Jansen conclude ‘regardless of the task or the technical expertise needed, leadership characteristics are important’ (2008, p. 38). The articles uses Conger’s and Ready’s concept of leadership vitality to highlight the importance of leadership in strategic human resource management. The articles states that ‘Conger and Ready identified three defining characteristics of companies that have vitality: commitment, engagement and accountability’ (Ruse and Jansen 2008, p. 43). Therefore, the articles places great emphasis on leadership characteristics, however, methods to ensuring that this skill gap is satisfied is not clearly defined in the article. The authors support workforce planning as ‘prioritization of gaps is essential as it provides critical focus and direction to talent investment - time, energy and money’ (Ruse and Jansen 2008, p. 42). In analysing workforce planning for organisation, technical skills are important, however, leadership and the ability to ensure that a company has commitment, engagement and accountability will need to be part of the workforce planning strategy.

2.8.3 The importance of having skilled workers in business management

The definition of skilled workers in an organisation is a contentious issue. Whilst some theories suggest that competency at an individual’s work in the business is a main factor in defining skilled from unskilled labour, however, other ideologies have included a wider approach to the definition of skilled workers within a business organisation. Skilled workers and the level of productivity in an industry are important to individual businesses as it impacts the growth and development of the business. Lindsay defines productivity as ‘a measure of the ability to create goods and services from a given amount of land, capital, materials, land, knowledge, time, or any contribution of these’ (2004, p. 447). In Lindsay’s definition of productivity and subsequent analysis, ‘although infrastructure plays a role in ensuring business success, however, other factors such as knowledge and timing are the product of human capital’ (Lindsay 2004, p. 447). The value of having skilled workers with the right knowledge in business management is particularly relevant in international business. This is because business productivity is often impacted by the
level of skill workers. Skilled workers are valuable to the workforce and the concept of leadership characteristics that are often attributed to an employee’s ability to be innovative and initiate ideas that would be to the benefit of the business are also often at the forefront of engaging these workers to the business for business workforce planning.

2.8.4 Education trends in Australia and the Asia-Pacific

Australia’s education trends have provided an indication to the level of skills available in the workforce currently, as well as for the future. ‘In business studies, postgraduate degrees such as the Master of Commerce, the Master of Business Administration and the Master of International Business are often sought after by business and non-business graduates’ (Eddy and Baumann 2008, p. 161). For example, ‘Macquarie University research regarding students undertaking the Master of Commerce and the Master of International Business included graduates as well as non-business graduates’ (Eddy and Baumann 2008, p. 161). The survey concluded that ‘those who had gained their undergraduate education in a field that was non-business related were just as likely to succeed as those who graduated with a business undergraduate degree’ (Eddy and Baumann 2008, p. 162). Therefore, the education trends of those studying in Australia are varied due to the opportunity of the education system accommodating those who may have studied in a different field and now want a career change.

Although education trends in Australia show that tertiary education is increasing in popularity, however, postgraduate studies students are a low number when compared to the number of undergraduates. Graduate Careers Australia, an organisation which produces statistics regarding graduate outcomes have indicated that ‘postgraduate studies, although is becoming more popular, is still low when compared to undergraduate degree holders’ (2007, p. 1).

‘Postgraduate qualifications have diversified in the disciplines available for study; the entry requirements have also become more flexible to meet changing business industry demands, whilst maintaining the academic rigour’ (Graduate Careers Australia 2007, p. 1). An example of this is at ANU, where ‘in 2006, the introduction of the Graduate Certificate in Migration Law ensured that non-lawyers are able to obtain a qualification that allows them to become Migration Agents and use the law to serve clients’ (Australian National University 2009, p. 1). Therefore, the trends in Australia’s education system have ensured that there are more options for those who may have studied an undergraduate degree that is different to their postgraduate studies. By giving
postgraduate students in Australia more options, this will ensure that employers are
allowed more flexibility to change career paths.

In the Asia-Pacific region, whilst developed neighbouring nations such as New Zealand
and Singapore have similar educational trends to Australia, other nations in the regions’
educational trends highlight a different system. In New Zealand, workplace based
learning is recognised by the government as an important priority, as outlined in the
Profile and Trends 2007 - New Zealand’s Tertiary Education Sector report. The report
states that ‘the New Zealand population is becoming more skilled as more adults become
tertiary qualified, with increasing numbers holding tertiary qualification’ (Education Counts
2009, p. 1). Therefore, although New Zealand is a developed nation with strong education
qualifications in the past, the number of people becoming more skilled is increasing, with
encouragement from the government. This trend is similar with developed nations, where
the increase in demand of more skilled workers have ensured that education is seen as
valuable towards higher wage earnings. For example, in Australia, the Graduate Survey
by Graduate Careers Australia have highlighted that ‘those who complete a postgraduate
degree has an increased chance of obtaining higher earnings’ (2009, p. 1). Therefore, the
importance of qualifications is reflected in earnings in the business industry and for those
wanting to increase their skills for their career development.

2.9 Research Background: Asian studies degrees and the importance of
understanding Asia

Asian studies degrees at universities are often integrated into specialist humanities or
Arts degrees. The importance of understanding Asia can be found in the value of a global
university education and the need for students to have a global understanding of
international relations in certain business industries. This background research will
explore the relevance of Asian studies to Australia and how educational knowledge
contributes to the development of international businesses in Asia.

2.9.1 The value of a global university education

University education is often seen as important to building a body of knowledge for an
individual. Although university institutions are situated in various global locations, often
with networks to other universities through the use of modern technology, the mobility of
students travelling to other regions to further their education is common. The paper by
Kell and Vogl regarding the impact of transnational education has highlighted the benefits
and risks of student mobility. The paper investigates the impact of students moving internationally to receive an education and how this has affected certain areas. One of the findings, which is ‘the risk of global identity’ highlights ‘implications of the risk society for students’ (Kell and Vogl 2008, p. 28) where the authors describes this concept as ‘being the reactions of students to the differing culture where they are seen as being compliant due to a foreign more dominating culture’ (Kell and Vogl 2008, p. 29). The authors argue that ‘one of the risks to a global university education resulting in students travelling to experience other cultures, also have resulted in political and government impacts such as the tightening of regulations on student visas and regressive-localism’ (Kell and Vogl 2008, p. 29), where regressive-localism has led to more homogenised society due to limited international influences and diversity.

The value of a global university education has resulted in increased movements in the student population, which has impacted on government policies as well as the experience of the student. In addition, the movement of international students has also impacted on the trends of international students in attending rural universities in Australia. Edgeworth and Eiseman’s article explores the ‘impacts to international students when they choose to attend a rural university institution’ (2007, p. 4). The article highlights factors impacting on international students in rural locations. These impacts include the article arguing that ‘the location is central to the understanding of the students’ perception of the culture in their university’s country’ (Edgeworth and Eiseman 2007, p. 4). Furthermore, the article highlighted that the ‘location of the campus was often not a consideration for the international students as many of these students did not gain high enough admission scores to enter urban universities’ (Edgeworth and Eiseman 2007, p. 4). The article’s research concluded that ‘it is often the prestige of the university and the degree of study that determined the mobility of students to relocating to an urban or rural area and that this has impacted on the perception of the local culture’ (Edgeworth and Eiseman 2007, p. 6). The shift in ideology of a student attending a local university has ensured that students are now not only seeking an education, but the experience of mobility in rural and urban locations of foreign nations. Therefore, as the literature review has shown that more students are seeking to broaden their educational objectives by their chosen location of study and international study experience, the research has highlighted that the purpose of university education is to develop cultural understanding and experiences, and is not solely for academic purposes.
2.9.2 Objectives of studying Asian studies

There are many objectives for a student undertaking an Asian studies degree, however, the ANU’s Asian studies faculty have stated that students are studying an Asian studies degree ‘to understand the Asian culture, to study a language not taught anywhere in the country, or indeed any other tertiary institution, to live, work and study in Asia’ (Australian National University 2009, p. 1). ANU’s Asian studies faculty Dean’s message highlights the varying objectives of studying Asian studies and ‘the importance of learning a language towards advancing the understanding of a different culture’ (Australian National University 2009, p. 1). The explanation given by ANU’s Asian studies faculty regarding the students’ reasons in choosing to study specialist Asian studies degrees are evidence of the broad range of objectives that students have in undertaking these degrees. Reasons for studying Asian studies further include understanding ‘Asia and the Pacific from historical, political, economic, literary, linguistic, sociological, security, religious and anthropological perspectives’ (Australian National University 2009, p. 1). These reasons provided by ANU’s Asian studies faculty highlights that students study Asian studies for holistic reasons, as well as for business reasons.

2.9.3 Education objectives in Asia

The education objectives in Asia have highlighted similarities when comparing these objectives to those in Australia. Education objectives in Asia have highlighted ‘mainland Chinese students have become an educational phenomenon in the Australian educational discourse’ (Shi and Le 2006, p. 2). The article concludes that ‘traditional Chinese culture attached a great importance to education as a means of enhancing a person’s worth and career’ (Shi and Le 2006, p. 3). The article explores the education objectives in mainland China and how Maoism and Chinese history has influenced the education objectives. In the survey of the mainland Chinese, Shi and Le explains that ‘it is historical influences that have led to the emphasis of education being related to the level of self worth and career’ (2006, p. 3). The article also provides an analysis of developed and developing nations in Asia. The authors use a survey of Singaporean Chinese and ‘the value of previous rote learning and strict examination compared to the new paradigm of introducing creativity into the education system as is ‘seen necessary for success in modern developed economy’ (Shi and Le 2006, p. 4). The authors conclude that ‘international students have made a significant contribution to the Australian economy and that intercultural awareness should be promoted in Australia to ensure that the education objectives of those in Asia is understood’ (Shi and Le 2006, p. 8).
The education objectives in Asia are further shown in the motivation of students to learn in an international environment. In Smith’s research regarding the discourse of postgraduate students studying a Master of Business Administration (MBA) in Dubai, the author’s findings highlights ‘similarities of reasons for the study from the participants’ (2006, p. 344). The author concludes that ‘high level of motivation reflected in their motivation for their jobs and was coupled with the ability to work hard, both at work and in their studies’ (Smith 2006, p. 344). The article reflected upon ‘the student’s desire to learn to further their understanding in management and how this relates to their workplace environment’ (Smith 2006, p. 344). Smith concludes that for her research, ‘a significant sample portion of the participants in Asia, the main objective of the study was to further their business knowledge that will assist them with their work duties’ (2006, p. 344). Therefore, the education objectives in Asia is related to the historical ideologies of the culture as well as being driven by the desire for self advancement and further understanding of an individual’s work environment.

2.9.4 Education objectives in Australia

The education objectives in Australia are often highlighted by the Australian government as increasing one’s skills to promote economic advancement. The Department of Education, Employment and Workplace Relations (DEEWR) ‘agrees with the Bradley Review’ (Department of Education, Employment and Workplace Relations 2009, p. 6), which concludes that the ‘reach, quality and performance of Australia’s higher education is central to Australia’s economic and social progress’ (Department of Education, Employment and Workplace Relations 2009, p. 6). Other education objectives in Australia also include an increase quality of life for the individual. For example, Zone Education has highlighted some of the reasons as to why education has increased the quality of life for the individual. Zone Education states ‘education instils confidence in people and creates future opportunities’ (2008, p. 1). In comparing Australia’s dominant education objectives to those in Asia, similarities can be found regarding the potential increase in living standards for the individual and the positive contribution of an educated workforce towards national economic growth.
2.10 Conclusion

The purpose of this chapter aims to provide the background theoretical framework for Chapter 3 of the thesis, which will critically analyse the literature review of the parent disciplines. The background research information relating to human security, international business ethics, generation Y and career development in the context of human resource management will be used for critical analysis in the literature review.
3.1 Overview to literature theoretical framework

This research chapter presents a literature review for the DBA thesis and reviews the key theoretical issues related to the proposed research of generation Y students studying undergraduate Asian studies degrees and their value of human security and international business ethics in their career development.

A wider body of knowledge of the four parent disciplines are:

- Human security concepts and the application of this body of knowledge in international relations.
- The application of international business ethics and its importance in the era of globalisation.
- Generation Y characteristics and the career aspirations of generation Y undergraduate students.
- Undergraduate Asian studies degrees and understanding of human security concepts and international business ethics for students studying in these programs.

The literature theoretical framework research will focus on the immediate discipline of generation Y undergraduate students studying at Australian universities and their value of human security concepts and international business ethics in their career development. This is seen to be relevant to the four parent disciplines as it combines the research that has been compiled in these knowledge areas and is used to address a research knowledge gap regarding advice for the strategic human resource management of generation Y in international businesses in Asia.

Based on the key theoretical issues reviewed, the research aims to investigate generation Y undergraduate students studying Asian programs and the value this group has
regarding international relations concepts towards their career development. The DBA thesis aims to examine the ideologies of generation Y through a literature review and analysis.

In terms of structure, the chapter will investigate the parent disciplines by conducting a literature review on the relevance of international relations concepts and how these concepts impact on globalisation, especially in Asia. A literature review of generation Y characteristics will also be investigated and the importance of Asian studies for the career aspirations of some generation Y undergraduate students will be highlighted.

The research outcome aims to contribute to the existing body of knowledge by identifying the career development needs of generation Y students studying an undergraduate Asian studies degree at an Australian university and linking the career development needs to Generation Y’s value of human security and international business ethics.

The research is justified as this represents a knowledge gap being identified in the preliminary literature review based on research in the four parent disciplines and due to the increasing need to understand Asia, especially in the era of globalisation.

3.1.1 Chapter objectives

The literature review chapter aims to provide discussion into the human security debate in the Asian region and to identify the relevance of human security and international business ethics towards generation Y’s career development. The chapter will provide the reader with an understanding of the current international environment, the research background and the definitions of key concepts such as human security and international business ethics for this thesis. The research background and the definitions of the key concepts are seen as crucial to the thesis survey and determining the research questions as the findings provide information regarding differences between Western and Asian discourses in the study of international relations and international business management. Although it is recognised that the definitions and the key concepts in this research are broad, such as the use of the terminologies human security and international business ethics, different viewpoints have been recognised and will be compared to ensure that these differences are incorporated into the discussion about the research problem. It is recognised that there has been background research into these knowledge areas, however, the thesis aims to contribute to the research by providing insight into the multidisciplinary research areas and ensuring that the views of generation Y
undergraduate students studying an Australian undergraduate Asian studies degree are heard. The findings in the literature review will be used in the development of a survey and in the justification of the research methodology component of the thesis.

3.1.2 Literature review concept model

The literature review concept model in Figure 3.1 (page 63) highlights the structure of the literature review research and the parent disciplines. Figure 3.1 illustrates the relevance of the parent disciplines to the immediate discipline of the research by stating the broad research areas and the subsequent research issues that will be investigated, that relate to the broader research. Figure 3.1 also shows the research question and how the research question relates to the research issues and the parent disciplines. The survey, which will be conducted at ANU, is included in the literature review concept model to demonstrate how the background research will assist in the development of a survey that is relevant to the research problem and contributes to furthering knowledge of the four parent disciplines. As highlighted in Figure 3.1, the sequence of this chapter is to provide an overview of the information gained from the literature review and how this contributes to the body of knowledge and identify the literature gaps in answering the research problem.
Figure 3.1 – Literature review concept model

**DBA thesis research area**

The importance of international business and human security related concepts to generation Y undergraduate students’ career development in the era of globalisation

**Parent discipline 1**
Human security concepts and the application of human security to international business activities in Asia

**Parent discipline 2**
The application of international business management ethics and its importance to human security in Asia

**Parent discipline 3**
The importance of undergraduate Asian studies degrees in contributing to generation Y undergraduate candidates’ values and knowledge

**Parent discipline 4**
Generation Y characteristics, their value of international relations concepts and their career aspirations

**Research focus 1 – Importance of Undergraduate Asian studies degrees**

The importance of Asian studies degree for generation Y undergraduate candidates in understanding and valuing human security concepts and international business ethics will be investigated

**Research focus 2 – Expectations and career values of generation Y candidates**

**Survey:** Generation Y undergraduate candidates studying programs at ANU’s Asian studies faculty and their value of human security and international business ethics in their career development

**Immediate discipline**

Asian studies and generation Y’s value of human security and international business ethics in their career development

Source: Developed for the purposes of this research
3.1.3 Implications for research methodology from literature theoretical framework

The implications for the research methodology from the literature theoretical framework includes having already developed the parent disciplines, the research methodology aims to follow the findings of the parent disciplines. A risk of this could be that there are other minor knowledge areas that also contribute to the research problem that is marginalised due to a background literature review not being conducted.

It is recognised that the literature theoretical framework provides insight to the secondary research that has already been undertaken, however, this provides a limitation due to the direction already scoped by previous research. Although the DBA thesis research area provides insight to a multi-discipline knowledge area, resulting in a combined analysis of business and international relations, however, these two areas have been already researched; hence, the parent disciplines were identified and used as a background framework.

3.2 Literature review

The increased interaction of nation states has resulted in the need to understand other cultural perspectives and rule of law when conducting international business. In Australia, international relations are especially important with Asian nations, ‘where trade and aid development is often important in government foreign policies’ (Department of Foreign Affairs and Trade 2009, p. 1). As international relations and business interactions across differing nation states have become keen career choices, especially for generation Y students, organisations that are able to offer this opportunity will also have to ensure learning and development in this area is adequate within organisational training. For example, research has shown that ‘advancing multinational labour strategies depends on the ability to develop models of the relationship between international and domestic employees’ (Department of Foreign Affairs and Trade 2009, p. 1). Therefore, generation Y students wanting an international relations career, especially in Asia will need to be equipped with global knowledge as well as skills that will further business development in foreign nations.

The literature review aims to provide an overview of the research that is available in each of the parent disciplines and immediate discipline. The research will provide a foundation for the survey and to identify knowledge gaps in the disciplines of study. Parent Discipline
1 was developed to investigate the impact of human security concepts and its application in Asia. Research from different sources has found that the view of human security and its related ideologies is generally accepted as a modern view of international relations and in defining the attitudes of nation states towards people. However, as the definition of human security is broad, the application of human security concepts and its impact in achieving global goals have been disputed. For example, Neumayer's article regarding international human rights treaties highlights ‘the different paradigms view the effectiveness of human rights regimes’ (2005, p. 927). The article states ‘that a realism perspective of human rights regimes and its effectiveness in promoting peace and human rights in nation states would be to ensure that nation states are benefitting from reciprocal arrangements’ (Neumayer 2005, p. 927). The author states ‘given that a country’s citizens often reside in many foreign countries, a country with high human rights standards might be concerned about the fate of its own citizens abroad and therefore benefit from an effective international human rights regime’ (Neumayer 2005, p. 927).

In analysing this perspective from Neumayer’s research, although realist ideologies is just one discourse that can be utilised in gaining an understanding of international relations, it highlights that an international regime can be viewed differently depending on the perspective taken. Therefore, the level of effectiveness of human security can be argued from different perspectives depending on the situation. For example, whilst the concept of sovereignty and nation states acting in their best interest is often the objective from a realism perspective, however human security argues that for international development and progression in a region, regionalism and collaboration is necessary. Poon highlights the positives of European nations becoming more integrated from an economic development perspective. ‘Integrationist moves in Europe have been greatly influenced by proponents of institutionalism who see the establishment of regional institutions as a positive force for greater international stability’ (Poon 2001, p. 253). Furthermore, Poon’s article discusses that ‘nation states agreeing to regionalism does not mean the loss of cultural or nation state ideologies’ (2001, p. 253). Poon uses the example of APEC and how ‘APEC rejected ‘Western’ bargaining methods right from the start. APEC has adopted a regional diplomacy that revolves around behavioural norms within a set of conduct codes that are defined by Asian leaders’ notion of musyawarah (consultation) and mufakat (consensus) as opposed to EU or NAFTA’s decision-making norms of reciprocity within legislative frameworks’ (2001, p. 254).

The article has highlighted that ‘even with ideologies or global concepts that endorse human security concepts and regionalism, this does not necessarily mean that the
welfare or the culture of the nation state is marginalised’ (Poon 2001, p. 253). Parent Discipline 1 involving human security concepts and examining the impact of these concepts is considered to be important to the research due to the need to define the concepts prior to relating the concepts to the immediate discipline of the importance of human security and international business ethics to generation Y’s career development, with specific references to careers in the Asian region.

Parent discipline 2 provides research into international business ethics management and how this is relevant in the era of globalisation. International business ethics management is seen as a concept that is often related to an organisation’s reputation and conduct. For example, international business ethics is often said to be broad due to the differing interpretations, multinational company’s attitudes and the culture of the host nation. Asgary and Mitschow have attempted to propose a model to better define international business ethics and to provide a framework for the multinational companies. Asgary’s and Mitschow’s discussion paper highlights ‘whilst most companies have basic policies on employee integrity, confidentiality and sexual harassment, relatively few have established policies regarding bribery, exploitive child labour, human rights violations and other problems that may encounter in the global marketplace’ (Asgary and Mitschow 2002, p. 239).

The authors explain that international business ethics is now important in the international relations studies area, for ‘the multinational companies who participate in the marketplace’ (Asgary and Mitschow 2002, p. 239). The authors further argue that there were relatively few guidelines in the marketplace for companies regarding what was the ethically correct behaviour. The article explains ‘the progressive industrialised countries (eg: Canada) that have better rules, regulations and standards (eg: higher ethics) are seriously considered by business for investment. However, countries that lack predictable business rules (eg: some African countries) drive businesses away’ (Asgary and Mitschow 2002, p. 240).

It can be seen that an international business ethics standard does not only benefit the company in regards to promoting a positive image for employees and consumers, but also for the host nations, where regulatory enforcement of international business ethics may be able to promote the nation as a less risk for investment. However, in practice, a global framework would be difficult to implement and enforce. Therefore, a global approach to international business ethics may be considered to be not as valuable due to the need to adapt the international business ethics framework to the host nation and the
international business company. ‘In the study of business ethics, Confucian ethics is often introduced in teaching about the development of personal characters and virtues in the context of interpersonal relations, like benevolence, righteousness, etiquette, and trust’ (Lam 2003, p. 153). Although this value may be dominant in a community which has Confucian beliefs or similar beliefs, however, these values may be difficult to implement in other nations that do not share the same beliefs. Hence, a global framework for international business ethics may not be practical due to the diversity of cultural beliefs and business practices in nation states that may be viewed as ethical by the community group or by the international business company. The aim of parent discipline 2 is to provide research into the effectiveness of international business ethics and also the role that international business ethics has for multinational companies in Asia. Parent discipline 2 relates to the immediate discipline as it provides context and understanding of international business ethics from a global and academic view, which then can be contrasted to the views of the participants in the survey who provide a response regarding their views on international business ethics.

Parent discipline 3 aims to highlight the importance of undergraduate Asian studies degrees in relating to providing knowledge for generation Y undergraduate students who are studying these degrees. The parent discipline is seen as necessary in addressing the research problem as it provides context and background regarding the expected knowledge and content of the undergraduate students’ studies. Although Asian studies courses offered in an undergraduate degree curriculum are normally focussed on the Asian culture and how this relates to international relations, international business courses and how Asian cultures impacts on other fields such as sociology and archaeology are also discussed. For the purposes of this research, the survey resulting from the research provided in parent discipline 3 was conducted at the Australian National University. This is due to the specialist Asian studies degrees that are offered at the university with a separate faculty for Asian studies.

Parent discipline 4 aims to provide insight into generation Y students’ values and career aspirations to determine this category of graduates’ interests and future intent. In researching parent discipline 4, the information regarding the effectiveness of categorising generation Y for human resource management purposes is debatable, however, in undertaking the survey, it can be seen that there are common views on ideologies, due to the age range and courses of study. In researching the generation Y characteristics in the workplace, generalisations of the behaviours of people in the age range of 18-28 as at 2009 can be seen to have common perspectives in some areas,
especially in relation to social issues. For example, in Freestone’s and Mitchell’s research into generation Y attitudes towards e-ethics and internet related misbehaviours, it was highlighted that ‘generation Y and other categorisations of age groups are effective as they can be argued to ‘share a common and distinct social character shaped by their experiences through time’ (2004, p. 123).

Therefore, in applying this to strategic human resource management, the findings of the research indicates and highlights that there is value for human resource managers to gain a general understanding of the general characteristics of employees in their organisation for workforce planning purposes. The article discusses the commonalities that could be found in the results. In analysing the results, it can be seen that whilst other more mature generations may find concepts such as ‘internet downloading’ to be more unacceptable, this was a lot more acceptable for generation survey participants, which could be possibly attributed to the ‘no harm, no foul’ attitude for generation Y and also the common practices during the time of which ‘generation Y was being exposed to technology’ (Freestone and Mitchell 2004, p. 126). Furthermore, in analysing the attitudes of generation Y, Freestone and Mitchell argue that ‘there are general dominant discourses that stems from this age group, where certain ideologies may not be as dominant in other age groups’ (2004, p. 126). For example, one of the key findings included ‘generation Y consumers seem more permissive of software piracy and many commented they feel that they are doing no direct harm to sellers as they cannot see the direct economic consequences of their actions, and said they are the victim of inflated software, music, or movie prices, blaming the industry for keeping the prices artificially high’ (Freestone and Mitchell 2004, p. 126). Although this ideology was also present in other age groups, however, in analysing the results from a broad perspective, this ideology was dominant in the generation Y age group. Therefore, research that has used broad categorisation of age groups, although may not be completely effective in evaluating the ideologies of individuals, however, do provide an indication of the dominant views of a broad group of individuals that are in the same age group and have shared the same or similar experiences.

From the parent disciplines, the research problem for the thesis is stated as ‘the importance of generation Y’s values of human security and international business ethics for their career development and the impact of Asian studies degrees on student knowledge of human security and international business ethics’. In evaluating this research topic, the knowledge gained from the research will contribute to the body of knowledge into furthering understanding international business management as well as
strategic human resource management. This research will also provide a foundation for further research into the popularity of human security and international business ethics concepts and the concepts’ effectiveness for the Asia region.

Arising from the parent disciplines are six research questions, which contribute to the collection of data that will assist in addressing the research issue. Table 3.1 (page 70) provides an overview of the research questions and how they are aimed at assisting the research.
Table 3.1 – Research questions addressing the research issue

<table>
<thead>
<tr>
<th>Research question</th>
<th>Research question findings summary</th>
<th>Research question and its contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) What is human security and why is it important in the era of globalisation?</td>
<td>Human security is found to be important in the era of globalisation as both international relations and international businesses depend on the expansion of globalisation to ensure in increase of activities and interaction. The concept of human security has been acknowledged by the UNDP to be a ‘modern concept in international relations’ (United Nations Development Programme 1994, p. 1).</td>
<td>The research contributes to the research issue by defining human security as a concept highlighting its importance in academic literature and to international businesses. The survey attempts to collect primary data regarding the values of generation Y undergraduate students and the extent that they think human security is relevant to the Asia, international businesses and their career aspirations.</td>
</tr>
<tr>
<td>2) How is human security relevant in the field of international business and why do international businesses need to take notice of the concept of human security?</td>
<td>This research question aims to provide insight into human security and its relevance to international business activities. As human security is a concept that is often argued to generate benefits in a theory as opposed to in practice, this research aims to investigate the value that international businesses place on human security of a community group or a nation state and whether this is reflected in their operations or organisational values.</td>
<td>The research question aims to provide insight to human security and it applications relating to international businesses and the Asia region. Furthermore, the research aims to provide research into how human security is seen from different perspectives and how this impacts on generation Y values and their career aspirations.</td>
</tr>
<tr>
<td>Research question</td>
<td>Research question findings summary</td>
<td>Research question and its contribution</td>
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<tr>
<td>3) What is international business ethics and what can be learnt from this concept in the era of globalisation?</td>
<td>The research question investigates the concept of international business ethics and the lessons that can be learnt from this in the Asia region. The research question aims to define and research international business ethics and discuss the lessons that can be learnt from international business ethics and how this impacts on globalisation.</td>
<td>The research question contributes to the research issue by providing a foundation to defining international business ethics and its relevance for international businesses in the Asia region and its impact on globalisation.</td>
</tr>
<tr>
<td>4) How does international business ethics relate to human security in Asia?</td>
<td>This research question aims to research international business ethics and how they relate to human security in Asia.</td>
<td>This research question provides research into international business ethics and how they relate to human security in Asia and whether international business ethics impact on the application and increase of human security concepts.</td>
</tr>
<tr>
<td>5) Why are undergraduate Asian studies degrees important to further the understanding and defining human security and international business ethics concepts?</td>
<td>This research question will provide a broad overview of the views of undergraduate generation Y students studying an undergraduate Asian studies degree and how they define human security and international business ethics concepts.</td>
<td>This research question will be addressed through the design and administration of a survey at ANU. This research question will allow insight into the values of current students studying an undergraduate Asian studies degree at ANU who are eligible to participate in the survey.</td>
</tr>
</tbody>
</table>
6) How do undergraduate generation Y students enrolled in these programs value human security and international business concepts and how does this value impact on their career development?

The research question aims to provide insight into the discourse of undergraduate generation Y students who are studying Asian studies. The research question provides a foundation to further understanding generation Y students and how this may impact on human resource management policies for international businesses in Asia.

The research question contributes to the research issue by furthering defining general characteristics of the generation Y cohort. Although it is recognised in the research that the characteristics of generation Y is debatable, however, these stereotypes provide an indication to the values and ideologies of the cohort.

Source: Developed for the purpose of this research

The research questions were developed to ensure that there was a framework in relation to the use of the parent disciplines to address the research issue. It is recognised that the research areas provide insight to both the knowledge areas of international relations and international management. The study of Asian studies contributes to further the understanding provided in regards to managing an international organisation in Asia and understanding how international business ethics and human security is applied to a region.

The research questions have been addressed in the research of the parent disciplines and are aimed at further understanding the research issue by being able to focus on specific knowledge areas of the research. The research questions have also been incorporated into the design of the survey at the Asian studies faculty at ANU. These research questions formed the basis in which the survey was designed, to ensure that the research issue was addressed and that the participant’s responses contributing to the aim of the DBA thesis.
3.2.1 Key definitions and concepts in the research

The key definitions and concepts have been provided below in Table 3.2 below to explain the research topic clearly to the audience and to ensure that the audience has a basic knowledge of the key concepts before reading the literature review.

Table 3.2 below has been included to ensure that the research topic is defined and that there is a common understanding of the concepts discussed in the research topic. It is recognised that concepts such as human security and international business ethics are broad and that there may be different interpretations of the concepts, hence, Table 3.2 below provides further clarification of the concepts. This will ensure that the reader has an understanding of the concepts in the research problem, thus ensuring that the reader realises the scope of the research and its delimitations.

Table 3.2 - Research topic defined

‘Asian studies degrees and generation Y’s value of human security and international business ethics in their career development’

<table>
<thead>
<tr>
<th>Concept</th>
<th>Explanation</th>
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<tbody>
<tr>
<td><strong>Undergraduate Asian studies degree</strong></td>
<td>Undergraduate Asian studies degree is referred to in this research topic as undergraduate specialist degrees offered by Australian universities. For the purposes of this research, the Bachelor of Arts (Asian studies) at Australian universities have not been included. This is because the Asian studies component in a Bachelor of Arts is often only a major. In-depth study will be conducted in this research regarding the undergraduate programs offered by the Asian studies faculty at the ANU.</td>
</tr>
<tr>
<td>Value</td>
<td>The definition of ‘value’ for the purpose of this DBA research is stated as the ideologies and opinions of generation Y that are related towards their career development.</td>
</tr>
<tr>
<td>Concept</td>
<td>Explanation</td>
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<tr>
<td><strong>Human security</strong></td>
<td>Human security is concept that has officially originated from the UNDP’s report in 1994. The Human Development Report’s definition of human security argues that the scope of global security should be expanded to include threats in seven areas: ‘economic security, food security, health security, environmental security, personal security, community security and political security’ (United Nations Development Programme 1994, p. 1).</td>
</tr>
<tr>
<td><strong>International business ethics</strong></td>
<td>The definition of international business ethics for the purpose of this DBA research is stated as ‘an action that is conducted by international businesses that is considered to be moral’. For the survey, participants will be asked to identify the most important elements in which they consider to constitute as international business ethics.</td>
</tr>
<tr>
<td><strong>Career development</strong></td>
<td>The definition of ‘career development’ for the purpose of this DBA research is stated as a strategy or ideology that contributes to a career decision of an individual or a group.</td>
</tr>
</tbody>
</table>

Source: Developed for the purpose of this research

3.2.2 Parent Discipline 1 – Human security concepts and the application of human security to globalisation theories

The concept of human security in the study of international relations is a contentious area due to differing interpretations and applications of ideology. In analysing the various different concepts of international relation theories, human security and the importance placed on the welfare and needs of different community groups within nations is a different ideology to traditional theories, such as realist ideologies. International relations analysts such as Baylis and Smith argue that ‘there are many perspectives relating to world politics’ (2001, p. 5). Although these authors ‘believe that globalisation and the World Wars have played a pivotal role in the alteration of the certain international relations ideologies’ (Baylis and Smith 2001, p. 5), the authors recognise the value of
differing concepts and how they relate to current world events. In the authors’ publication *The Globalization of World Politics*, the authors explain the conflicting concept of human security and traditional realist ideologies. Realism is defined in international relations as the dominant theory of International Relations and one of the main characteristics of realism is that ‘self-help is the principle of action in an anarchical system where there is no global government’ (Baylis and Smith 2001, p. 144). This ideology is in contrast to modern ideologies such as human security and critical security. For example, Ken Booth, author of the publication *Critical Security Studies and World Politics* argues that ‘realism is intellectually rigid and that the theory’s unspoken assumptions are regressive’ (2005, p. 7). Thus, in analysing the literature concerning international relations, there are many theoretical approaches, with the ideology of human security being a modern concept.

The importance of human security is reflected in the *United Nations Development Programme (UNDP) Report*. The UNDP 1994 Report introduced human security as a concept which ‘equates to people rather than territories’ (1994, p. 1). This idea is different to realist ideologies, where one of the key characteristics of the theory is based upon the interest of nation states and country boundaries. Human security takes a broader approach in regards to ‘working across nation borders’ (United Nations Development Programme 1994, p. 1) for the betterment of humanity. Asian studies academic Vervoorn explains ‘globalisation as having an impact on various communities in Asia and their interactions with other cultures’ (1998, p. 65). Vervoorn states that with the development of the UN and the promotion of human rights by nations in the west, ‘governments are particularly adept at manipulating lighting to achieve the desired effects they want’ (1998, p. 65). Although the aim of promoting human security, as set out by the UNDP is to ensure that the needs of individuals are valued and for nation states to consider the impact of their public policy, however, due to political desires, where some academics may argue stemming from realist ideologies, human security remains a contentious issue in international relations.

In Asia, human security is particularly relevant due to conflicting ideologies within nation states and differing geopolitics. Frederking argues that ‘the incident of September 11 did not fundamentally change world politics, but increased global social arrangements have increased the need for human security’ (2003, p. 363). Frederking refers to social arrangements as being ‘one of the main players for the need for human security and understanding of different community groups’ (2003, p. 363). This ideology is also supported by Simon, who states ‘the World Trade Organisation (WTO) and global pressure for democracy’ (1996, p. 382) are elements affecting the regional security. The
concept of democracy, as explained by Sheldon, relates to the ‘underlying value of human security, thus enforcing the global trend as well as the importance of this concept to Asia’ (1996, p. 382). As the purpose of this literature review is to determine the role of human security ideologies towards Asian societies and the importance this concept plays towards regional development, the preliminary literature review has suggested that there are gaps in this field of study. For example, a literature search has found that there are many articles being published regarding the use of human security in international relations. However, few literatures have discussed the need to promote this concept to the next generation of leaders. As human security remains a very broad area of investigation, better understanding of this concept will allow the knowledge from theoretical approaches be applied to community development and international relations.

The concept of human security has been applied to various global events, thus highlighting the idea’s adaptability in differing situations. The main themes connected with human security are ‘freedom from fear and freedom from want’ (United Nations Development Programme 1994, p. 1). The definition of ‘freedom from fear’ is often described as ‘protecting individuals from violent conflicts while recognizing that these violent threats are strongly associated with poverty, lack of state capacity and other forms of inequities’ (Human Security Centre 2008, p. 1). The concept of ‘freedom from want’ is defined as ‘expanding the focus beyond violence with emphasis on development and security goals’ (United Nations Development Programme 1994, p. 1). These schools of thoughts are particularly relevant to the Asian region, especially to nation states in the Asia-Pacific region. This is because of a long and current history of conflicts in the Asia-Pacific area, especially in the ‘arc of instability’ (Dobell 2006, p. 1). The ‘arc of instability’ is a ‘contentious topic in itself due to the inclusion of some nations and the exclusion of others’ (Dobell 2006, p. 1). Generally, this region is defined by academics as ‘being extended from Indonesia to Papua New Guinea and into the South Pacific’ (Dobell 2006, p. 1). However, ‘this arc has been a recent issue in Australian politics, where differing Australian foreign policies have grouped the arc differently’ (Dobell 2006, p. 1). Regardless of the member nations being classified as vulnerable in the Asia-Pacific, the arc of instability is a good example of where the concept and application of human security is needed to restore national and regional security. The Asia-Pacific region survey provides an illustration of the need for a clear definition of human security to assess and provide solutions to solving global issues in favour of the security of individuals.
As revealed from the above discussions, the topic of human security is broad and varies depending on differing perspectives and the application of this concept to global issues. In applying human security concept to undergraduate Asian studies degrees, the significance of these human security concepts must be identified to ascertain the relevance of the theories to practical applications. At ANU, ‘the university has a dedicated Asian studies faculty, offering a range of undergraduate programs’ (Australian National University 2008, p. 1). The importance of human security is reflected in the courses offered by the faculty. The human security courses reflect ideologies relating to critical security and neo-liberalism theories, as opposed to realist theories, a traditional school of thought in international relations. Therefore, the course design and how human security is portrayed to generation Y is crucial to gaining a common understanding as well as promoting different international relations ideologies, reflective of global change.

3.2.3 Parent discipline 1 – The importance of human security concepts and the application of human security to globalisation theories

The importance of human security concepts originated from the UNDP’s 1994 report. The report highlighted the concept of ‘freedom from want’ and ‘freedom from fear’ (United Nations Development Programme 1994, p. 1). This has led to ongoing discussions of security in international relations and the aim of security. Some discussions regarding the rise of Asian nations indicate that emerging superpowers impact on the economic growth of certain nation states and alter the ideologies of international trade. For example, in the debate between Velasque and Fleming, the argument was about ‘whether international business operations should concern itself in the ethical obligations of the host country raises contemporary international security issues’ (Cordeiro 2003, p. 327). The debate between theorists Velasque and Fleming is explained in Cordeiro’s article and relates to the conduct of international businesses. Cordeiro argues that ‘both Velasque’s and Fleming’s ideologies have validity’ (Cordeiro 2003, p. 327). Velasque’s proposals supports Thomas Hobbes realism approach that ‘multinational enterprises have no obligations to host countries, as (a) obligations do not exist independently in a ‘state of nature’, (b) multinational enterprises exist in a ‘state of nature’ independent of any sovereign power, causing (c) therefore, multinational enterprises cannot be compelled toward moral or ethical behaviour’ (Cordiero 2003, p. 327). In analysing Velasque’s theory regarding the attitudes of multinational enterprises, it can be seen that Velasque’s theory would disagree with theories that human security concepts are important to international businesses, regardless of the geographical region of the host nation. This is because Velasque's theory is based on the argument that international businesses
should be acting for their own interests and not concerning into human security issues of the host nation. In contrast, Fleming’s ideology regarding the attitude of international businesses states that ‘the lack of an international authority to compel morality from multinational enterprises is irrelevant as multinational enterprises are for-profit making entities making rational economic decisions based on their self-perceived interest’ (Cordiero 2003, p. 328).

Although both theories argue that multinational enterprises do not need to concern themselves with the human security of the host country, evidence suggests that international business and its resulting actions play a large role to the development of a nation. For example, Kahler argues that the study of ‘international relations took shape in the United States after World War I’ (1998, p. 920). Therefore, in attempting to understand the underlying concepts in post-World War I international relations, it can be seen that during those times the ideology of nation states acting in their self-interests was dominant. In analysing the study of international relations, it was not only until the UNDP’s report highlighting the importance of human security and the introduction of critical security after the post-cold war that the concept of nation boundaries became less relevant and challenged the traditional beliefs in international relations. Although traditional and conservative theories such as those from Velasque and Fleming may promote that international enterprises should act in their self-interest and not concern into human security, however, in the modern era, the concept of human security has challenged this traditional paradigm.

Human security, which has arisen due to the need for concern into human and community groups, has ensured a change in international paradigm. For example, Krueger argues that ‘all people in the world share some basic characteristics of human dignity that ought never to be violated, regardless of social context (eg: whether they live in a rich or poor society) and thus whether they have an abundance of employment choices or nearly none’ (2008, p. 115). In analysing Krueger’s insight into the multinational supply chain industry and the author’s reasoning regarding fair trade and labour, the concept of human security is dominant throughout the arguments. One of Krueger’s main arguments concerns labour arrangements and whether multinational corporations should follow local practices. Although Krueger recognises the need to understand and respect other cultural practices, however, the author states that ‘this is not in the best interest in the long term due to the multinational corporation not engaging in best work practices, thus impacting on the internal operations of the corporation’ (Krueger 2008, p. 116). In evaluating Krueger’s arguments, it can be seen that although
in the short term, profits may increase due to cheaper human resource management arrangements, however, in the long term; this may prove to undermine the work practices of the multinational corporation.

The concept of human security is further supported in contemporary literature given the need to develop and promote ethical international business practices in developed and developing nations. Although the concept of human security may not be explicit in these arguments, the elements of human security promoting the values of human dignity and interests are found in these arguments. For example, Bailey and Spicer discuss the concept of whether national identity in international business, are important. The authors accept that ‘there are differences between different nation states, however, argue that social norms within the business context are defined by its employees and are a changing paradigm’ (Bailey and Spicer 2007, p. 1465). It can be seen that the authors have gathered from their research, that it is the staff of an organisation that create the culture. Therefore, ‘it is the responsibility of the international business to develop and build an inclusive culture in the organisation’ (Bailey and Spicer 2007, p. 1465). In analysing this theory, although the authors are not explicit in their argument of referring to the importance of human security, however, the elements of fore-facing the interests of humans and ensuring that their security needs of promoting an inclusive culture has been promoted. The parent discipline regarding the importance of human security and the application of this concept to globalisation theories can be seen with the promotion of a collective group of interests, as opposed to nation state interests. Especially in the case of international businesses, which have increased in the era of globalisation due to increased international trade opportunities, the promotion of the employee’s interest regardless of country of origin or citizenship status has ensured that the core elements of human security are argued to be upheld and important.

The importance of human security in Asia is seen as the result of Asia’s development. Yahya’s article investigating the ‘challenges of globalisation in India and Malaysia highlights the complexities of international relations between differing Asian nations, even with regional organisations such as Association of South East Asian Nations (ASEAN) aiming to strengthen trade’ (2005, p. 472). The author uses the examples of the ‘disputed region of Kashmir between India and Pakistan as an example of how the security of nations regarding geographical regions have ensured civil unrest, thus affecting the development of nations’ (Yahya 2005, p. 472). Human security in the era of increasing trade has ensured that the cultural and political discourses of community groups within a nation state play a pivotal role towards the success of trade and economic development.
This statement is further supported when considering human capital as part of a significant factor contributing to the success of international businesses. For example, Kelly conducted a comparative study in Asian nations including the Philippines and Indonesia. The article investigates ‘the developmental growth of these nations through worker mobilization and collective negotiation in the workplace’ (Kelly 2002, p. 402). The research found that ‘changes in the workforce have resulted in higher participations from workers in the workplace’ (Kelly 2002, p. 402). Other changes include the impact of developing nations in Asia have in increasing opportunities abroad, therefore, increasing the level of migration and remittances being sent from one nation to another. Yang and Martinez uses the case of the Philippines to highlight that ‘the annual number of Filipinos going overseas on officially processed work contracts rose six fold from 36,035 to 214,590 between the 1975 and the 1980s due to varying government initiatives’ (2006, p. 84). Therefore, globalisation has had a substantial impact on the lifestyle of those in Asian nations, especially in the migration area, where a global community encourages international work opportunities.

3.2.4 Parent Discipline 2 – Relevance and importance of human security concepts and the application of human security to international business ethics

Globalisation is relevant to Asia due to the growth of Asian economies, thus encouraging trading between Asian nations and with other regions. Buckley and Ghauri highlight in their article that ‘globalisation is essentially a process driven by economic forces’ (2004, p. 82). Similarly, in Gereffi and Fonda’s article about regional paths of development, the authors highlight ‘that the essence of development is to improve the quality of life’ (1992, p. 419). The article focuses on developing nations and the impact of development on developing communities. The article also states that ‘economic progress is dependent on other development objectives: better education, improved health and nutrition, a cleaner environment, a reduction of poverty, more equality of opportunity, an enhancement of individual freedoms, and a richer cultural environment’ (Gereffi and Fonda 1992, p. 420). Therefore, although other elements contribute to the economic progress of a nation which is part of the overall objective of globalisation, economic progress is one of effects from globalisation and increased international trading. From this literature review, the survey for the research will focus on getting eligible undergraduate students from the ANU Asian studies faculty to add value to the discussion by defining globalisation and the elements that should be included when considering globalisation in Asia.
The relevance of human security concepts and the application of human security to international business ethics are not only seen with the increasing importance in globalisation, but also with changing human resource management paradigms. Although it is recognised that ‘the right talent on staff is a key component of competitive business strategy, many employees recognize that a ‘standardised’ benefits program for all employees across the globe may be impractical and unsuccessful in achieving key benefit objectives such as employee retention, attraction and productivity’ (Bethea 2009, p. 22). The relevance and core concept and importance of human security concepts and the application of human security to international business ethics is due to the realisation that all community groups, and therefore employees in different regions are different. For example, Bethea argues that ‘there should be diverse benefits for a diverse workforce’ (2009, p. 22). Although benefits in developed nations could entail extra remuneration and learning and development, benefits in developing nations created by multinational enterprises could involve increasing the level of human security in a community group. Bethea states ‘flexibility, government mandates in different countries and regions, and varying cultural factors should all be taken into account when developing a multinationals benefits strategy’ (2009, p. 22). In analysing human security from a micro-perspective, the ideology of human security concerning into the safety of humans and community groups is relevant to multinational enterprises as international businesses contribute to the impact and development of the local host area.

The importance of human security and the contribution of international businesses can be seen with the high level developmental pace of Asian nations. In developed nations in Asia such as Japan, the importance of human resource management is evidenced with the strong focus on organisational development in these firms. For example, Horn and Cross explores the management and corporate strategies of Japanese multinational enterprises and how these multinational enterprises are being shaped by the growing importance of China to the East Asia Region and the economy as a whole. The authors acknowledge that ‘there are rivalry, nationalism and conflict issues between China and Japan’ (Horn and Cross 2009, p. 285). However, the author presents in their research regarding the management of Japanese multinational enterprises that although it is important to be aware of the issues, this should not be a determining factor to apply differential treatment in human resource management strategies. Horn and Cross states that ‘literature such as from Legewie has emphasized that Japanese firms traditionally have had problems in adapting their employment practices to foreign markets’ (Horn and Cross 2009, p. 301). Horn and Cross have also further emphasized the ‘differences between various Asian human resource management practices, which is reflective of
Asian discourses for Asia multinational enterprises’ (2009, p. 301). ‘This is different to the discourses of multinational enterprises from Western societies’ (Horn and Cross 2009, p. 301). The authors also highlights in their discussions of Japanese multinational enterprises that the ‘use of expatriates adds to the cost of local operations and reduces opportunities for tapping local knowledge and relationship- building, both of which are important in emerging market settings that are characterised by volatile policy and regulatory conditions’ (Horn and Cross 2009, p. 302). Therefore, in analysing the changing paradigms of Asian multinational enterprises and their difficulties in conducting business in other Asian nations, this is indicative of the changes needed from Western multinational enterprises.

The importance of human security concepts and the application of these concepts in international business ethics include targeting human resource management strategies to ensure that the needs of the workforce are fulfilled. For example, Itagaki concludes that ‘China is experiencing unprecedented mobility in the workforce, especially amongst the younger generation’ (2009, p. 451). As a result of this, multinational enterprises need to be aware of the human security paradigms such as the need for accommodation and other living essentials for employees to work for the long term. This concept is evidenced by the differing remuneration and employee benefits schemes in different regions of Asia. For example, the Society for Human Resource Management discusses ‘expatriate packages and expenses needed for different regions of Asia’ (Society for Human Resource Management 2005, p. 1). The differences in remuneration packages offered by multinational enterprises to ‘achieving employee satisfaction and fulfilment of human living needs can be seen to differ for those employees relocating to China as opposed to Singapore’ (Society for Human Resource Management 2005, p. 1). For some regions such as Hong Kong, ‘it is the norm to offer local remuneration packages, which is based on the local host country’s pay structures’ (Society for Human Resource Management 2005, p. 1). This tradition is different to other Asian nations such as Singapore, for example, where ‘there is likelihood that the employer will pay rent directly to the landlord rather than pay a cash housing allowance due to more favourable tax treatment, provide tax preparation help for the first year, cover some dependent education, and provide a cash allowance for pension if the employee is ineligible to participate in the government pension fund’ (Society for Human Resource Management 2005, p. 1). The differing remuneration packages and the aim of the multinational enterprises in attempting to fulfil the human security needs of the employees such as by providing for pension funds, highlights that the security needs in each region are different, however, the objective,
which is the focus on achieving human security for employees in host countries, remains the same across cultures.

3.2.5 Parent Discipline 2 – The application of international business ethics and its importance in the era of globalisation

The concept of international business development ethics is often defined as ‘the way multinational corporations conduct their business’ (International Business Ethics Institute 2008, p. 1). The study of international business development ethics is a contentious issue, especially in the era of globalisation. This is especially relevant to developing nations in Asia, where international business development ethical values play a pivotal role in determining the long-term sustainability of the community, environment and the economy. In conducting a preliminary literature review of international business development ethics, this concept is usually linked with public relations and strategic business planning. For example, Schwab argues, ‘ethics invariably take away choice, and, hence, flexibility, they must entail a cost, which probably increases in an increasingly complex and uncertain global environment’ (1996, p. 500). Furthermore, Hosmer states in his research that ‘international business development ethics is linked to corporate strategy and the need for international businesses to display good public relations’ (1994, p. 18). Hosmer indicates in his article that ‘the concept of international business development ethics is linked to the self needs of the business to maintain a good relationship with the public for corporation gains’ (1994, p. 18). In analysing various perspectives, the definition of international business development is broad due to varying ideologies regarding ethics and the application of ethics in daily business activities.

The concept of international business development ethics is linked to the behaviour of the organisation and its impact on the local community. Forsyth describes in his article the relationship between business decisions and environmental responsibility. The author investigates ‘sustainable tourism and how these voluntary sustainable practices by business corporations can benefit business strategic goals’ (Forsyth 1997, p. 270). The author relates that the concept of corporate ethics benefits both the company and the environment in which the company is conducting its business. In addressing international business and defining research questions relating to this topic, Peng has stated in his article that ‘one of the three main questions in the international business research area relates to business strategy and ethics’ (2004, p. 99). The author states ‘that globalization has an important role in determining the interaction of the international corporations in different states’ (Peng 2004, p. 99). The ideologies that are presented in this literature are
similar to those presented by Hughes, who highlights the ‘importance of ethical trading practice and how this impacts on the code of conduct in the business and auditing practices’ (2001, p. 390). Hughes explains that ‘business ethics reflects the internal functions of a business, such as in the case of fair trading and multinational companies who decide to use this practice in their everyday business transactions’ (2001, p. 390). Thus, in analysing the concept of global business development ethics, although this research topic is very broad, however, the practices of differing corporations in trying to apply the global business development ethics into their practices all aim towards a main element of trying to benefit both the business as well as the local community.

In the region of Asia, the problems of corruption have highlighted the need for international business ethics to be integrated into management and operational practices. This is due to corruption in Asia being at a cost to the international businesses and the region. For example, the Global Corruption Report 2009 stated that ‘as good citizens, corporations have to make a moral commitment that shapes their entire organisation, from their mission and objectives to their structures, policies and cultures, and down to their daily performances, evaluations and reporting’ (2009, p. 14). The Global Corruption Report 2009 discusses the accountability of international businesses and how they can have an impact on the stability and long term sustainability of the nations impacted (2009, p. 13). The Global Corruption Report 2009 highlights the cost by region that corruption from local practices and international businesses can limit the advancement of globalisation and regional trade (2009, p 11). The concept of graft and corruption has been found to have a cost on the development of a nation as well as income generation for the nation. However, the difficulty in identifying and comparing graft and corruption globally is argued due to ‘countries at different stages of development’ (Syed 2011, p. 1). Therefore, ‘you have different styles of corruption occurring’ (Syed 2011, p. 1). The report provides discussion into the impact of a community and highlights that there are also non-monetary effects for the community. For example, ‘the Asian Development Bank says that corruption, and weak governance in general, undermines government revenues, results in poor infrastructure and hinders the pace of poverty reduction in Asia’ (Syed 2011, p. 1). In providing insight to the issues of graft and corruption in Asia, the monetary issues to the region and international businesses are important as well as impacting on non-monetary implications for the community. Therefore, international business ethics is important in providing an enabler for commitment from international businesses to become involved in assisting to limit corrupt and graft practices in the Asia region. This area of research is applicable in the era of globalisation, where the increase of trade and international relations has ensured that the success of global interdependence and the
growth of developing nations are interlinked with the decisions of entrepreneurs in international corporations. Clark highlights in his article that ‘the industrial development of firms in Asia will have a large impact on the environmental and community interactions in Asian developing nations’ (1993, p. 310). Clark highlighted that ‘regions will be impacted, especially those nations in the West Pacific’ (1993, p. 310). In analysing the impact of multinational corporations on developing regions, the linkage between the actions of international companies and their strategic directions contributes to the sustainability of the regional, especially in areas where the economy is dependent on foreign trade and international business’s employment of local workers.

International businesses operations and ideologies vary in regards to the nation state and cultural influences. McNamara’s argues that international business ethical values ‘has long since been the domain of philosophers, academics and social critics’ (2008, p. 1). The author states that in order to ensure that international business ethics values become more practical; ‘business managers must become involved to ensure sustainability and usefulness of the concept’ (McNamara 2008, p. 1). Furthermore, McNamara states that ‘international business ethics have become to be considered a management discipline’ (2008, p. 1). Therefore, international business values and perceptions in the community are largely also related to internal policies and management, such as corporate business ethics. Although the concept of international business ethics and its value in the community is often qualitative, the impacts and economic value of international business in terms of economic development and international trade are often quantified, especially in public policies. The value of international business can be found not only for the nation that foreign investment is directed at, but also for the international corporation itself.

The preliminary literature review has highlighted the need for international business development ethics to be considered to ensure global sustainability. This is relevant with increased international trade and attention being drawn to the actions of companies and their interactions in foreign communities. The significance of this preliminary literature review is due to many authors stating that there is a need for international businesses to be interacting ethically; however, there this concept is very broad. For this concept to be able to be applied in practical situations, an education framework will need to be developed that is suitable for the contemporary era that is reflective and inclusive of differing environments and cultures.
3.2.6 Parent Discipline 3 – The importance of undergraduate Asian studies degrees to understanding Asia

The concept of leadership and the importance of defining these characteristics are reflected in the belief that well managed human resource development is a contributor to business success. Human resource theories indicate the need to define leadership characteristics to ensure that the developmental needs of staff in organisations are met. The Australian tertiary education system is well recognised overseas and contributes to the economic advancement of Australia by ‘ensuring the development of skills within the workforce as well as the financial contribution of foreign students in choosing Australian universities to complete their qualifications’ (Australian Qualifications Training Framework 2008, p. 1). Although traditionally, university academia and research were seen to be closely related, however, business sectors are realising the benefits of staff being able to apply theoretical knowledge to practical workforce situations, thus changing the strategic direction of university curriculum.

In Australia, there are 39 universities offering a wide range of vocational, undergraduate and postgraduate courses. In reviewing the literature available regarding Australia’s university industry, different universities offer their own diversity and research focus. For example, ANU has a dedicated Asian studies faculty for students to be able to specialise in the study of Asia, such as in ‘Arab and Islamic studies’ (Australian National University 2008, p. 1). Similarly, universities such as Griffith University are members of the Innovative Research Universities Australia, which focuses on research performance through innovation. This group of Universities differ from the Group of Eight Universities, who has an ‘intensive research focus’ (Group of Eight 2008, p. 1) and prides themselves on having historic achievements. Thus, although the main purpose of all universities is to equip students with the knowledge and skills necessary for them to succeed, however, Australian universities differ in their research focus and course offerings. Regardless of the aim of the university, an increasing enrolment from generation Y students due to this generation reaching university attendance age has highlighted the importance of university courses and programs being able to meet the needs of this generation.

This DBA thesis aims to investigate the Asian studies degrees, using a survey of undergraduate generation Y students studying at ANU’s Asian studies faculty to ascertain eligible participants’ views and understanding on human security and international business ethics concepts for the Asian region. In conducting a preliminary literature review, although many universities offer a Bachelor of Arts majoring in Asian studies,
limited universities such as ANU and Murdoch University offer specialist Asian studies undergraduate degrees. For example, the University of New England (UNE) ‘discontinued to offer the Bachelor of Asian studies degree in 2006 and students wanting to study Asian studies would have to enrol in a Bachelor of Arts degree’ (University of New England 2008, p. 1). Similarly, the University of Melbourne has an ‘Asia Institute in their Faculty of Arts’ (University of Melbourne 2008, p. 1). However, undergraduate students studying in the Asia Institute are enrolled in the Bachelor of Arts, as opposed to a specialist Asian studies degree.

In analysing the undergraduate programs in Australia’s 39 universities, limited universities currently award the Bachelor of Asian studies degree. Therefore, a survey will be conducted in undergraduate Asian studies degrees offered by ANU due to the university having a dedicated Asian studies faculty devoted to undergraduate and postgraduate degrees specialising in the study of Asia.

3.2.7 Parent Discipline 3 – Undergraduate Asian studies degrees and the importance of the body of knowledge gained from the studies to international businesses in Asia

Being able to understand Asia for multinational enterprises who are hoping to expand and conduct business in these host nations are important due to differing cultural discourses as well as another nation’s rule of law. The importance of Asian studies degrees and the subsequent knowledge gained are highlighted with factors such as the ability for leaders in organisations to realise the differing trends between Western and Asian markets. ING’s Chief Financial Officer Steenbergen explains the ‘need to understand the market environment is important’ (Asia Insurance Review 2010, p. 1). Steenbergen explains ‘you have totally different stages of development in markets; countries like Japan, Korea and Australia are very mature, and we have different business models in those markets’ (Asia Insurance Review 2010, p. 1). Therefore, in evaluating Steenbergen’s business strategy, the strategy highlights the importance of employees in multinational enterprises understanding the complexity of differing markets, thus needing knowledge of the local rule of law as well as culture.

In analysing multinational enterprises in China, employees need to understand Asia. An article researching ethical perceptions of business students and their views on differences between East Asia and the USA and among ‘Confucian cultures’ concluded that ‘there were distinct differences’ (Chung, Eichenseher and Taniguchi 2008, p. 123). The authors
stated that ‘in a broad sense, Confucian values are usually contrasted with Western (European) values which stress individual rights and freedom’ (Chung, Eichenseher and Taniguchi 2008, p. 123). The article produces findings that suggest that Asian cultures may not adapt to Western capitalist practices in business. For example, the authors argue that in Confucian culture, ‘Confucian tradition tends to stress humility over personal gain’ (Chung, et.al 2008, p. 123). Although this may be argued to be a cultural difference that does not impact on international business operations, however, the values of the local community will ensure that local employees and business interactions are based around these values. Therefore, as stated by Rowley and Warner, ‘human resource management is in a reforming process towards a more hybrid people management system in East Asia’ (2007, p. 706). Therefore, the recognition that human resource management is aiming towards a process that is aware of the differing discourses of employees in multinational firms and how this impact on the business illustrates the change in paradigm and the need for human resource management professionals to be aware of also other factors contributing to differing discourses, such as the need to understand the Asian culture and the rule of law in Asia.

This parent discipline is important because it provides a framework to understanding why knowledge of Asia and the Asian culture is important for multinational enterprises wanting to conduct business in Asia. Although the study of Asian studies, especially at the undergraduate level does not mean that graduates may be ‘experts’ in every area of Asia, however, the purpose of researching Asian studies and reflecting on a different culture’s discourse encourages new perspectives towards management and ensures an understanding of different viewpoints.

3.2.8 Parent Discipline 4 – Generation Y’s value of international relations studies and career aspirations

Conducting a preliminary literature review of generation Y, characteristics of this generation includes ‘needing a work environment that allows a sense of worth and satisfaction, interesting and is career focussed. This is different to the previous generation X, where money, rise and promotion were identified as key factors towards being successful in the workplace’ (Youth Engagement SA 2008, p. 1). This is further enforced with The Australian publishing different leadership styles to handle generation Y staff in the workforce. For example, the article reports that ‘we (Optus) are having to change the leadership style of the organisation to meet these new needs’ (The Australian 2008, p. 1). The article explains that with a skills shortage, a change in leadership style of
international corporations is necessary to accommodate the needs of this generation. This is reflected in publications such as those by Ginsberg and Davies, whom states that ‘the appropriate form of communication and strategy is crucial to business success’ (2007, p. 72).

In analysing the importance of generation Y characteristics to this study, generation Y students studying an Asian studies undergraduate degree at Australian universities are going to be basing the knowledge gained from these studies into the workforce. The relationship between generation Y understanding concepts such as human security and global business development ethics are going to impact on the future policy making and knowledge expansion in the field of international relations as well as in the business sector. Although the DBA thesis will not be focussed on analysing the characteristics of generation Y, the DBA thesis will use the preliminary literature review of generation Y characteristics to determine the career value of human security and international business ethics concepts for students within this age range.

The DBA research aims to determine whether generation Y’s career expectations are reflected in the courses that they are studying in Asian studies degrees offered by Australian universities. The importance of universities in creating knowledge and teaching students enrolled in undergraduate Asian studies degrees to reflect human security and international business development ethics concepts are critical to creating global change and a shift from realist ideologies to critical human security thoughts in the contemporary era.

3.2.9 Parent Discipline 4 – Relevance and importance of career development opportunities for generation Y students studying an undergraduate Asian studies degree

The relevance and importance of career development opportunities is evidenced with the research results released by Society for Human Resource Management (SHRM) and Development Dimensions International (DDI) as well as literature indicating that employees are often looking at opportunities that will develop their career. For example, Foley and Ngo present their research findings in global human resource management and have highlighted that ‘managers in multinational corporations operate in a dynamic global environment, and they have developed sophisticated human resource management systems to assist in managing their diverse workforce’ (2009, p. 1). The literature highlights the ‘importance in developing and sustaining talented employees in
the workforce, especially multinational enterprises’ (Foley and Ngo 2009, p. 1). Similarly, other publications have argued that regardless of the intentions of multinational enterprises, the relevance and importance of career development opportunities is important as it benefits the employee as well as the organisation. The globalisation of business ‘increases the requirements for understanding ways in which multinational enterprises may operate effectively’ (De Cieri et al., 2007, p. 287). The authors argue that ‘human resource management, especially in multinational enterprises are important due to the need for a skilled workforce to drive and continuously improve business practices’ (De Cieri et al., 2007, p. 290).

Although it is recognised that human resource management includes all employees in an organisation, arguments have been made that the recruitment of generation Y students may require different incentives to other generational groups. It is out of this DBA thesis’s scope to analyse whether the classification of generational groups is effective and accurate for measuring discourses. The use of generation Y studies for the purpose of the DBA thesis is to ensure that a specific age group is being focussed on, thus narrowing the scope and depth of the research topic.

In analysing international business and recruitment strategies, literature suggests that international businesses, regardless of host nation, recognise that human resource management is an element which may determine the success or failure of a business. For example, ‘global mobility risk, a huge component of the broader business area of business risks triggered by globalisation, is closely tied to the human resources function and one of the business environment’s most underrated types of risk’ (Odell and Spielman 2009, p. 23). Although this is a similar argument that can be found in human resource management literature, much of this literature does not investigate specific age groups of employees and compare whether there needs to be a different management style to be incorporated to manage different groups of employees. Literature regarding generation Y’s in the workplace suggests that a different attitude and management style may need to be adopted. For example, Tulgan, whom investigates the attitudes and values of generation Y workers states ‘when gen-Yers knock on the office door to ask for one minute to discuss professional needs and wants; understand that it is the opportunity to raise employee performance to a new level’ (2009, p. 51). Tulgan’s article highlights the need to understand the psychology of generation Y workers in order to be able to manage and develop this group of staff. ‘Although it is recognised that not all generation Y workers will exhibit the same characteristics, especially with cultural influences as an important factor to employee behaviour for multinational enterprises, however these
research provide a broad overview’ (Tulgan 2009, p. 51). A broad overview of different behaviours in the workplace is important because ‘as companies look to hire over the next several years, they will interview and evaluate students spanning three age generations’ (Brazeel 2009, p. 2). Therefore, ‘taking into account the foundational characteristics of each generation will add to a more robust assessment and selection of talent that meets organisational needs and goals’ (Brazeel 2009, p. 2).

This parent discipline regarding the relevance and importance of career development opportunities for generation Y students studying an undergraduate Asian studies degree can be seen not in the undergraduate Asian studies degree knowledge, but in attracting those who have an interest in international affairs and working overseas for entry level programs. ‘Although remuneration and other monetary rewards traditionally is an attractive option, however, evidence suggests that employees often require more to remain productive within the organisation’ (Simms 2009, p. 29). Furthermore, ‘younger people new to the workforce need to be managed carefully if they are to stand the chance of fulfilling their potential or being productive’ (Simms 2009, p. 29). Although human resource management and development strategies need to cater for all employees and maintain equity in the workplace, creativity and understanding of different workplace ideologies and behaviour is a necessity for an organisation to develop its staff. This DBA thesis aims to research and evaluate the needs of generation Y students who have an interest in Asia and is studying Asian studies to determine how multinational businesses should incorporate human resource management strategies for these potential generation Y employees. This is seen as an important parent discipline contributing to the immediate discipline as it provides information to why understanding different generational characteristics provides assistance to organisational and human resource management development.

3.2.10 Parent Discipline 4 – Relevance and importance of human resource management and development in international businesses and in attracting, recruiting and retaining talented employees

The relevance and importance of human security concepts and the application of human security to generation Y students studying an undergraduate Asian studies degree can be seen with human resource management practices needing to be tailored to organisational staff. For example, Hutson highlights in her article that there are changing times which have included a downturn in the economy as well as with emerging companies that may not have been previously in the top performing corporation internationally (2009, p. 61).
The author states that the importance of job seekers needing to be creative in their jobs, regardless of the area of profession (Hutson 2009, p. 61). Hutson’s article raise awareness that ‘having effective recruitment strategies are important in ensuring that the appropriate recruitment strategies are implemented into the organisation to ensure high calibre applicants are interested in the company’ (2009, p. 61). In expanding this theory to international organisations in Asia, arguments that an understanding of Asia ensures that attracting, recruiting and retaining top performing employees in Asia remains a problem. SHRM’s and DDI’s research has found that ‘Chinese employees are shortening their tenure with organisations’ (Ketter 2008, p. 16). The research has found that ‘of the 215 human resource professionals surveyed, 38 percent say that turnover has increased in the last 12 to 18 months’ (Ketter 2008, p. 16). Furthermore, evidence from the survey has shown that ‘the main reasons for lack of employee retention include lack of growth and developmental opportunities, availability of better alternative career opportunities and insufficient compensation’ (Ketter 2008, p. 16). The results of the research has highlighted that the needs of employees in a sample Asian nation has expressed that career development is important. Therefore, a need to understand Asian cultures and their discourses is important to ensure that the appropriate career development, human resource management and remuneration strategies are developed and implemented for multinational enterprises.

Human capital is important for businesses as recruiting the right labour into an organisation is often a determining factor of business success. The Business Source Premier has announced that ‘highly competitive new breed of expatriate are already being tapped by quick-thinking recruitment firms’ (Loong 2002, p. 1) due to the need for expansion in China’s market. Furthermore, ‘researchers and practitioners alike have begun to explore the theoretical and empirical linkages between human resource management (HRM) and strategy’ (Taylor, Beechler and Napier 1996, p. 959). Therefore, in business operations, human resource management and organisational strategy have become more closely aligned, ensuring that human resource management is now more commonly at the forefront of company strategies. As stated by some human resource (HR) practitioners, ‘to generate a competitive advantage, the resource must be valuable, rare, imperfectly mobile and imitable’ (Barney 1991, p. 1). There may be some skills shortages that are critical to specific business operation areas in developing nations, where the labour market may not be as catering to international businesses as in developed nations. For international businesses, this is a risk as ‘staffing gaps result in lower venture productive capabilities, resulting in reduced venture performance’ (Gong,
Shenkar, Luo and Nyaw 2005, p. 509). Therefore, strategies for skills development and retaining staff with the relevant skills are important to ongoing business development.

The relevance of this parent discipline of analysing human resource management and recruitment strategies for international business in Asia and attracting talent is important as it provides the foundation of international businesses to consider the different types of talent it needs to ensure long term business sustainability. A component of this DBA research will be to evaluate different strategies that are currently available or could be available to ensure the attraction, recruitment and retention of employees. This parent discipline provides a solid foundation that regardless of whether the employee population is Asian or Western ideologically dominated, research indicates that all employees have emphasized the need for learning and development and career development. As the research into sample nations into Asia has indicated, human security concepts such as the need to satisfy accommodation and lifestyle arrangements when settling into the local host nation for expatriates and the satisfaction of basic living needs for the local employees is a necessity. When these needs are satisfied and are in the strategies of human resource management of the enterprise, career development and learning and development have been suggested that they are elements that attract staff to work in an organisation for the long term.

In evaluating the needs of generation Y students who are studying an undergraduate Asian studies degree, these skills and insight into an international business's host country is often important. Further research needs to be conducted to ensure the immediate research discipline of generation Y employees wanting an international career in business in Asia have their needs and values included in human resource management strategies.

3.2.11 Immediate Discipline – Asian studies degrees and generation Y’s value of human security and international business ethics in their career development

The literature review has highlighted the importance of the four parent disciplines, which are human security, international business ethics, generation Y characteristics and the value of education in the workplace.

The immediate discipline, the focus of the research topic will be reflecting upon linking the three parent disciplines together to add knowledge towards the learning and development of new knowledge in the field of human security and global business ethics.
Generation Y has been chosen as the age group due to the unique characteristics of this age group when compared to generation X characteristics and the baby boomers generation. The research will be divided into three phases as discussed in the introductory chapter of the DBA thesis. An overview of the research phases are highlighted below:

**Phase 1:** The research aims to conduct a literature review into human security and highlight the differing ideologies and the relevance of these ideologies towards the promotion of global security. Traditional security concepts such as realist ideologies will be analysed to illustrate the shift in paradigm and international relations thought.

**Phase 2:** The research aims to analyse international business development ethics and the impact of this concept on regional security in Asia. Whereas the concept of human security will be focused on the security of individuals and the needs of collective groups other than nation states, the literature review into international business development ethics will be focussed on the impact of multinational corporations on nation states and developing regions in Asia.

**Phase 3:** The DBA questionnaire will invite eligible participants to define and rate the value of international relations concepts for a specific group of generation Y and their career development. Information gained from Phase 1 and 2 will be used to analyse these results to determine the understanding and promotion of these concepts in the degrees to the students.

### 3.2.12 Implications for research methodology from literature review

The implications for the research methodology from the literature review follow from the research that has been already completed. Although the research findings from the literature review can be used as a foundation to further build on the body of knowledge, however, the implications is that the research findings from the literature review will influence this research topic conclusion.

### 3.3 Evaluation

The literature review has provided an insight into the current literature available for each of the four parent topics. By using the information gained from the literature review, the research proposal can be now scoped out to reflect the literature findings and to
contribute to the literature gaps in these parent disciplines. Whilst this is a multi-disciplinary topic as it analyses selected theoretical understanding of generation Y students studying an undergraduate Asian studies degree at an Australian university, the research output contribute to further understanding international business strategic directions and the human resource direction of generation Y employees. This literature review has demonstrated the relationships between each of the four parent disciplines and how they relate to the immediate disciplines. The findings from this research report will contribute to the research methodology and the survey of the thesis.

3.3.1 Implications for research methodology from evaluation

The implications for the research methodology from the evaluation findings are that different individuals as generation Y may have different opinions regarding human security and international business ethics. This implication has been acknowledged in the research scope. The aim of the DBA thesis is not to provide a summary of every individual who are in the category of generation Y undergraduate students studying an Asian studies degree at an Australian university, but an insight through survey responses.

3.4 Conclusion

The literature review in Chapter 2 has provided knowledge on the parent disciplines of human security, international business ethics, generation Y and Asian studies degrees. The literature review research framework has contributed to the literature review framework in Chapter 3 by ensuring that different perspectives of the research areas were understood and that the general characteristics of generation Y graduates and their expectations regarding a career was also understood. By answering the six research questions, which have been developed after the broad research in the literature in Chapter 2, the research problem regarding generation Y values and career aspirations for those who are currently an undergraduate Asian studies degree can be addressed due to analysis of current information available as well as the responses from the survey. The objectives of the research are to outline generation Y values regarding human security and international business ethics concepts in their career development. The literature review has presented an overview of how foreign organisations operate, especially in Asia. The literature review has also provided an analysis of the concept of generation Y and the benefits and delimitations of categorising generational groups in the workforce. The literature review has provided an overview of information in publications highlighting generation Y’s interest and values in the workforce.
Globalisation plays an important role in promoting the increased interaction across geographical national borders, however, the long term sustainability of international businesses is dependent on organisational strategy, of which human capital management plays a pivotal role in ensuring skilled workers are used to increase business outputs. In learning of this outcome in the literature review of the parent disciplines, this thesis will aim to conduct a survey analysis into the career aspirations and ideologies of generation Y students studying an undergraduate Asian studies degree at the Asian studies faculty at ANU. This will contribute to knowledge in the field of human resource management and development as it will further provide an insight to the career aspirations and the values of generation Y students.

It is acknowledged that the survey will only provide limited insight into a random sample of the university student population. However, the survey will further contribute to the body of knowledge by providing insight into students studying an undergraduate Asian studies degree and their values and ideologies.
4.1 Overview of research methodology

This chapter will provide an outline of the research methodology for the study. Chapter 4 comprises of eight sections that highlights the process of the chosen research methodology and provides justification regarding the choice of methodology. The chapter’s structure is highlighted in Figure 4.1 (page 99).

A questionnaire approach was chosen to investigate the ideologies of students currently undertaking an Asian studies undergraduate degree. ANU was the institution chosen for the survey for this research as the university has an Asian studies faculty, where specialist undergraduate Asian studies degrees can be studied. ANU also strongly encourages for those completing an honours year to travel to Asia to increase understanding into Asian societies and cultures.

A questionnaire will be designed to evaluate the extent of generation Y students who are currently enrolled in an undergraduate Asian studies degree at ANU to ascertain the extent that these generation Y students value human security and international business concepts in their career development. The purpose of the thesis research is to highlight human security and international business concepts and to better understand the new generation entering the workforce. An analysis will be conducted regarding what the students have learnt in their Asian studies degrees and how this is related to their career values and development.

The purpose of the research is not only to gain different insights from students who are studying Asian studies, but to also provide a research outcome that is related to human resource management. By ascertaining the values and career development aspirations of undergraduate students who are studying an Asian studies degree at ANU, the outcome can also contribute to providing insight for agencies that are looking to recruit, retain and develop these or similar potential employees.
The purpose is to ensure that different views are represented and investigated to gain maximum contribution by the students to the topics of discussion. Although different methodologies in the qualitative and quantitative field of study have been identified as suitable for the research, the administration of a questionnaire was seen to be the most appropriate due to the need for long explanations required from the questionnaire responses.

The chapter will explain the importance of selecting the appropriate research methodology when addressing the research issue. This section will also provide information on the aim of the research and highlight the research issue and methodologies that can be used to contribute information and provide a conclusion to the issue. This section explains the various research methodologies that may be available as well as variables that will need to be taken into considerations when interpreting the data.

Chapter 4 will provide a literature review regarding research methodologies and how different research methodologies are used to contribute to the development of business research and international business operations. The literature review will focus on how the application of business research are used in various industries and will focus on the importance of research in human resource management and development.

The chapter will also provide information on the importance of choosing correct research methodology that is applicable to the field of study and the research issue. This section will analyse the four parent disciplines that have been identified to address the research problem and will provide an overview on how other researchers have conducted their studies in these disciplines.

An overview of the structure of the research will be included, including the methodology used, stakeholder communication, anticipated survey outcomes and survey analysis. A framework for the survey has also been developed so that the process incorporates a design, implement and evaluation stage for the research.

The chapter will provide a summary of a literature review analysis regarding the benefits and delimitations of research methodologies. In the literature review, case studies will be evaluated to gain knowledge regarding how other researchers have used various research methodologies in their studies.
Information regarding chosen methodology and how this methodology will be applied to investigate and interpret results from the survey will be explained. Furthermore, an explanation of the process regarding how the questionnaire was developed and how the questions in the questionnaire is related to the parent discipline research and how the anticipated responses will contribute to answering the research problem will be explained.

The chapter will conclude by reflecting on the validity and relationship of the research data to the research topic.

**Figure 4.1 – Research methodology chapter structure**

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Overview of research methodology</td>
<td>An overview of the chapter and the importance of the research problem and how it contributes to furthering knowledge in international relations and business management.</td>
</tr>
<tr>
<td>4.2 The research problem and variables</td>
<td>Information on the research problem and identify variables that could impact on the outcome of the research answer.</td>
</tr>
<tr>
<td>4.3 Research methodology review</td>
<td>Review the research methodology options suitable in finding answers to the research problem and provide justification to the chosen research methodology.</td>
</tr>
<tr>
<td>4.4 Structure of research</td>
<td>Highlight the importance of research and level of research regarding the four parent disciplines in the thesis.</td>
</tr>
<tr>
<td>4.5 Data collection</td>
<td>An overview of the structure of the research to ensure that all processes are covered.</td>
</tr>
<tr>
<td>4.6 Research considerations</td>
<td>An analysis of different research methodologies and a literature review of methodologies that have been used by other researchers.</td>
</tr>
<tr>
<td>4.7 Research considerations</td>
<td>An explanation of the process of how the questionnaire was developed and how the anticipated responses will contribute to providing an answer to the research problem.</td>
</tr>
<tr>
<td>4.8 Research methodology conclusion</td>
<td>A summary of the research methodology as well as conclude on the anticipated outcomes of the research.</td>
</tr>
</tbody>
</table>

Source: Developed for the purpose of this research
4.1.1 Research methodology background

Business research is broad and often has a practical aim that will benefit those in an industry. Marketing research is a common research area where it is important to understand the project object and the data. For example, Parsons states ‘market research (like new product development) is typically high risk, and sometimes, high return’ (2001, p. 11). Research in the field of business is a modern concept that embraces the origins of Western research. This is supported by the ideology that ‘most research methodology is modernist in nature’ (Arias 2001, p. 7). Specifically, research methodologies in the field of international business have shown that business research is a broad field that includes different processes and mechanisms. For example, in international business research, a literature review has found that business research has been a popular field of study in developed nations. The author states ‘in the US, job satisfaction and dissatisfaction is a major industrial topic, where academic and other research results and general press articles number in the thousands’ (Wong and Heng 2009, p. 2). This is one of the achievements that highlight the ‘purpose of academia in the business industry, where practical research is being used to increase working conditions in the workplace’ (Wong and Heng 2009, p. 2). Similarly, Burns argues ‘that research matters only if the researcher does significant research’ (2008, p. 12). For example, in Burn’s article, the author argues that ‘research is about getting good answers to questions that really matter’ (Burns 2008, p. 12). Burns also states that ‘making research count and counting what is learned offers not only pedagogical benefits - helping students learn to learn - but it has many intellectual and practical benefits’ (2008, p. 12). The author highlights the benefits of research not only to the individual but states that relevant research benefits ‘bigger questions and assists in long-term benefits’ (Burns 2008, p. 12). Therefore, business research is important and relevant for the industry as the research can assist in workplace productivity and depending on the topic, can ensure that business issues are investigated.

Research in international business study has developed and ensured that management takes into considerations relevant international factors. For example, in an article investigating the causes and symptoms of culture shock, the author stated ‘most international students and foreign workers experience culture shock yet little research exists which has investigated differences in its causes and symptoms’ (Miller 2008, p. 26). The article highlights the importance of this business research about culture shock due to ‘its negative effects on education and the workplace’ (Miller 2008, p. 26). The article defines ‘culture shock using specialist expertise such as from psychologists and
European and American anthropologists’ (Miller 2008, p. 26). By drawing together the findings of experts and conducting a survey through the form of a questionnaire, the authors were able to give insight to the causes and effects of culture shock. This contributes to the knowledge of international business and influence international business operations because it is able to add value to human resource management techniques to assist those who may be susceptible to culture shock.

Similarly, business research into human resource management, such as the article by Zang provides value to international business management. Zang states that ‘a company’s human resource is its main competitive business’ (2008, p. 23). Zang argues that ‘knowledge-based talent and retaining talent ensures that a company having a competitive advantage over another’ (2008, p. 23). The author uses correlation analysis in his research to investigate ‘the relationship between human resource management and core competitiveness’ (Zang 2008, p. 24). Zang’s article illustrates the ‘importance of research as a positive correlation between human resource management and core competitiveness’ (2008, p. 24). This research is aimed at encouraging companies to invest in recruitment and retention strategies as well as learning and development to ensure increased business outputs. Therefore, the basis of business research, regardless of the field of study often contributes to the business industry by highlighting best practices and developing new processes to enrich business management and operations.

Business research has not only provided results for human resource management and international business, but in other sectors of the workforce as well. For example, the usefulness of business research can impact on management activities. As can be seen with Chen’s article discussing the integration of lean production and the six stigma management, this article was able to explain how these two management styles impact on business processes and relate management theory to the workplace. In this article, the author explains the concepts of lean production and six stigma management. The author defined lean production as the ‘removal of all non-value-added activities of links of enterprises, to create value of production as much as possible with less manpower, less equipment, in a shorter time and venues, further to meet customer production or service requirement’ (Chen 2008, p. 38). The author defines six stigma management as ‘making all businesses work as a process, basing it on data and facts’ (Chen 2008, p. 38). In Chen’s article, he is able to compare these two management styles by analysing the advantages and disadvantages of these management techniques and how to integrate these management styles into the workplace. As a result, this business research promotes further discussion regarding different management styles and their impact in
the workplace, ensuring that the research findings can promote discussions in the workplace to ensure that management discourses support organisational goals.

In the literature review that has been conducted, the authors have analysed each topic and discussed the issue. The surveys are often conducted within the workplace environment; hence the results are practical and relevant to those in the business industry. The purpose of this DBA survey analysis is similar to the other research that have been analysed in this literature review. The DBA survey will analyse the career aspirations of generation Y students who are studying Asian studies degrees, the DBA research aims to contribute to the body of knowledge in the field of human resource management and development. The research will provide insight into the ideologies and discourses of a specific group of generation Y students that will enable human resource development officers to further assess learning and development training needs for this age group.

4.1.2 Importance of business research in human resource management

Business research in human resource management is important because relevant data collected regarding past human resource management strategies can assist in increasing the quality of current strategy development and improvements. A survey highlighting attraction, recruitment and retention strategies for The Men’s Wearhouse company highlights the ‘power of internal management in attracting the right students’ (Hitt, Miller and Collella 2009, p. 3). The survey highlights that ‘The Men’s Wearhouse aims to recruit people with motivation and enjoy the sales environment’ (Hitt, Miller and Collella 2009, p. 3). The authors explain that The Men’s Wearhouse company’s human resource management strategy is to ensure that ‘the workplace environment fulfils the employee’s career desires and supports a balanced work and family life environment’ (Hitt, Miller and Collella 2009, p. 3). Business research in human resource management also allows executives to make decisions regarding career development strategies and how human resource strategies can align with business outputs. For example, ‘the purpose of strategy is to maintain a position of advantage by capitalizing on an organisation’s strengths and minimizing its weaknesses’ (Stone 2008, p. 13). Therefore, by understanding human behaviour and employee wants, human resource strategies in the area of attraction, recruitment and retention can be developed using evidence-based ideologies.
Business research can also be used to further argue the value of human resource management in an organisation. In any business industry, human resource functions can often be marginalized. Research has shown that ‘line managers, rather than human resource managers, are the organisation’s change agents and that HR managers are being marginalized’ (Purcell 1993, p. 518). Furthermore, statistics of duties breakdown shows that ‘Human resource people spend 60-80 percent of their time in administrative activities and less than 20 percent on the gutsy roles of strategic partner, employee advocate and consultant on important human resource issues’ (Ulrich 2002, p. 3). Business research into human resource management has been beneficial in challenging this stereotype. For example, research has indicated that ‘there are two extreme theoretical approaches to human resource management - instrumental human resource management and humanistic human resource management’ (Stone 2008, p. 7). Instrumental human resource management is often defined as the approach that ‘stresses the rational, quantitative and strategic aspects of managing human resources’ (Stone 2008, p. 7). Instrumental human resource management can be used as a methodology to ensure accountability and evidence for human resource performances. In contrast, humanistic human resource management ‘whilst still emphasizing the integration of human resource policies and practices with strategic business objectives, recognizes that competitive advantage is achieved by employees with superior know-how, commitment, job satisfaction, adaptability and motivation’ (Stone 2008, p. 7). Although this methodology is not directly measurable, business research using qualitative methods such as case studies can provide an indicate of the effectiveness of a policy or the extent of a human resource management strategy contributing to the overall business strategy. Business research is important to all aspects of the business as it provides an evidence base indication of strategy, people and product performance. It is especially important in human resource management as it allows human resource managers to evaluate the performance of people strategy. The business research will also provide benefits to human resource management activities, such as recruitment, selection and human resource development of groups within the organisations. Overall, the data resulting from business research will provide a foundation in which to convince executives regarding the ‘health’ of the workforce.

4.1.3 Importance of business research for international businesses

Business research in international businesses is important in ensuring that human resources are suited to the location of the company when overseas. Research suggests ‘companies are often ill-prepared for internationalisation’ (Welch and Welch 1997, p. 402).
This statement reflects the need for increased strategies to ensure that business operations are prepared for expanding overseas if the firm desires. A result of an increased globalised society is that this has ‘created a myriad of HRM challenges related to a multicultural workforce that is geographically dispersed’ (Stening and Ngan 1997, p. 3). In analysing the difference in human resource management discourses in international businesses, it is important to understand and appreciate these differences. Some research has concluded ‘Australians tend to be direct in speaking their minds. Independence and freedom of expression are valued. Many Asians, in contrast, are much more cautious. Value is given to comments that bolster other people’s reputation, prestige and status’ (Blackman 1997, p. 17 and Mead 1995, p. 291). In evaluating the importance of business research for international businesses, different interpretations of business ethics have also caused human resource management issues. Although the concept of ethics is generally viewed as positive, however, the interpretation of this concept can vary in different nations. This has impacted on human resource management policies. For example, ‘BHP Billiton and Telstra are two multinationals that have issued guidelines to help their managers to deal with the corruption quagmire’ (Towers 2000, p. 53). Therefore, an in-depth understanding and research of the Asian region is required to ensure the right career development and human resource strategies for international businesses.

4.2 Research problem and variables

It is important to understand the research variables and how this contributes to the research problem to ensure that the research findings can be analysed and data gaps can be identified as potential for future research.

4.2.1 Research problem

The research problem is ‘The importance of generation Y’s values of human security and international business ethics for their career development and the impact of Asian studies degrees on student knowledge of human security and international business ethics’. This research problem will be addressed through literature review research and a survey.

The research problem was chosen because of the research gap resulting from the literature review. Extensive research has been conducted in the research area of human security resulting from the UNDP Report in 1994 and the expansion of international security concepts such critical security. However, the literature review concluded that
there was limited research in evaluating international relations concepts from the perspective of generation Y students studying a relevant degree. Furthermore, limited research has been conducted relating to human security and international business ethics ideologies and how these values relate to international business operations. This thesis aims to provide data to contribute to this field of knowledge.

Table 4.1 below provides a broad overview of the research issue, the research areas to address the research output and the desired output.

<table>
<thead>
<tr>
<th>Research Question</th>
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<tbody>
<tr>
<td>'The importance of generation Y’s values of human security and international business ethics for their career development and the impact of undergraduate Asian studies degrees on candidate knowledge of human security and international business ethics'.</td>
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</table>

<table>
<thead>
<tr>
<th>Research areas include:</th>
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<tbody>
<tr>
<td>Generation Y attitudes, values and beliefs towards the concepts of human security and international business ethics</td>
</tr>
<tr>
<td>Career development of Asian studies generation Y undergraduate candidates</td>
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<table>
<thead>
<tr>
<th>Research Output</th>
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<tbody>
<tr>
<td>To determine the career aspirations of a sample size of generation Y candidates studying an undergraduate degree at ANU’s Asian studies faculty and to highlight the needs of graduate workers, especially in international organisations.</td>
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</table>

Source: Developed for the purpose of this research
Table 4.2 below illustrates the research that is being investigated in this thesis whilst also identifying the research gaps to highlight the delimitations of the research.

Table 4.2 – Research questions and gaps

<table>
<thead>
<tr>
<th>Research problem identified</th>
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<tbody>
<tr>
<td>- A literature review is conducted and the research problem is discussed in relation to the findings in the literature review</td>
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</table>

<table>
<thead>
<tr>
<th>Research methodology</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The research methodology is chosen to collect data to address the research problem</td>
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<table>
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<tr>
<th>Questions for research</th>
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</thead>
<tbody>
<tr>
<td>- The research problem is analysed so a research methodology can be identified to appropriately provide data to address the question</td>
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</table>

<table>
<thead>
<tr>
<th>Research limitations</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The research problem is analysed in relation to the research methodology that can be conducted to address the question</td>
</tr>
</tbody>
</table>

Questions to be addressed in this research:

1) What is human security and why is it important in the era of globalisation?

2) How is human security relevant in the field of international business and why do international businesses need to take notice of the concept of human security?

3) What is international business ethics and what can be learnt from this concept in the era of globalisation?

4) How does international business ethics relate to human security in Asia?

5) The importance of undergraduate Asian studies degrees to understanding human security and international business ethics?

6) How do undergraduate generation Y candidates enrolled in these programs value human security and international business concepts and how does this value impact on their career development?

Research limitations resulting from questions:

- Human security concepts and literature review will be specific to the Asian region.

- The human security concept is very broad, hence, this research will focus on the economic security in the field of human security studies.

- The concept of international business ethics will be explored in the context of Asia and Western multinational company operations and ideologies.

- Once the concept of international business ethics is defined, this concept is investigated regarding how it impacts on the economic human security in Asia.

- The importance of undergraduate Asian studies degrees will be highlighted in the ANU survey, however, it is recognized that these perceptions may change over time or may be different at other universities.

- A survey will be conducted at ANU to survey students who are in the defined generation Y category and are studying a degree in the ANU’s Asian studies faculty to collect views on research issues.

Source: Developed for the purpose of this research
4.2.2 Research questions and parent disciplines

As seen in Table 4.2 (page 106), there are six research questions that relate to one of the four parent disciplines (human security, international business ethics, generation Y characteristics and Asian studies degrees). These research questions assist in providing a framework to address the literature gaps identified in each of the parent disciplines.

These questions, as shown below, were also used to ensure that the questionnaire for the survey at ANU was developed so that the answers could be gathered and so that the research problem could be addressed.

1) What is human security and why is it important in the era of globalisation?

   Question 1 was incorporated into the survey and asked participants to define the concept of human security and explain why this was important in the era of globalisation. This question will be addressed from the participants answering section 1 of the questionnaire, where the questions are focused on human security.

2) How is human security relevant in the field of international business and why do international businesses need to take notice of the concept of human security?

   Question 2 aims to provide a relationship between human security concepts and international businesses. Participants completing the questionnaire will be asked to define both human security as well as international business ethics and provide an explanation of how they think that international business ethics will impact on the human security of an Asian region.

3) What is international business ethics and what can be learnt from this concept in the era of globalisation?

   Question 3 aims will be answered in the questionnaire by participants defining the concept of international business ethics and how this relates to the Asian regions. Furthermore, the quantitative research questions will provide insight to the perception from the participants regarding the value of international business ethics and how this will impact on the development of Asian societies.
4) How does international business ethics relate to human security in Asia?

This question will be answered through the responses in the questionnaire where the participants will be required to reflect on the concept of international businesses having ethics in their operations and how this relates to increasing the level of human security in Asia.

5) Why are undergraduate Asian studies degrees important to increasing understanding of human security and international business ethics with undergraduate generation Y students?

This question will highlight the relevance of undergraduate Asian studies degrees to how human security and international business ethics are defined and understood by students studying these degrees. The question will be addressed with the participant’s responses relating to the human security and international business ethics questions in the questionnaire.

6) How do undergraduate generation Y students enrolled in these programs value human security and international business concepts and how does this value impact on their career development?

This question will be addressed in the final section of the questionnaire, which will provide participants with the opportunity to discuss the relevance of their studies to their values and career aspirations. Although the questionnaire is aimed at not identifying individuals, the aim of the survey is to analyse the values and career aspirations of the participants as a group of generation Y undergraduate students studying an Asian studies degree.

4.2.3 The research variables

The research variables in the survey are defined to highlight the delimitations of the research scope for the DBA thesis. The survey to determine the career values and views of international relations in Asia with generation Y students have shown that both quantitative and qualitative research methodology is relevant to addressing the research problem.
A combined approach using qualitative and quantitative research methodology is necessary to ensure that participants in the survey are able to express their level of agreement to specific questions using quantitative methodologies, which will ensure that the research issue is understood from the results of the survey with research gaps being defined for future research possibilities.

4.3 Research methodology review

The literature review on research methodologies have shown that different research methodologies result in different variables and risks that may occur. For example, in an article outlining the process for developing a methodology for interdisciplinary action research, the authors highlight that ‘the design of the question to be asked in the interview situation was a critical factor in this research project’ (Hindle, J, Checkland, P, Mumford, M and Worthington, D 1995, p. 458). The authors stated that this was due to the need for the ‘questions to be clear and getting the responses that are required for the research’ (Hindle, J, et. al. 1995, p. 458). The article also highlighted that ‘methods of interpretation can also impact on the outcome of the research’ (Hindle, J, et. al. 1995, p. 458). The article concerning different methodological processes involves investigating health services. In the interview phase, it was highlighted that ‘common sense methods were used in the initial stage to stimulate discussion amongst the research team’ (Hindle, J, et. al. 1995, p. 459). This technique was used to create relationships, which was emphasized throughout the article as being important. The article stated that in terms of research methodology techniques, ‘a number of different approaches were used in order to extract the findings from the complex material emerging from interviews and subsequent workshops’ (Hindle, J, et. al. 1995, p. 459). The article was confident that in multidisciplinary research, a number of research techniques will ensure that the research goals are met and that the quality of the results will be maximized.

In investigating different research methodologies, the discourse of researchers choosing one research methodology over another has to be investigated to understand the factors that impact on research. For example, one group of authors’ article suggests that ‘interdisciplinary longitudinal teams are rare due to the cost factor and the high unknown factors in conducting these surveys’ (O’Connor, G.C, et al. 2003, p. 354). Furthermore, the authors state that ‘although there are many data being recorded on how naturalistic inquiry and grounded theory ought to be collected, codified and interpreted, none have examined how to do so in a multidisciplinary research team’ (O’Connor, G.C, et al. 2003, p. 354). This article highlights that multidisciplinary research is a modern form of research
methodology. Although it is understandable multidisciplinary research is complex due to the varying factors that needs to be taken into consideration as well as the sole researchers normally prefer to specialize in one research methodology. However, in social science research, multidisciplinary research may sometimes be needed due to the varying perspectives and the need for a holistic approach. ‘Multidisciplinary research in a team ensures that a variety of perspectives on a particular issue can be discussed and be put into the context of the research’ (O’Connor, G.C, et al. 2003, p. 362). The authors outlining the use of multidisciplinary research state that ‘in most cases, the formulation of a research question is a straightforward matter that motivates the project’ (O’Connor, G.C, et al. 2003, p. 362). However, the authors highlight that in a multidisciplinary research team, the governance of the research is more difficult. For example, one the key challenges that was highlighted in the article was the building of the team, which included identifying skill gaps and overlaps. ‘Too homogenous and the team lacks resources to accomplish the task. Too heterogeneous, and a diversity of values and perspectives may prevent the team from working together effectively’ (O’Connor, G.C, et al. 2003, p. 363). Understanding team dynamics and ensuring that appropriate skills are identified and utilized will assist in identifying research variables and clarifying the research.

4.3.1 Qualitative research methodology

Qualitative research methodology is commonly used in the social science field as it assists in describing data and allows participants to have more control over their responses. For example, in the article exploring the benefits of qualitative research methodology, one of the benefits highlighted is that ‘qualitative research commonly falls within the context of discovery rather than verification’ (Ambert, A.M, et. al. 2005, p. 879). Furthermore, ‘qualitative research methodology takes into consideration the diversity of views that those who participate in the survey have to offer’ (Myers 1997, p. 241). Although the results are often descriptive as opposed to statistical data analysis, qualitative research methodology allows those who participate to express their ideas that may not be possible with a statistical questionnaire. In analysing the advantages of using qualitative research methods in projects, qualitative research methodology encompasses broad styles of surveying. For example, Leonard-Barton states in her investigation regarding the benefits of using survey analysis include ‘large degrees of freedom in the design of the questionnaire’ (1990, p. 249). The author also recognizes that ‘the survey approach is not limited to one single case and that a variety of case studies will further strengthen the reliability of the research’ (Leonard-Barton 1990, p. 249). Therefore,
qualitative research methodology allows a broad area of research to be conducted, ensuring results are inclusive.

An article by Leonard-Barton also stated that in some cases, the results reflect the appropriateness of qualitative research methods. For example, Leonard-Barton uses one example ‘where it was necessary to have qualitative research methodology to slice through the organisation, obtaining data from multiple levels and perspectives’ (1990, p. 249). ‘Qualitative research can also account for the complexity of group behaviours and provide the context for the behaviours’ (Colorado University 2009, p. 1). In the field of social and humanities research, qualitative methodologies can be used to take other factors into consideration that may not be possible using the analysis of statistics. Qualitative research methodology can be used flexibility to ensure that all ideologies are captured, and in the business industry, this is important as it allows staff who has certain expertise to be able to put forward their suggestions without being constricted to numerical data. In reflecting upon literature reviews concerning qualitative research, the main benefits that have been highlighted is that qualitative research focuses on building new knowledge by using the expertise of the participants in the survey.

4.3.2 Quantitative research methodology

Quantitative research methodology allows the researcher to gain facts that can be interpreted based on data analysis. In Wolstenholme’s article concerning the differences between quantitative and qualitative research, the author highlights that one of the strengths of quantitative research methodology is that ‘quantitative system dynamics brings together the best combination of both people and their creative thinking ability and computers and their manipulation ability’ (Wolstenholme 1999, p. 424). Quantitative research considerations include the value of statistical analysis to the project. For example, the Office of National Statistics states ‘surveys are the primary method of quantitative research – research with some claim to statistical accuracy’ (2008, p. 1). The benefits of quantitative research methodology is found in this research methodologies ability to present a collection of data that can be analysed to determine whether there is a pattern or an answer to the research issue. Quantitative research also provides a strong framework, where the delimitations of the number indicators in questionnaires or surveys can be used to provide guidance to participants in surveys. Therefore, quantitative research methodology provides a clear research design methodology that allows researchers to collect the data that they require to address the research problem.
Mixed methodologies have been used to ensure a variety of responses and data to address a research problem. Arguments from researchers using mixed methodologies have highlighted that ‘the rationale for mixing research approaches is based on the principle of triangulation’ (Lockyer 2006, p. 42). Lockyer explains the principle of triangulation, which ‘refers to the use of more than one research approach to investigate a particular question’ (2006, p. 42). The article highlights that one of the benefits of mixing research approaches is due to the increased validity of the research. This is due to ‘arriving at the same conclusions from two different approaches raises the validity of the study because the convergence demonstrates that conclusions are not determined by the methods employed’ (Lockyer 2006, p. 42). Lockyer’s arguments for the use of mixed methodologies are recognized, however, the author also realises that there are delimitations in using mixed methodologies. Lockyer highlights ‘Fielding’s observations that the use of mixed methodologies may add breadth and depth to the analysis; however, this does not increase the level of validity’ (2006, p. 42). In analysing other literature reviews, mixed research methodology can be applied to various research problems to ensure that all perspectives are explored. For example, a research analysing international marketing strategies used case research methodology, grounded theory approach and modelling techniques to address the research issue (Oburai and Baker 2005, p. 11). The article illustrated how the twelve variables identified in the study were able to be evaluated with the three methodologies to ensure in-depth research and analysis.

Other research methodology considerations include the use of statistical analysis, action research and personal reflection. The Society and Culture Association provides a brief overview of these alternate research methodologies and highlights the strengths of the differing research methodologies. For example, statistical analysis is often used to ‘examine data to interpret meaning, make generalizations and extrapolate trends’ (Society and Culture Association 2009, p. 1). This research methodology differs from ‘action research, where an interpretative, reflective and experimental methodology process is used’ (Society and Culture Association 2009, p. 1).
4.3.5 Evaluation of methodologies

In comparing the benefits of qualitative and quantitative research methodology, the article by Wolstenholme states that ‘computer simulation data modelling add significant value to the qualitative mapping by enabling and deeper and more rigorous analysis’ (1999, p. 424). Wolstenholme concludes that quantitative research methods are a powerful tool that enables researchers to investigate issues and use data to support their findings. The article, although praises quantitative research methodology, states that ‘since both quantitative and qualitative research methods can have important contributions to the ultimate success of any system dynamics study, it is felt important to sequence the process of application of the systems dynamics method to capture both approaches’ (1999, p. 425). In reflecting upon this, it has been highlighted by Wolstenholme that both quantitative and qualitative research methodologies are ‘important for different aspects of research projects and for verifying the project hypothesis’ (1999, p. 425). Similarly, although the Office of National Statistics concludes that ‘quantitative research methodology produces important evidence and allows the researcher to consolidate data collected into a measurable result, the report also states that qualitative research methods assist in quantitative research projects by adding value to the understanding of external factors and human behaviours that may influence the research’ (2009, p. 1). Therefore, as concluded by the Office of National Statistics, qualitative and quantitative research has benefits that complement each other to collect research data as well as to verify the accuracy of the data collected and identify research boundaries (2009, p. 1).

This DBA thesis aims to evaluate the values of generation Y undergraduate students regarding human security and international business ethics in Asia. As the research issue is from the social science perspective, qualitative research methodology was seen to be valid to use in the questionnaire. This is because qualitative research questions will allow the students to reflect on the knowledge gained from their undergraduate Asian studies degree courses and using these ideologies and perspectives, respond to the questions. The questionnaire is divided into three main sections. Section one aims to ascertain the participant’s knowledge and ideologies on regarding the concept of human security and how it impacts in Asia. Section two aims to ascertain the participant’s knowledge and ideologies regarding international business ethics and how it impacts on Asian societies. These two concepts were chosen as they were broad and allow the students to use the knowledge gained in their university degree to provide a response. The aim of section three is to determine if there is a relationship between the degree that are currently being studied by the participants and their future careers. Overall, the research project aims to
analyse how human security and international business ethics is viewed in a sample size of generation Y students studying specialized undergraduate Asian studies degrees and how they view the selected international relations concepts. Qualitative research methodology is also used to analyse the sample of students who responded. Other quantitative questions that are also used in the questionnaire include ascertaining the importance of a concept or whether the extent that the student feels strongly about a certain issue.

4.3.6 Questionnaire section 1 - Human security

The questions that have been incorporated into this section include how students would describe human security in the Asian region. Due to the specialty of the Asian studies degree offered at the ANU, participants were asked to indicate in the questionnaire which region they were referring to in their response. Other questions that were asked in the questionnaire included the importance of human security to international businesses and the level of importance that human security theories have in contributing to the economic growth of Asia. The purpose of these research questions is to see whether there is a common relationship between human security and international businesses in Asia and how the participants defined this concept. Although many participants would have learnt about this concept in their studies, however, the questionnaire attempts to ascertain a relationship between international businesses and its impact towards human security in Asian societies.

4.3.7 Questionnaire section 2 – International business ethics

Section 2 aims to encourage participants to define the concept of international business ethics and how this impacts on Asian societies. For example, one of the questions asks participants to respond to how international business contributes to the development in Asian societies. Although the definition of international business can legally be clearly defined, however, international business ethics is a very broad concept that is open to interpretation and differing ideologies. The purpose of this section is to encourage participants to reflect on what they have learnt regarding international business operations and Asian cultures and reflect upon how these business activities may influence Asia’s societies. This section is mainly qualitative research based as this would encourage applicants to express their views and clarify their responses. Quantitative research questions were used to confirm the student’s views towards the importance for international businesses to consider ethics in their operations. Another quantitative
research question that was incorporated into the questionnaire concerned the amount of study that the participant had regarding international business operations. This question will be used to ascertain the participants’ responses in the survey comparative to their academic knowledge in the study area.

4.3.8 Questionnaire section 3 – Asian studies degree questions

Section 3 aims to conduct a profile analysis of undergraduate students participating in the survey without identifying individuals. The aim of this section is to ascertain the relevance of an Asian studies degree in relation to their career development and whether their human security values impacts on their future career goals. The purpose of section 3 is to further analyse generation Y’s ideologies and their views of international business and Asia.

The questions designed in the questionnaire will be used to answer the research question which is: The importance of generation Y’s values of human security and international business ethics for their career development and the impact of an undergraduate Asian studies degree on student knowledge of human security and international business ethics.

4.4 Structure of research

The structure of the research includes contacting the ANU and confirming the tutorials that are available for the researcher to conduct the survey. The survey consists of the administration of a questionnaire that will aim to provide insight into generation Y undergraduate students studying an Asian studies degree at ANU and their values and career aspirations.

The research governance process is important to the research phase because the research data that is obtained has to be justified in terms that it was collected in an unbiased manner. In analysing research governance literatures, many of this literature are concerned with the consent of participants and access to the data required for specific research topics. For example, Munro states ‘explicit and universal standards are to be welcomed in so far that they increase transparency in the contract between researchers and the agency that participates in the research’ (Munro 2008, p. 429). In this DBA research, voluntary participation is stated in the coversheet as well as during the introductory phase to the project. The survey will also not identify individuals.
Furthermore, the questionnaire contains a section that will explain the purpose of the research project to participants as well as providing information of where to lodge a complaint if participants are not satisfied with the conduct of the survey. Therefore, the level of governance regarding survey ethics has been adhered to. Other governance mechanisms are to provide a framework to ensure that this DBA thesis contains a structure to assist readers or those without in-depth knowledge to understand the research data collection process and the research findings.

4.5 Data collection

The data collection methodology will be in the form of administrating questionnaires at the end of selected ANU tutorials and asking for the students to participate. This data collection methodology is justified for the purpose of this DBA research as it is an effective method to ensure that the survey is distributed to as many eligible participants as possible. The questionnaire has been designed with a time limit of ten minutes, so that the survey can be administered at the end of the tutorials. This will ensure maximum participation by eligible students as most students who study a course at the ANU's Asian studies faculty will be required to attend tutorials.

4.5.1 Data collection process

The process of the data collection methodology is outlined below in Table 4.3.

Table 4.3 - Data collection process

<table>
<thead>
<tr>
<th>Survey process</th>
<th>Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gain permission from ANU and SCU</td>
<td>- The SCU ethics application completed and submitted for approval.</td>
</tr>
<tr>
<td></td>
<td>- Once approval has been obtained from SCU, the Dean of the ANU Asian studies</td>
</tr>
<tr>
<td></td>
<td>faculty will be contacted via email to seek permission for the survey to</td>
</tr>
<tr>
<td></td>
<td>be conducted with students who are enrolled in a degree within the Asian</td>
</tr>
<tr>
<td></td>
<td>studies degree.</td>
</tr>
<tr>
<td></td>
<td>- Once permission has been obtained from the Dean, a meeting will be</td>
</tr>
<tr>
<td></td>
<td>arranged with the faculty course administrator.</td>
</tr>
</tbody>
</table>
4.5.2 Data collection methodology evaluation

The data collection methodology will be in the form of a questionnaire. The questionnaire will have a qualitative focus; however, the qualitative responses will be grouped to provide quantitative results to ensure that the responses from participants can be grouped into broader categories to assist in the discussion of the research findings.

4.5.3 Data collection methodology justification

The data collection justification highlighted to readers the research methodology choice for the research. In evaluating this decision, the criteria that are seen as important to
ensuring that the data collection methodology is effective is to ensure that the research will achieve the project goals and is evidence based.

Qualitative research methodology will achieve this project’s goals as the design of the questions allows participants to provide a detailed response and clarify ideas. For example, a benefit of qualitative research methodology is that ‘qualitative research is a process shaped by the particular social context in which it unfolds’ (Raddon, Nault and Scott 2008, p. 141). Therefore, the field of humanities studies and social science research incorporates qualitative research methodology as a popular technique. In qualitative research, ‘listening and interview techniques are important to the data collection and the quality of the data’ (Raddon, et.al. 2008, p. 141). Quantitative research methodology will assist in the data collection of the participant demographics, such as the age and the course of study. Therefore, although quantitative research methodology will explain the sample size that was involved in the research, qualitative research methodology will clarify the participants’ responses. In evaluating the effectiveness of qualitative and quantitative research methodology, there have been suggestions that ‘multiple methods are vital to understanding development as a dynamic, transactional process’ (Yoshikawa, Weisner, Kalik and Way 2008, p. 344). The qualitative research methodology process will be used in the wording of the questions that will encourage participants to clarify their responses. In selecting the appropriate research methodology process, background research was conducted to determine the common framework and processes used by qualitative researchers to support quantitative results.

4.6 Research considerations

Research considerations for the DBA thesis include the pre-questionnaire administration phase, research risk management analysis, questionnaire administration phase and the post-questionnaire administration phase.

4.6.1 Pre-questionnaire administration phase

The pre-questionnaire administration phase includes:
- The design and administration of the questionnaire
- Justification of the questions and whether the responses will address each research question
- Process that will need to be taken in order to gain clearance from SCU and ANU
- Risks of the questionnaire and how these risks will be eliminated or reduced
This process was designed so that permission could be sought from the two stakeholder universities involved to ensure that the research scope could be confirmed and that the universities had agreed to the research.

4.6.2 Research risk management analysis

Table 4.4 (page 119) provides an outline of the potential risks and an explanation of how these risks will be reduced or eliminated during the research phase.

Table 4.4 - Research risk management table

<table>
<thead>
<tr>
<th>Identified risks</th>
<th>Actions to be taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCU not approving the research proposal or the questions in the questionnaire</td>
<td>- If SCU’s ethics committee does not approve the research proposal or the questions in the questionnaire, the researcher will modify the questions till the questions meet the approval of SCU’s ethics committee, whilst still ensuring that the questions meet the objectives of the research project.</td>
</tr>
<tr>
<td>ANU not willing to participate in the survey</td>
<td>- Permission will be sought from the Dean of the Asian studies faculty prior to the administering of the questionnaire. If permission is not granted, the researcher will approach another university that offers an Asian studies degree. The researcher will then document that the sample size will have to be smaller due to ANU being the only university that offers a large range of specialist Asian studies degree courses and has a dedicated Asian studies faculty.</td>
</tr>
</tbody>
</table>
### Identified risks

<table>
<thead>
<tr>
<th>Identified risks</th>
<th>Actions to be taken</th>
</tr>
</thead>
</table>
| Researcher not getting enough responses from participants/not getting the number of voluntary participants | - The researcher aims to gain a participation rate of at least 51% of the whole sample population size that is eligible to participate in the survey. This is to ensure that a reliable evaluation can be obtained from the responses and will form part of the governance procedure.  
- If the researcher is unable to obtain at least 51% of participation rate, the researcher will conduct more background research using the responses that the students who have participated have given to ensure that any conclusion is further justified with other evidence based research or publications that have conducted similar research and obtained similar data. |

Source: Developed for the purpose of this research

#### 4.6.3 Questionnaire administration phase

ANU is the selected university that has been chosen to participate in the survey. ANU was the university chosen because of the university’s strong focus on Asian societies and cultures. For example, courses offered at the Asian studies faculty at ANU include the ‘generic Asian studies degree which incorporates a mandatory component of languages studies and a non-language component which can is varied including subject choices in Asian history and international relations as examples’ (Australian National University 2009, p. 1). In addition, ‘other courses that are offered in the faculty are more specialized, such as the Bachelor of Security Analysis (Asia-Pacific) degree or the Bachelor of International Business (Asia)’ (Australian National University 2009, p. 1). These degrees allow students to have a focus on a particular aspect of Asia and also to have a double specialization, such as the ‘Bachelor of International Business, where business courses are combined with Asian studies courses’ (Australian National University 2009, p. 1). ANU states ‘many universities in Australia offer an international business sequence within a broader business-type degree and some offer it in combination with a degree in Asian studies. Few, however, offer a specialist three-year named program in international business and fewer still offer a specialist program incorporating a strong sequence in language and cultural studies’ (Australian National University 2009, p. 1).

In comparing ANU's Asian studies faculty courses with courses offered at other universities, although universities such as the University of Western Australia (UWA), the
‘Asian studies courses are often offered within a Bachelor of Arts degree, where it is less specialized, allowing students the option to incorporate another major that is not related to Asian studies’ (University of Western Australia 2009, p. 1). Similarly, the University of Adelaide, although having a centre within the university dedicated to the study of Chinese and Japanese studies, however, does not offer specialist undergraduate Asian studies degrees. ‘Students wanting to study an Asian studies major will need to enrol in a Bachelor of Arts degree’ (University of Adelaide 2009, p. 1). In evaluating the differences between the Asian studies degrees offered at ANU and other universities in Australia, ANU Asian studies faculty’s degrees are more focused specifically to Asia. Therefore, as this research topic concerns Asian societies and specific human security and international business terminology that are applicable to the Asia region, ANU was the chosen university for the research to be conducted.

Steps for the administration of the survey include:

- The survey will be administered at the end of each of the non-language major tutorials.
- An overview will be given to the students regarding the purpose of the survey and the questionnaire will be handed to each of the students. The voluntary nature of the questionnaire and that participants will not be identified will be stated in the overview. Students will be asked to read the coversheet before commencing the questionnaire.
- Participants will hand the survey back to the researcher after completion of the questionnaire. Participants will not be required to write their names on the questionnaire.

4.6.4 Post-questionnaire administration phase

The post-questionnaire administration phase includes the evaluation of the data that has been collected as well as reflecting upon the success of the survey. The researcher aims to use qualitative and quantitative methodology to evaluate the survey. The data results will be highlighted in Chapter 5 of the thesis.

4.7 Research survey development

The research survey was administered in the form of a questionnaire. The questionnaire was developed by utilising the research about the parent disciplines and finding the research gaps to ensure that questions were design in the questionnaire to get the answers to the research gaps. The design of the questionnaire was based on three
sections, which are human security, international business ethics and Asian studies degrees.

4.8 Research methodology conclusion

Research methodology encompasses broad processes that need to be evaluated to ensure that the research methodology chosen is effective in gaining the information that is required to address the research issue. In this DBA research topic, qualitative research techniques were chosen because participants will be given the opportunity to clarify their responses with quantitative research methods to determine the participants’ sample population sample characteristics, such as age, gender and degree enrolled. Project risks such as the administration and the co-ordination of the survey will be dealt with by planning ahead and ensuring that a contingency plan of maybe having to approach another university is in place. Although there have been a few risks identified, these risks are considered to be low and manageable. The data collected will be stored in an appropriate place and will be used to address the research issue.
5.1 Overview of research findings

Chapter 5 will present the research findings for the DBA thesis research.

Chapter 5 aims to provide an analysis of the survey data collected from the administration survey at the ANU’s Asian studies faculty. This questionnaire aims to encourage participants who are currently studying an undergraduate degree at ANU to provide their thoughts in regards to the DBA’s research disciplines. Qualitative and quantitative questions were developed in the questionnaire to allow students the opportunity to express their thoughts using numerical values based on the ratings scale given and to clarify their answers in words. Although it is recognized that a limitation of the research is that the administration of the questionnaire was targeted at one university, however, as the ANU has a dedicated faculty that offers the specialist undergraduate Asian studies degree, this survey was seen as highly relevant to the research.

The Chapter will provide an outline of the research findings chapter and explain the importance of primary source data in business research. An overview of the survey participant profile and examples of how the ideologies of these participants can contribute to the body knowledge of human resource management in international businesses in Asia will be provided. An analysis of qualitative responses by highlighting the dominant responses to the questionnaire will also be stated. Questions from the survey into the study areas of human security, international business ethics and Asian studies will be discussed. The conclusion to the chapter will provide a summary of the analysis.

A mixed research methodology approach was chosen for this research. Both qualitative and quantitative methods were used because of the topic being investigated. As human security and international business ethics are subjective topics that have revolutionized from the discourses of different cultural groups, research into this area, acknowledging that it is the cultural and discourse of the group survey that determines the definition is
important. For example, human security has been broadly defined by the UNDP in 1994. However, as the definition is in context of international relations, and there are numerous theories regarding the actions and reactions of global society, the human security definition is vague. Tadjbakhsh argues that ‘although the human security concept has been adopted by various nation states, however, the concept has not been mainstreamed’ (2005, p. 1). Therefore, in selecting the research methodology to investigate participant's perception of the concept, a qualitative approach was incorporated into the questionnaire to ensure that participants had the opportunity to explain their responses. Quantitative research methodology has the benefit of ensuring that applicants are able to express their responses to the questionnaire using numerical values. These numerical values ensure easier evaluation of different participants' perspectives.

The questionnaire is designed to target generation Y students studying an undergraduate Asian studies degree at ANU’s Asian studies faculty. Although the questionnaire is developed to address the research issues, limitations to the survey include a single survey being conducted to address the research issue. Although it is recognized that survey research may only provide limited insight to the research issue due to only a select group of participants being surveyed, it was seen as an appropriate research technique for this issue. This is because the aim of the research topic is to focus on the discourse of students studying a specialist undergraduate degree.

This research topic specifically contributes to the body of knowledge relating to human resource and international business management. The research topic aims to provide personnel in the international human resource management industry insight into the desires of generation Y students who have a strong interest in learning more about Asian societies and possibly to utilize this to conduct business with Asia in the future. Furthermore, the research explores and promotes a greater understanding regarding business management and marketing of firms in foreign nations through ethical practices and concern for society and cultural development.

5.1.1 Research objectives

The overall objective of the research is to promote greater understanding between Western and Asian discourses in the areas of international business operations marketing and human resource management. The research has been developed to incorporate broad analysis of Asian societies and international development as well as providing
insight into international business operations. International business ethics analysed as an important component of international business operations, due to the increasing international attention to global corporate responsibility. Figure 5.1 below provides an overview of the research objectives and the applicable research methodologies that will be used to collect the research data.

A total of 101 survey responses were received from various tutorials at ANU’s Asian studies faculty during the months of April-May 2009. Out of the 101 surveys received, 99 were deemed valid in relation to meeting the criteria of a generation Y participant studying an undergraduate Asian studies degree in the Asian Studies Faculty at ANU. The tutorials that participated in this survey included students from Asian language and society study courses. These survey responses were received from tutorials that were willing to participate in the survey. Although there were four more tutorials than the five that participated, some lecturers and tutors declined for their units to participant due to time constraints and other factors related university administration.

The tutorials that participated in the survey were:

- Individual and Society in Asia A Tutorials – (Non-language course)
- Japanese and Society Tutorials – (Non-language course)
- Asia Security Tutorials – (Non-language course)
- Chinese Society Study Tutorials – (Non-language course)
- Japanese Language Tutorials – (Language course)
There were five tutorials that decided not to participate in this survey was due to tutorial assessment items being due and class presentations. The response rate from the course convenors in the Asian studies faculty was very positive as was the course convenors that provided their consent in allowing the questionnaire to be distributed in the tutorials included compulsory non-language studies as well as language study courses. This ensured that most undergraduate Asian studies students eligible to undertake the survey was approached and offered the opportunity during tutorials to participate. Although it was aimed that the Asian studies tutorials and lectures surveyed would contain a mixed of studies in different regions of Asia, however, the practicality of getting approval from the administrators ensured that the selection was more limited than had originally anticipated. However, the *Asia and Society* tutorials, as this is a compulsory course, have ensured that students completing various Asian majors were invited to participate in the survey. Table 5.1 below provides an outline of the survey schedule, which commenced on the 26 March 2009 and concluded on the 14 May 2009.

Table 5.1 – Survey schedule outline

<table>
<thead>
<tr>
<th>Survey schedule outline</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wednesday 25/03/2009</strong></td>
<td><strong>Thursday 26/03/2009</strong></td>
<td><strong>Friday 27/03/2009</strong></td>
</tr>
<tr>
<td>Asia and Society Tutorial 1</td>
<td>Asia and Society Tutorial 2</td>
<td>Asia and Society Tutorial 3</td>
</tr>
<tr>
<td>Wednesday 29/04/2009</td>
<td><strong>Thursday 30/04/2009</strong></td>
<td><strong>Friday 1/04/2009</strong></td>
</tr>
<tr>
<td>China Studies Tutorial 2</td>
<td>Security Analysis Tutorial 1</td>
<td>China Studies Tutorial 2</td>
</tr>
<tr>
<td>Wednesday 06/05/2009</td>
<td><strong>Thursday 07/05/2009</strong></td>
<td><strong>Friday 08/05/2009</strong></td>
</tr>
<tr>
<td>Japanese Society Tutorial 1</td>
<td>Asia and Society Tutorial 4</td>
<td>Asia and Society Tutorial 5</td>
</tr>
<tr>
<td>Japanese Society Tutorial 2</td>
<td>Japanese Language Tutorial 1</td>
<td></td>
</tr>
<tr>
<td>China Studies Tutorial 3</td>
<td>Japanese Language Tutorial 2</td>
<td></td>
</tr>
<tr>
<td>Japanese Language Tutorial 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Japanese Language Tutorial 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Japanese Language Tutorial 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Wednesday 13/05/2009</strong></td>
<td><strong>Thursday 14/05/2009</strong></td>
<td></td>
</tr>
<tr>
<td>Asia and Society Tutorial 6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Developed for the purpose of this research
5.1.2 Participants by gender

Table 5.2 below highlights 56.0 percent of all respondents were female and 39.4 percent were male.

Table 5.2 – Analysis of participants by gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>39</td>
<td>39.4%</td>
</tr>
<tr>
<td>Female</td>
<td>55</td>
<td>56.0%</td>
</tr>
<tr>
<td>Total</td>
<td>94</td>
<td>94.9%</td>
</tr>
<tr>
<td>Not defined</td>
<td>5</td>
<td>5.1%</td>
</tr>
<tr>
<td>Total</td>
<td>99</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Source: Developed for the purpose of this research

5.1.3 Participants by age

Table 5.3 below provides an overview of the participants’ age in the survey. The age group that were eligible to undertake the survey was 18 years and under 28 years old.

Table 5.3 – Analysis of participants by age

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>12</td>
<td>12.12%</td>
</tr>
<tr>
<td>19</td>
<td>23</td>
<td>23.23%</td>
</tr>
<tr>
<td>20</td>
<td>20</td>
<td>20.20%</td>
</tr>
<tr>
<td>21</td>
<td>16</td>
<td>16.16%</td>
</tr>
<tr>
<td>22</td>
<td>8</td>
<td>8.08%</td>
</tr>
<tr>
<td>23</td>
<td>8</td>
<td>8.08%</td>
</tr>
<tr>
<td>24</td>
<td>2</td>
<td>2.02%</td>
</tr>
<tr>
<td>25</td>
<td>2</td>
<td>2.02%</td>
</tr>
<tr>
<td>26</td>
<td>2</td>
<td>2.02%</td>
</tr>
<tr>
<td>27</td>
<td>1</td>
<td>1.01%</td>
</tr>
<tr>
<td>Total</td>
<td>94</td>
<td>94.95%</td>
</tr>
<tr>
<td>Not Defined</td>
<td>2</td>
<td>2.02%</td>
</tr>
<tr>
<td>Total</td>
<td>99</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Source: Developed for the purpose of this research
5.1.4 Participants by residency status

Table 5.4 below provides an overview of the participants' residency status. Although 68.8 percent of participants had Australian citizenship, there were a high proportion of international students who undertook the survey.

<table>
<thead>
<tr>
<th>Residency</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Citizen</td>
<td>66</td>
<td>66.67%</td>
</tr>
<tr>
<td>International Student</td>
<td>26</td>
<td>26.26%</td>
</tr>
<tr>
<td>Permanent Resident</td>
<td>2</td>
<td>2.02%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>94</strong></td>
<td><strong>94.95%</strong></td>
</tr>
<tr>
<td>Not Defined</td>
<td>5</td>
<td>5.05%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>99</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

Source: Developed for the purpose of this research

5.1.5 Participants by degree currently studying

Table 5.5 below and Figure 5.2 (page 127) provides an analysis of participants by degree currently studying. It can be seen from Table 5.5 below and Figure 5.2 (page 127) that the Bachelor of Asian studies degree was the most popular out of all the degrees studied by the participants.

<table>
<thead>
<tr>
<th>Asian studies degree</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degree (Asian Studies but title not defined)</td>
<td>6</td>
<td>6.0%</td>
</tr>
<tr>
<td>Bachelor of Translation</td>
<td>1</td>
<td>1.0%</td>
</tr>
<tr>
<td>Bachelor of Arts</td>
<td>6</td>
<td>6.0%</td>
</tr>
<tr>
<td>Bachelor of Asia</td>
<td>1</td>
<td>1.0%</td>
</tr>
<tr>
<td>Bachelor of Asia Pacific Studies</td>
<td>12</td>
<td>12.1%</td>
</tr>
<tr>
<td>Bachelor of Asian Studies</td>
<td>34</td>
<td>34.3%</td>
</tr>
<tr>
<td>Program</td>
<td>Count</td>
<td>Percentage</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td>Bachelor of Asian Studies (Specialist)</td>
<td>7</td>
<td>7.0%</td>
</tr>
<tr>
<td>Bachelor of Security Analysis</td>
<td>10</td>
<td>10.1%</td>
</tr>
<tr>
<td>Bachelor of Translation</td>
<td>2</td>
<td>2.0%</td>
</tr>
<tr>
<td>Diploma of Asian Studies</td>
<td>2</td>
<td>2.0%</td>
</tr>
<tr>
<td>Exchange</td>
<td>5</td>
<td>5.1%</td>
</tr>
<tr>
<td>International business</td>
<td>1</td>
<td>1.0%</td>
</tr>
<tr>
<td>International relations</td>
<td>1</td>
<td>1.0%</td>
</tr>
<tr>
<td>Japanese</td>
<td>6</td>
<td>6.1%</td>
</tr>
<tr>
<td>Bachelor of Philosophy (Arts)</td>
<td>2</td>
<td>2.0%</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>1</td>
<td>1.0%</td>
</tr>
<tr>
<td>University Preparation Scheme</td>
<td>1</td>
<td>1.0%</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>1</td>
<td>1.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>99</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Source: Developed for the purpose of this research
Table 5.5 (page 128) and Figure 5.2 above provides an illustration of the diversity of degrees that are currently being studied by participants. The Bachelor of Asian studies degree dominated the degree awards being studied. Although the Bachelor of Asian studies degree is the mainstream degree offered at ANU’s Asian studies faculty, this survey managed to involve participants who are studying other degrees, such as the Bachelor of Security Analysis (Asia-Pacific) and the Bachelor of Translation.

### 5.1.6 Participants by degree major currently studying

Table 5.6 (page 131) provides an illustration of the diversity of majors that are being studied by the participants. For the purpose of this research, the ‘major’ within a degree is what the participant feels are the main fields or areas of study within their specified Asian studies degree. Some participants indicated more than one major in their degree.
Table 5.6 – Degree majors specified by participants

<table>
<thead>
<tr>
<th>Language major specified</th>
<th>Non-language major specified</th>
<th>Not specified/unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Japanese – II III III III</td>
<td>Security Analysis – III II II</td>
<td>II III III III</td>
</tr>
<tr>
<td>II II II II II II II II II</td>
<td>Politics – III</td>
<td></td>
</tr>
<tr>
<td>Thai</td>
<td>Asian Politics</td>
<td></td>
</tr>
<tr>
<td>Arabic - II</td>
<td>Archaeology in Asia</td>
<td></td>
</tr>
<tr>
<td>Korean - II</td>
<td>Strategic Studies - II</td>
<td></td>
</tr>
<tr>
<td>Indonesian – III III</td>
<td>Contemporary Asia Studies - III</td>
<td></td>
</tr>
<tr>
<td>Chinese – III III</td>
<td>International Relations – III III</td>
<td></td>
</tr>
<tr>
<td>Mandarin</td>
<td>South Asian Studies</td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>Religion</td>
<td></td>
</tr>
<tr>
<td>Vietnamese</td>
<td>Development Studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Japan Contextual Studies - III</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Japanese Linguistics - II</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Linguistics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>History – II</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Middle East Studies</td>
<td></td>
</tr>
<tr>
<td>Total: 69</td>
<td>Total: 47</td>
<td>Total: 17</td>
</tr>
</tbody>
</table>

Source: Developed for the purpose of this research

5.1.7 Participants by academic history

Table 5.7 - Analysis of participants who have studied previous degrees

<table>
<thead>
<tr>
<th>Degree type</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts (Asian studies, International studies)</td>
<td>1</td>
</tr>
<tr>
<td>Associate degree of arts</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor of theology (honours)</td>
<td>1</td>
</tr>
<tr>
<td>Computing</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
</tr>
</tbody>
</table>

Source: Developed for the purpose of this research
Table 5.7 (page 131) provides an overview of the different types of degrees that participants have previously studied before enrolling in an undergraduate degree at ANU’s Asian studies faculty. Only 4 out of the 99 eligible participants in this survey had previously studied another qualification. In analysing the fields of study, 3 of these degrees were in the humanities and social science area, with 1 degree being in the Information Technology field of study.

5.1.8 Participants profile evaluation

There was a diverse mix in the participant's degree structure, as seen in Figure 5.3 below.

![Combined Degree](image)

Figure 5.3 – Analysis of participants studying a combined degree

Source: Developed for the purpose of this research

Figure 5.3 above highlights that there were roughly an equal number of participants studying a combined degree as they were studying a single degree - 48.9 percent of people stated ‘Yes’ to a combined degree as opposed to 51.1 percent who replied ‘No’ to the question.

Table 5.8 (page 133) provides information on the type of degree that was combined with the Asian studies degree. The most common type of combined degree was a Bachelor of Arts and an undergraduate Asian studies degree. Business studies were also a popular choice amongst the participants, with 14 of the participants undertaking a commerce or economics degree.
In analysing the Arts and Business degree contents, students who were undertaking a business degree have a curriculum of commerce subjects as well as Asian studies subjects.

Table 5.8 – Type of combined degrees

<table>
<thead>
<tr>
<th>Type of Degree</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single Degrees</td>
<td>52</td>
<td>52.1%</td>
</tr>
<tr>
<td>Arts</td>
<td>17</td>
<td>17.7%</td>
</tr>
<tr>
<td>Commerce</td>
<td>14</td>
<td>14.5%</td>
</tr>
<tr>
<td>Diploma Education</td>
<td>1</td>
<td>1.0%</td>
</tr>
<tr>
<td>Economics</td>
<td>5</td>
<td>5.2%</td>
</tr>
<tr>
<td>Engineering</td>
<td>1</td>
<td>1.0%</td>
</tr>
<tr>
<td>Law</td>
<td>4</td>
<td>4.1%</td>
</tr>
<tr>
<td>Music</td>
<td>1</td>
<td>1.0%</td>
</tr>
<tr>
<td>Psychology</td>
<td>1</td>
<td>1.0%</td>
</tr>
<tr>
<td>Science</td>
<td>2</td>
<td>2.1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>99</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

Source: Developed for the purpose of this research
5.3 Qualitative data analysis

There were 99 valid responses that were included in the analysis phase of the thesis. The responses provided information on the career aspirations of Generation Y undergraduate students studying an Asian studies degree.

The responses will address the three parent disciplines and answer the research problem. Figure 5.5 below provides an outline of how the questionnaire responses will contribute to the research problem. The qualitative data incorporated into the questionnaire included open-ended questions that encouraged participants to reflect on the ideologies whilst presenting their views on the different types of concepts.

Figure 5.5 - Contribution of questionnaire responses to research

- **Human security** questions will target:
  - What is human security and how does it impact on international business operations?

- **International business ethics** questions will target:
  - What business elements constitute ethics and how do these ideologies contribute to Asian societies?

- **Administrative data** (eg: age and degree studied by participants).

**Qualitative and Quantitative data**

- **International business ethics** questions will target:
  - What business elements constitute ethics and how do these ideologies contribute to Asian societies?

**Quantitative data**

Source: Developed for the purpose of this research
5.4 Human security qualitative response findings

The research findings from the human security qualitative response questions highlighted that the definition of human security is regarded by participants as very broad. The results from the questionnaire showed that although participants were willing to define it in different ways, however, there was a strong indication from the collective responses that regardless of the definition of human security, the values of focussing on people as opposed to nation states is important to the Asian region.

5.4.1 Human security qualitative response 1 findings – Defining human security theories

Table 5.9 (page 136) provides the participants’ responses to describing human security in Asia. Table 5.10 (page 141) provides a summary of the participants’ responses for the question. There were a total of 53 responses collected from the survey. These responses (R) have been labelled as R1-R53 in Table 5.9 (page 136). Although some responses to this question were quite detailed, other responses such as R9 and R10 in Table 5.9 (page 136) indicated that the participant did not understand human security concepts. In analysing the responses that provided viewpoints on describing human security in Asia, there are similarities as well as differences from the description of human security in Asia were found.

Similarities in participants describing human security in Asia include statements highlighting the need for security to be focussed on aspects that impact on groups within a nation state. For example, R1 in Table 5.9 (page 136) provided information regarding a proposed description of North Asia. The participant focussed on the national security of the region, however, indicated in the last statement that ‘economic prosperity is in everyone’s interest’. This statement provides insight that the value of individuals and collective groups within a nation state is of importance, as opposed to realism ideology, which proposes that the welfare of a nation state is of most importance. The responses in blue show the participants have an understanding of human security as a concept that impacts on the welfare of individuals as opposed to national security.

In analysing the responses highlighted in black in Table 5.9 (page 136), these ideologies illustrated differences in terms of some participants defining human security by fore-fronting the role of the nation state. For example, in R35, the respondent states ‘access to services, democratic political process, respecting national sovereignty, strong
state/infrastructure (police, hospitals, etc) and governance’. This statement agrees with the concept that the role of the state pivotal in ensuring that the security level is maintained for its civilians, however, marginalises the role of non-government organisations and community groups.

5.4.2 Human security qualitative response 1 data

Table 5.9 – Human security qualitative response 1

<table>
<thead>
<tr>
<th>Question - How would you describe human security in Asia? Please specify which Asia region you are referring to in your response (eg: South-East, North or South of Asia)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colour Indicators</td>
</tr>
<tr>
<td>Unsure – Red –</td>
</tr>
<tr>
<td>Respondent answer supporting human security - Black –</td>
</tr>
<tr>
<td>Respondent answer supporting state security - Green –</td>
</tr>
</tbody>
</table>

R1 - North Asia - ‘Volatile but maybe increasing stable. Asian countries with historical animosities are working together. Economic prosperity is in everyone’s interest’.
R2 - Human security in the more developed areas of South East China, South Korea, Japan – ‘Seems pretty good in terms of physical security but lacking in happiness and satisfaction’.
R3 - South East Asia – ‘Human security is worrying about wars, resource allocation and population’.
R4 - Japan – ‘I don’t know anything about countries other than Japan though I understand they worry about North Korea, illegal immigration and rise of China’.
R5 - Japan – ‘Safety net people feel within a country specifically in Japan, there is a sense of togetherness which promotes human security’.
R6 - North Asia – ‘North Asia, especially North Korea, is not a very safe area at the moment. This is due to the missile testing in North Korea’.
R7 - Region Not Defined – ‘Human security ensures that the workplace is safe’.
R8 - South Asia – ‘A lot of South Asia countries have not got a lot of tough security. It is not safe’.
R9 - Region Not Defined – ‘No idea’.
R10 - Region Not Defined - ‘Never Studied’.
R11 - South East Asia – ‘In South East Asia, human security is not considered a vital component of state security’.
Question - How would you describe human security in Asia? Please specify which Asia region you are referring to in your response (eg: South-East, North or South of Asia)

<table>
<thead>
<tr>
<th>Colour Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondent answer supporting state security - Green -</td>
</tr>
</tbody>
</table>

R12 - South East Asia – ‘In South East Asia, human security means less conflicts and how to make people get equal access to resources’.

R13 - South East Asia – ‘Human security would be how safe people are. In terms of individual safety from internal and external threats (eg: people smuggling, trafficking, war, etc)’.

R14 - South East Asia – ‘Insurgency movements, food supplies, health conditions, labour conditions’.

R15 - South East Asia – ‘South East Asia seems to be fairly unstable in terms of laws securing the security of civilians’.

R16 - South and East Asia – ‘The idea of ‘security’ is a little vague – nations in East Asia tend to have more stable government but can be lax internally, whereas in south Asia militant groups are causing problems’.

R17 - Region Not Defined – ‘The security of the people in all countries in the ‘Asian’ region through policies of government to protect their economic stability and human rights, etc’.

R18 - South and South East Asia – ‘An issue of growing importance in both South and South East Asia in light of rising isolationist and fundamentalist trends; something worth re-evaluating as travelling into various regions becomes increasingly easy’.

R19 - South East Asia – ‘South East Asia often disregarded in pursuant of economic gains eg: factory conditions for workers vs. growth of Indonesian economy’.

R20 - North Asia – ‘I believe that North Asia is safe’.

R21 - Region Not Defined – ‘Human security is the guarantee of life. Human rights and private assets. Generally, the degree of human security in East Asia is higher than West Asia. And the degree of human security in North East Asia is higher than that in South East Asia’.

R22 - Region Not Defined – ‘In the region of large Asian human security goes to both extremes. Japan, for instance, has relatively good human security. Less developed
Question - How would you describe human security in Asia? Please specify which Asia region you are referring to in your response (eg: South-East, North or South of Asia)

<table>
<thead>
<tr>
<th>Colour Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsure – Red –</td>
</tr>
<tr>
<td>Respondent answer supporting human security - Black –</td>
</tr>
<tr>
<td>Respondent answer supporting state security - Green –</td>
</tr>
</tbody>
</table>

regions, however, such as Indonesia, not so much, in my opinion’.

**R23** - South East Asia – ‘Human security encompasses freedom from attack/intimidation by government officials or troops; welfare nets; access to health care; and provisions for response to disasters natural and man-made’.

**R24** - Region Not Defined – ‘Following Isaiah Berlin’s conceptualisation of liberty, I conceive human security is a positive conceptualisation of security. It conceives of security as the provision of goods (food, liberal government, access and economy) rather than the removal of threats (as per traditional conceptualisations of security). This refers to no specific region’.

**R25** - Region Not Defined – ‘Human security encompasses many areas such as resources, food, security and threats that are associated with it’.

**R26** - South East Asia – ‘South East Asia is security of general population under state or government authority’.

**R27** - South East Asia – ‘Internal security, food, humanitarian issues, political security – more internally based than external security’.

**R28** - Region Not Defined – ‘I feel more developed countries with more solid financial and political systems have a greater standard of human security. In my opinion, human security is referring to the regional security human rights’.

**R29** - South East Asia – ‘There is low human security in the South East of Asia since there have been high levels of political instability. Human security means being able to live in peace without worrying about political instability’.

**R30** - South East Asia – ‘Human security – in terms of employment, access to basic needs. South East Asia could be improved’.

**R31** - Region Not Defined – ‘To me, human security encompasses human rights issues, economic considerations and cultural aspects of society, although I can’t say I have encountered the term before’.

**R32** - Region Not Defined – ‘Human security to me would encompass the idea of the
Question - How would you describe human security in Asia? Please specify which Asia region you are referring to in your response (eg: South-East, North or South of Asia)

<table>
<thead>
<tr>
<th>Colour Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsure – Red –</td>
</tr>
<tr>
<td>Respondent answer supporting human security - Black –</td>
</tr>
<tr>
<td>Respondent answer supporting state security - Green –</td>
</tr>
</tbody>
</table>

stability of a particular region and the safety of its people. I believe that it is near impossible to have one general view of human security in Asia’.

**R33** - Region Not Defined – ‘Asia is fairly safe, although there are still some risks’.

**R34** - Region Not Defined – ‘More restricted politically, but individually insecure’.

**R35** - Region Not Defined – ‘Access to services, democratic political process, respecting national sovereignty, strong state/infrastructure (police, hospitals, etc), governance’.

**R36** - Asia – ‘People able to feel secure, ie: in terms of property rights, human rights, freedom, etc. East Asia (Japan, Korea, China) – quite developed and fairly secure. South East Asia – more difficult, some freedom lacking, terrorism’.

**R37** - Asia (excluding Japan) – ‘Human security, broadening and deepening of security concept, referent object as individual not state threats to individual security the responsibility of state and threats to state security itself’.

**R38** - South East Asia – ‘The security of a person by ensuring their very basic needs are met (ie: health, education, and physical needs) as well as their environment (ie: safe drinking water.

**R39** - South East Asia – ‘I would think that human security encompasses traditional as well as new security issues like food, climate, etc. Primarily political security’.

**R40** - Region Not Defined – ‘Human security is a paradigm that sees the human as the referent in security rather than the nation. Human security notion in Asia has not yet developed’.

**R41** - Region Not Defined – ‘Placing people as the primary referent in security discourse. It encompasses prioritising the needs of the people over the states. This applies to all of Asia’.

**R42** - Region Not Defined – ‘Human security involves examining the security of humans as distinct referents from States: ie - the paradigm does not assume (as does classical realism) that the State is inevitably the guarantor of citizens’ security. Certainly
Question - How would you describe human security in Asia? Please specify which Asia region you are referring to in your response (eg: South-East, North or South of Asia)

<table>
<thead>
<tr>
<th>Colour Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsure – Red – ☐</td>
</tr>
<tr>
<td>Respondent answer supporting human security – Black – ☐</td>
</tr>
<tr>
<td>Respondent answer supporting state security – Green – ☐</td>
</tr>
</tbody>
</table>

the human security paradigm helps illuminate problems behind the veil of sovereignty – eg: Burma’.

R43 - North Asia – ‘The level of freedom from want and freedom from fear of a community population’.

R44 - Region Not Defined – ‘Some country does not have safe drinking water’.

R45 - Region Not Defined – ‘It seems the area is currently at peace, but we cannot say it continues forever, because countries like North Korea, Iran retain nuclear weapons’.

R46 - East Asia – ‘This is of importance to East Asia, however, so far people in this area are still not aware how important it is’.

R47 - North East Asia – ‘Japan, China and Korea are plagued by issues related to WWII, the Korean War and the Cold War. Currently, North Korean possession of nuclear weapons and missiles is creating a volatile atmosphere’.

R48 - All Regions – ‘Proper description demands greater space than allotted. Human security in Asia are those directly affecting the welfare of people without affecting the State they are in eg: water security (Bangladesh), famine (Myanmar, North Korea), failure of neighbouring state resulting in refugee crisis (North East Asia – North Korea), job, education and welfare (People’s Republic of China)’.

R49 - All Regions – ‘In Iran, Afghanistan, Pakistan, Nepal and a few others region are very unsafe. Whilst South Korea, Taiwan, Singapore, Thailand, Japan are safe whilst Vietnam, China, North Korea are absolutely repressive’.

R50 - South East Asia – ‘I would say it is not as dangerous as is popularly believed. Terrorism is in reality a low threat’.

R51 - North Asia – ‘Quite good; very little human trafficking (that is reported in the media, that is). Reasonable human rights policies’.

R52 - North Asia – ‘Human security in China is at an acceptable level’.

R53 - Region Not Defined – ‘More focused on individuals’.

Source: Developed for the purpose of this research
Table 5.10 below provides a summary of the responses received. The data in Table 5.10 below highlights that although human security is important, however, the majority of the responses regarding security still correlated to state security characteristics.

Table 5.10 - Summary results for human security qualitative response 1

<table>
<thead>
<tr>
<th>Respondent answer group classification</th>
<th>Number of responses</th>
<th>Percentage of total responses received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondent answer supporting human security</td>
<td>16</td>
<td>30%</td>
</tr>
<tr>
<td>Respondent answer supporting state security</td>
<td>35</td>
<td>66%</td>
</tr>
<tr>
<td>Unsure</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>53</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Developed for the purpose of this research

5.4.3 Human security qualitative response 1 findings – Contribution of human security theories

Qualitative responses to the question ‘how do human security theories contribute to the development of Asian societies?’ suggests that there is a high level of support for applying human security theories to Asian societies. As highlighted in Table 5.11 (page 143) and Table 5.12 (page 145), which provides a summary of the responses, some of the responses to the questions were in relation to business and economic development of a society, with businesses having a pivotal role. However, this was not the main focus of responses of all participants. Some participants’ responses indicated that the development and enforcement of human security strategies is still at the nation state level, where contributions to human security contribute to the advancement of a nation state. For example, R5-R8 in Table 5.11 (page 143) suggests that human security is an issue concerned by NGOs and other institutions that have a sole responsibility of promoting this concept. R5 states the involvement of non-government organisations (NGOs) in assisting to achieve human security in Asian nations, whilst R6 in Table 5.11 (page 143) supports this by explaining the importance of not marginalising different cultures within society as this may cause more conflict.
Both R5 and R6 highlight the importance of businesses working within the community and other organisations to ensure general human security in Asian nations. Similarly, in R8 and R9, the responses relating to an ‘increase in the national safety net’ and ‘where security is perceived as valid, international input into local development and therefore may increase the nation’s development’ suggests the critical role of the state, as opposed to international businesses. Furthermore, R11-R14 outlines the need for human security. These responses expressed beliefs such as human security concepts will ensure a safer society, contributing to society’s development and being focussed on humanitarian outcomes. The responses suggests that most of the participants understood the necessity of human security, as outlined in R16-R22, where although the benefits of the applying the concepts may be contentious, human security was recognised as a contributing factor to national development. R24-R25 also highlights that human security may not assist in the physical development of a nation, but contributes to the mentality of society groups’ discourses within a nation. This belief highlights that various contributions of human security, where non-state and state roles are important in the development of a society. R24-R25 also further supports the ideology of nation states contributing to the endorsement of human security concepts. Although it is recognised from the participants’ responses in R29-R30 and R33-R34 that there is a difference between theories and the need for these theories to adapt to current global situations, however R33 also further recognises that theories can also enforce a method of thinking and subsequently, change the ideology of a community.

The impact of human security can be found with responses that highlight the importance of international business roles and the organisations’ actions can align with the promotion of human security concepts in Asia’s local communities. For example, R15-R32 focuses on the development of Asian societies and how international businesses may contribute to increasing the level of human security in the community. R27 provides a perspective that it is human security concepts that assist in defining what is needed in a particular society. In evaluating this response, this response comes from a viewpoint that human security concepts promotes understanding that it is the communities’ welfare that is of higher importance than nation state boundaries and government rules. However, in R28, the response also highlights human security concepts’ contribution at the government level, where the establishment of ASEAN can be seen as assisting in economic prosperity in Asia and increasing the level of human security. Finally, R31 states ‘without business ethics, businesses could not function’, indicating the importance of ethics in achieving human security and developing the local communities.
### 5.4.4 Human security qualitative response 2 data

#### Table 5.11 – Human security qualitative response 2

<table>
<thead>
<tr>
<th>Question - How do human security theories contribute to the development of Asian societies?</th>
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</thead>
<tbody>
<tr>
<td>Colour indicators</td>
</tr>
<tr>
<td>Unsure – Red –</td>
</tr>
<tr>
<td>Respondent answer relating to developing Asia’s workforce - Black –</td>
</tr>
<tr>
<td>Respondent answer relating to other contributions - Green –</td>
</tr>
</tbody>
</table>

**R1** - ‘I am pretty critical because if you work in a sweatshop your quality of human security is awful’.

**R2** - ‘Change the way they use resources. Changes the dynamics of isolated society’.

**R3** - ‘Societies change as they intermingle, so I suppose Western cultural elements may become involved?’

**R4** - ‘Help to educate, and show some possible solutions’.

**R5** - ‘Many researchers and NGOs are pushing for these theories to be included in economic, health, educational and transnational crime policies and development’.

**R6** - ‘It certainly gives an incentive to stabilise, though as this can be marginalizing certain groups, it can cause as many problems as it benefits’.

**R7** - ‘Help to assist in cultural collaboration and protect people’s rights simultaneously’.

**R8** - ‘Increased human security may help increase national safety and therefore may increase the nation’s development’.

**R9** - ‘Where security is perceived as valid, international input into local development in Asia needs to be facilitated’.

**R10** - ‘Human security will help Asian societies develop more sustainably, with political stability and a more evenly distributed wealth’.

**R11** - ‘Aim towards troubled society being safer’.

**R12** - ‘Human security lays the foundation for social stability and harmony, which are preconditions for any political, economical and social developments’.

**R13** - ‘They inform academics and NGO discourse but are given low priority by most politicians and government officials’.

**R14** - ‘As per the above answer (re: human security as a positive conceptualisation of security). In being conceptualisations, they result in domination. Someone must choose which goods are necessary for security and thereby impose that decision on the citizens they seek to develop’.
Question - How do human security theories contribute to the development of Asian societies?

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<th>Colour indicators</th>
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<tbody>
<tr>
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<tr>
<td>Respondent answer relating to developing Asia’s workforce - Black -</td>
</tr>
<tr>
<td>Respondent answer relating to other contributions - Green –</td>
</tr>
</tbody>
</table>

R15 - ‘In a sense human security defines the level of development in Asia as most nations that are developing’.

R16 - ‘I don’t know if they do often it is just Western societies trying to implement their lifestyles on culturally different nations’.

R17 - ‘It raises problems in relation to development’.

R18 - ‘It gives an idea about how security in a country is going to result’.

R19 - ‘They are obviously worthy of consideration’.

R20 - ‘It ultimately depends on how said theories are applied and who puts them into effect’.

R21 - ‘Help Asia develop more awareness to the security of its people’.

R22 - ‘By providing a framework by which to analyse, research, build and reform societies in order to improve the security of its people’.

R23 - ‘Human security theories contribute by addressing the needs of people. This means that Asian societies have their basic human rights emphasized and are assess more than before’.

R24 - ‘Gives a good working knowledge of the challenges these places/societies face and potential solutions’.

R25 - ‘Human security constrains governments in Asia and focuses them towards a democratic government’.

R26 - ‘Might provide a framework for ASEAN to start being effective in dealing with intra-state security issues’.

R27 - ‘Helps people determine what is needed to develop a particular society’.

R28 - ‘We can deepen economic relations. Economic relation is the most important part in Asia’.

R29 - ‘It improves and perfects the political systems – also creates a better social environment’.

R30 - ‘Unless these theories are developed in conjunction with modifications in the global state system allowing for outside pressure/influence to actually make the
Question - How do human security theories contribute to the development of Asian societies?

Colour indicators

Unsure – Red – 🟥
Respondent answer relating to developing Asia’s workforce - Black - 🟦
Respondent answer relating to other contributions - Green – 🟩

difference incumbent or corrupt government officials are indifferent to, of situation in Afghanistan, Myanmar, North Korea, PNG, Timor Leste, Laos, etc.
R31 - ‘Without business ethics, businesses could not function’.
R32 - ‘Yes, human security theories do contribute to the development of Asian societies’.
R33 - ‘Theories widely populated through propaganda/media etc force change in society through a shift in attitudes. Change in attitude of majority in population/society leads to a shift in the way in which society in question develops’.
R34 - ‘Makes the world safer and allows for boundaries’.

Source: Developed for the purpose of this research

Table 5.12 below highlights that although international business ethics and human security concepts contribute to Asia’s workforce, however, other factors such as community welfare and cultural impact were also of importance to Asia’s development.

Table 5.12 – Summary results for human security qualitative response 2

<table>
<thead>
<tr>
<th>Respondent answer group classification</th>
<th>Number of responses</th>
<th>Percentage of total responses received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondent answer relating to developing Asia’s workforce</td>
<td>12</td>
<td>35%</td>
</tr>
<tr>
<td>Respondent answer relating to other contributions</td>
<td>21</td>
<td>62%</td>
</tr>
<tr>
<td>Unsure</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>34</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Developed for the purpose of this research
5.5 International business ethics qualitative response findings

The international business ethics qualitative response findings aim to investigate the impact of international business ethics on the Asian region and how this should be managed by international businesses. Although it is recognised that the definition of international business ethics is different for individual businesses, however, the aim of the questionnaire is to explore the extent that the concept of a business having ethics is important.

5.5.1 International business ethics qualitative response 1 findings – Defining international business ethics

Table 5.13 (page 148) provides an insight to a survey that required students to define the concept of international business ethics whilst Table 5.14 (page 151) provides a summary of the responses to international business ethics qualitative response 1. The responses from the question evaluating international business ethics and what constitutes as international business ethics provided a broad collection of views. The dominant ideology from the responses included the value of human security and how international businesses can contribute to a local communities' human security level. For example, R2, R7 and R9-R12 provide insight into the impact of international business ethics and how it impacts on human rights, individualism and equality. R2 states that ‘respect in the workplace’ is very important whilst R7 promotes occupational, health and safety ideals by stating that international business ethics should focus on ‘overworking’. Similarly, R14-R16 provides information on the treatment of workers and how equality constitutes international business ethics. R14 highlights the importance of fair wages whilst R15 and R16 states that gender equality and not exploiting people are important for international business ethics. This is also supported by R19 and R20, which highlights that fair and honest payments are important in the achieving ethics within an international organisation. Other ideologies that assist in evaluating the concept of international business ethics include the need for a corruption free environment as well as concern for the physical environment, as highlighted by R22 and R23. The rule of law is another consideration that was highlighted with the responses for this question in the survey. For example, R25 highlights that workers should be voluntary and that workers displaced unfairly should have legal recourse. This is similar to R26 and R28, which highlights the need to provide social responsibility and fairness. The responses that have been assessed thus far have shown that the ideologies from the participants in defining international business ethics are very ‘Western’ in viewpoints, where the
concept of equality and fairness in human resource management is highlighted. Furthermore, responses such as R30, R32, R34 relates international business ethics with the human rights of the individual workers, therefore, supporting that belief that international businesses should have a concern into the human security of its local employees. The qualitative responses that were evaluated from the survey also highlighted that even within the Asian region; there are different operational management practices, as highlighted with R35, where the respondent believes that the current practices are ethical as opposed to R36 and R37, where the respondents highlighted the poor working conditions in South East Asia.

Other statements from the survey suggests that international business organisations also need to be aware of their impact on the local communities, not only with the organisation's locally engaged staff, but also having proactive involvement in developing local communities. R1 and R2 highlights the need for international businesses to be aware of local customs and cultures whilst R5-R13 states that international business ethics should be about sustainability and understanding. These responses are similar to other responses such as R18-R24, where the respondents highlighted the role of international business in contributing to the overall development of a nation. Although the majority of the responses seemed to agree that international business ethics do play an important role in Asia such as in R31, which states the role of international business ethics not adversely impacting on the protection of domestic companies and making networks (R33), however, R17 provided a differing response. In R17, the respondent stated that although there may be international business ethics that promote ideal business scenarios, ‘in a business standpoint this is impossible and unfeasible’. Although this was not the dominant viewpoint held by the respondents, it did provide a different perspective regarding the practicality of international business ethics.
Table 5.13 – International business ethics qualitative response 1

<table>
<thead>
<tr>
<th>Colour indicators</th>
<th>Respondent answer relating to human rights – Black</th>
<th>Respondent answer relating to other contributions – Green</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsure – Red</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R1 - Region Not Defined</td>
<td>'International business needs to be aware of cultures'.</td>
<td></td>
</tr>
<tr>
<td>R2 - North Asia</td>
<td>'Human rights, individualism (if adopting Western capitalist business model), respect for employees'.</td>
<td></td>
</tr>
<tr>
<td>R3 - South East Asia</td>
<td>'Respect'.</td>
<td></td>
</tr>
<tr>
<td>R4 - South East Asia</td>
<td>'It is very important to have business ethics in South East Asia'.</td>
<td></td>
</tr>
<tr>
<td>R5 - Region Not Defined</td>
<td>‘Sustainability, development (eg: China today and Japan in the 1960s are examples of its lacking)’.</td>
<td></td>
</tr>
<tr>
<td>R6 - Region Not Defined</td>
<td>‘Peace and understanding each other including recognition of history’.</td>
<td></td>
</tr>
<tr>
<td>R7 - All East Asia</td>
<td>‘Pollution and over-working’.</td>
<td></td>
</tr>
<tr>
<td>R8 - North Asia</td>
<td>‘Ability to understand cultures, rule of law and interacting with the locals’.</td>
<td></td>
</tr>
<tr>
<td>R9 - Region Not Defined</td>
<td>‘Business ethics require an appreciation for the ramifications of doing business with repressive regimes’.</td>
<td></td>
</tr>
<tr>
<td>R10 - South East Asia</td>
<td>‘There needs to be a greater emphasis on human security. International business ethics is a morally based decision made by a company on what they can achieve in development. Unethical practices would be taking advantage of working conditions in South East Asia’.</td>
<td></td>
</tr>
<tr>
<td>R11 - Region Not Defined</td>
<td>‘Environmental factors and human rights’.</td>
<td></td>
</tr>
<tr>
<td>R12 - South East Asia</td>
<td>‘International business ethics incorporates labour conditions (including trafficking), environmental concerns and wealth distribution (contribution to communities). I think all of these are particularly applicable to Southeast Asia’.</td>
<td></td>
</tr>
<tr>
<td>R13 - Region Not Defined</td>
<td>‘International business ethics ought to be the ethical conduct of business, irrelevant to the location (related to businesses with international operations)’.</td>
<td></td>
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</tbody>
</table>
Question - What are the elements that would constitute international business ethics in Asia? Please specify which region in Asia you are referring to in your response (eg: South-East, North or South of Asia)

<table>
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<tr>
<th>Colour indicators</th>
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<tr>
<td>Unsure – Red –</td>
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<tr>
<td>Respondent answer relating to human rights – Black –</td>
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<tr>
<td>Respondent answer relating to other contributions - Green –</td>
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</table>

| R14 - Region Not Defined – ‘Fair wages, especially in terms of outsourcing so such as international companies that are outsourcing labour from South East Asia, equal and fair pay should be implemented’. |
| R15 - Region Not Defined – ‘Gender equality, fairness, consider in many different countries’. |
| R16 - Region Not Defined – ‘Do not exploit people’. |
| R17 - Region Not Defined – ‘Although international businesses should maintain a high level of ethics and regard for human well-being, in a business standpoint this is impossible and unfeasible’. |
| R18 - Region Not Defined – ‘International businesses always help the respective nation; developing nations do which they are gaining an investment’. |
| R19 - Region Not Defined – ‘International business ethics should constitute for trade, fair working conditions and pay’. |
| R20 - Region Not Defined – ‘It should constitute honest payments’. |
| R21 - Region Not Defined – ‘Perhaps international business ethics in Asia encompasses the right (wrong at policies relating to business). For example, is it fair for Japan to have a deal with Bangladesh, which is a smaller economic and political power’. |
| R22 - South East Asia – ‘Environmental and human impact considerations – operate ethically in these fields’. |
| R23 - South East and South Asia – ‘Corruption free. Not solely focussed on economic profit for companies but for towns/villages affected’ |
| R24 - Asia – ‘International business ethics looks at fair trade and resource management’. |
| R25 - South East Asia – ‘Workers should be voluntary and paid a reasonable wage. Persons displaced by business activities should have legal recourse’. |
| R26 - Region Not Defined – ‘International business ethics should include social
Question - What are the elements that would constitute international business ethics in Asia? Please specify which region in Asia you are referring to in your response (eg: South-East, North or South of Asia)

<table>
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<th>Colour Indicators</th>
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<tbody>
<tr>
<td>Unsure – Red –</td>
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<tr>
<td>Respondent answer supporting human security - Black –</td>
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<tr>
<td>Respondent answer supporting state security - Green -</td>
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</tbody>
</table>

Responsibility and culture respect. Ethnic conflicts, religious issues and lifestyle variation need to be taken into consideration, especially in South East Asia, where a great variety of ethnic groups live.

R27 - All of Asia – ‘Increased number of exchange students to non-Asian countries’.
R28 - All of Asia – ‘Fairness, openness and work’.
R29 - Region Not Defined – ‘Well, there is a profound lack of ethics in the international corporations utilising sweatshop labour in South and East Asia, but I haven’t had enough contact with Asian entrepreneurs to understand their ethics’.
R30 - Region Not Defined – ‘Understanding of different cultures and respect/appreciation, and equality’.
R31 - South East Asia – ‘Intellectual property, protection of domestic markets/companies’.
R32 - China, Vietnam, Myanmar (developing East Asia) – ‘Exploitive and cheap labour and cultural traditions (listening to authorities). Japan, Korea (developed nations) – ‘High technological industries utilising economies of scale’.
R33 - Region Not Defined – ‘International business ethics includes networking’.
R34 - Region Not Defined – ‘Slave/sweat shop labour, fair pay and employment conditions’.
R35 - Region Not Defined – ‘Conducting business in a morally/ethical way such as usually with employment in Japan’.
R36 - South East Asia – ‘Fair trade, sustainability, resource allocation and development’.
R37 - South East Asia – ‘Sweat shops in South East Asia, factories, poor working conditions, etc’.

Source: Developed for the purpose of this research
Table 5.14 (page 151) provides a summary of responses received. The summary results in Table 5.14 (page 151) highlights that human rights are important in relation to defining international business ethics.

Table 5.14 - Summary results for international business ethics qualitative response 1

<table>
<thead>
<tr>
<th>Respondent answer group classification</th>
<th>Number of responses</th>
<th>Percentage of total responses received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondent answer relating to human rights</td>
<td>22</td>
<td>60%</td>
</tr>
<tr>
<td>Respondent answer relating to other contributions</td>
<td>13</td>
<td>35%</td>
</tr>
<tr>
<td>Unsure</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>37</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Developed for the purpose of this research

5.5.3 International business ethics qualitative response 2 findings – Contribution of international business ethics

Responses to the contribution of international business ethics in developing Asian societies provided different ideologies. Whilst some of the responses were commercially focussed, other responses showed that international business organisations could contribute holistically to the development of the local community. In evaluating the responses received for the survey question asking ‘How do international business ethics theories contribute to the development of Asian societies?’ two main viewpoints emerged, indicating that international business ethics contributes to the human security and national security of Asia. Table 5.15 (page 153) highlights the responses that were provided by the participants. In R1, R5 and R6, the respondents provided information on the contribution of international business ethics to the level of human rights in a community in Asia. Table 5.16 (page 156) provides a summary of the responses received. These responses highlight that the ethics of international organisations assist to define the level of human security in a nation such as not having ‘sweatshop’ conditions and working towards the unity of nations and people.

Although R1, R5 and R6 provided suggestions to how international business ethics could be used to improve the working conditions of locally engaged employees and the
human security of the community, however, other responses also highlight the practicality of international corporate actions in Asia. For example, R8 highlights the divide between the wealthy and the poor and the power of the wealthy to control the definition and actions of international business ethics. Furthermore, R15 highlights that the ideology of international business ethics is often from Western discourses; hence, what is acceptable conduct by international business ethics may sometimes not be aligned with the local perception of corporate ethics. This creates a dilemma as international businesses have to maintain a balance between the company’s values as well as ensuring that the local community is aware of these values and how they impact on the ethics of business operations. This finding is further illustrated by R17, R21 and R22, which recognises that there may be differences in the definition of ethics by Asian nations as opposed to Western nations; however, international business ethics are still able to benefit the Asia region. R30 also highlights that by demonstrating ethics within international business activities, this contributes to the effectiveness of human resource management as if workers agree on the ethical conduct of the business, theoretically, there will be increased loyalty and increased productivity.

Other benefits that have been highlighted from the responses to the extent of contribution of international business ethics to Asia can be seen with national benefits. R2-R14 highlights multiple benefits to the host nation such as the decrease of an isolated society and the promotion of globalisation. Furthermore, R7, R9 and R14 highlights the benefits of a globalised society, such as the introduction of new ideas and practices and the increase pace in developing Asian nations to benefit from economic productivity. In R18-R31, the statements from the participants provided perspectives that differ slightly due to the focus on the impact of international business ethics on the public administration of the host nation. For example, R20 and R27 state that international business ethics can benefit the local community by highlighting the possible mutual benefits that can be gained with international businesses being able to conduct their business in a secure environment if they promote human security concepts and take a proactive approach in developing the community. Finally, R28 and R31 provide an explanation that international business ethics can improve economic ties between nation states.

The statements that were given in the responses relating to the contribution of international business ethics varied. Many of the responses emphasised the contribution of corporate ethics as being related to human rights and employment equality. Other responses indicate that international business ethics also contribute to government
agendas and policies. The responses were able to provide insight that international business ethics not only impacts on companies’ employees, but also on national priorities. These findings reflected that there are different perspectives on the processes and contribution of international business ethics, however all the perspectives valued the notion of the corporation aiming to benefit the host community. This is consistent with the previous responses, where the contribution of international business and the importance of human security concepts are recognised by the participants.

5.5.4 International business ethics qualitative response 2 data

Table 5.15 – International business ethics qualitative response 2

<table>
<thead>
<tr>
<th>Colour Indicators</th>
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<tbody>
<tr>
<td>Unsure – Red –</td>
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<tr>
<td>Respondent answer relating to human rights – Black –</td>
</tr>
<tr>
<td>Respondent answer relating to other contributions - Green –</td>
</tr>
</tbody>
</table>

| R1 - Region Not Defined – ‘It’s pretty critical because if you work in a sweatshop your quality of human security would be awful’. |
| R2 - Region Not Defined – ‘Change the way they use resources. Changes the dynamics of isolated society’. |
| R3 - Region Not Defined – ‘Societies change as they intermingle, so Western cultural elements would become involved’. |
| R4 - Region Not Defined – ‘They affect the development in the areas that the international businesses invest in. These areas become increasingly important to the population of developing nations which means developed nations need to support this’. |
| R5 - Region Not Defined – ‘So far they have kicked downwards viciously widening the status quo between both nations and people. ‘Ethics’ or lack thereof….’’. |
| R6 - Region Not Defined – ‘Allow benefits and development to occur in business without sacrificing ethics’. |
| R7 - Region Not Defined – ‘Promote globalisation; improve the understanding between countries, conflict easement, and increase international co-operation’. |
| R8 - Region Not Defined - ‘Rich people are often in powerful, unassailable position and have…’ |
**Question - How do international business ethics theories contribute to the development of Asian societies?**

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<th>Colour Indicators</th>
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<tbody>
<tr>
<td>Unsure – Red –</td>
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<tr>
<td>Respondent answer supporting human security - Black –</td>
</tr>
<tr>
<td>Respondent answer supporting state security - Green –</td>
</tr>
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</table>

little incentive to follow ethical practices’.

R9 - Region Not Defined – ‘Very important to development as there needs to be fair trade’.
R10 - Region Not Defined – ‘It brings in ideas and concepts’.
R11 - Region Not Defined – ‘Business and economic development, sustainability, etc in a developing nation has a massive impact on the countries – ethics is paramount’. R12 - Region Not Defined – ‘I guess pressures are imposed on more developed societies to have unfair deals that would be at a disadvantage to the less developed nations so others can benefit’.
R13 - Region Not Defined – ‘It can enable Asia to either grow or regress’.
R14 - Region Not Defined – ‘Brings Asian societies and their businesses to the same level as their international counterparts’.
R15 - Region Not Defined – ‘Throw out your entire Western ‘ethics’ and development will continue to grow. I suspect the ‘ethics’ and talk of ‘exploitation’ were made to discourage outsourcing of labour from the west’.
R16 - Region Not Defined – ‘Have potential to have great effect’.
R17 - Region Not Defined – ‘Foreign ethics become accepted in Asia, this may accelerate the development of humanitarian concepts’.
R18 - Region Not Defined – ‘If the government and people are fully aware of ethical conducts, the development of business industry should increase’.
R20 - Region Not Defined – ‘By sharing and distributing wealth providing educational opportunities and looking after local environments you can only benefit a society’.
R21 - Region Not Defined – ‘Greater equality in rights/opportunities, preservation of the environment’.
R22 - Region Not Defined – ‘It should, but doesn’t yet have an effective foothold in the region due to lack of adherence to human security practices’.
R23 - Region Not Defined – ‘Can’t do business in insecure environments. If your business indirectly promotes modes of insecurity, businesses will dry up’.
R24 - Region Not Defined – ‘Makes it an equal society and contributes to its development’.
### Question - How do international business ethics theories contribute to the development of Asian societies?

<table>
<thead>
<tr>
<th>Colour Indicators</th>
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</thead>
<tbody>
<tr>
<td>Unsure – Red –</td>
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<tr>
<td>Respondent answer supporting human security - Black –</td>
</tr>
<tr>
<td>Respondent answer supporting state security - Green –</td>
</tr>
</tbody>
</table>

| R25 - Region Not Defined – ‘Governance’. |
| R26 - Region Not Defined – ‘Making the area richer and richer’. |
| R27 - Region Not Defined – ‘It will improve and perfect the political systems and also create a better social environment’. |
| R28 - Region Not Defined – ‘By strengthening economic ties between neighbouring states that may otherwise be indifferent’. |
| R29 - Region Not Defined – ‘Without business ethics, businesses could not function’. |
| R30 - Region Not Defined – ‘Theoretically, treat people with respect and manners economic; results come through people and happier people generate greater productivity (therefore profits)’. |
| R31 - Region Not Defined – ‘Helps the economy’. |

Source: Developed for the purpose of this research

Table 5.16 (page 156) provides a summary of the responses. Although the international business ethics theories contribute to the development of Asian societies, however, other answers indicate that international business ethics also contribute to other aspects of developing Asia.
5.6 Asian studies qualitative response findings

The results from the qualitative questions indicated that there was a strong positive correlation between undergraduate Asian studies degrees and the students’ career aspirations. The findings highlighted that the knowledge gained from an Asian studies degree is seen by the participants as being critical to their future career aspirations.

5.6.1 Asian studies qualitative response 1 findings – The importance of an undergraduate Asian studies degree

The importance of studying an undergraduate Asian studies degree is highlighted very strongly in Table 5.17 (page 158) and in Table 5.18 (page 162), which provides a summary of the responses. In Table 5.17 (page 158), responses detailing with the relevance of Asian studies towards Australian businesses and because of the need to understand the Asian culture was highlighted. R1, R5, R12 and R13 place a strong emphasis on the extent of globalisation and the need to understand global policies, regardless of which Asian region is being considered. These responses highlight that the majority of participants, regardless of whether they would like to work in Asia as a future career, understand the importance of cultures in business environment and gaining the knowledge of other community groups’ discourses and ideologies. R19 highlights the importance of globalisation, and the impact of corporate ethics on communities and workers of host nations. R25 and R26 also provide justification of the
importance of understanding other cultures in the era of globalisation. Other reasons that were included in the responses were the desire of an individual to increase their understanding of other cultures and developmental purposes, as specified in R31, R32, R35-R37 and R50. Other responses such as R46 and R48 are similar to the previous responses, however; also highlight the important role an undergraduate Asian studies degree has on promoting a more interconnected global society. R71 highlights that by understanding another culture’s language, students are able to gain more of an insight to a different culture. These responses reflect the awareness of participants, who view an undergraduate Asian studies degree as a method of increasing knowledge of Asia in the context of culture as well as for international relations and business purposes.

The majority of the participants who responded to this question indicated that they would like to pursue a career in Asia. R2-R4 provides an overview of the importance of Asia and how understanding Asian societies can benefit international businesses as Asia is have been recognised by many of the participants as a growing economic power. R6-R11 highlights the importance of Australia’s proximity to Asia and the significant influence that the Asian region has on Australian businesses and culture. The participant’s responses provided a dominant Australian perspective, however, in R11; the respondent also highlighted the need for those with an Asian background to understand their own culture. Furthermore, R14-R18 and R20-R23 indicates that Australia can benefit from understanding Asia and its culture due to the influence as well as the impact of globalisation that will ensure increased international business interactions. The responses that have been highlighted provide a sample of the dominant responses received from the survey participants. R27-R30 also provides insight into the importance of Asia in contemporary international relations. As a collective group, responses such as R38 provide an indication that the participants agree that Asia has enormous potential due to its developing economic power and population. Furthermore, R57 expresses that differing cultures need to be understood and R66 provides a concise summary that studying Asian studies is the ’same as studying International Relations – you can’t pretend it doesn’t exist’. The results collected for this question provides similar indications that undergraduate Asian studies students are able to understand a foreign culture by being able to relate foreign ideologies and concepts and contrast with Western ideologies. Also, the responses indicated that students who study an undergraduate Asian studies degree have a strong interest in Asia for personal as well as career reasons and although business is important to many of the participants, equality and national development of Asia regions is also of importance.
5.6.2 Asian studies qualitative response 1 data

Table 5.17 – Asian studies qualitative response 1

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<tr>
<th>Colour indicators</th>
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<tbody>
<tr>
<td>Unsure – Red – ▢</td>
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<tr>
<td>Respondent answer relating to Asia – Black – □</td>
</tr>
<tr>
<td>Respondent answer relating to other contributions - Green – Ｒ</td>
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</tbody>
</table>

### Question - Why is studying an undergraduate Asian studies degree important in the era of globalisation?

**R1** - ‘So that we can understand our neighbours and our world’.

**R2** - ‘Asia as a growing economic power. Asia as a centre for cultural and religious development’.

**R3** - ‘Asia is the growing super-power in the Asia-Pacific region; without an understanding of Asia, international business opportunities are somewhat limited (as you are essentially ignoring a third of your potential customer base)’.

**R4** - ‘It allows us to engage with our neighbours at a more effective level’.

**R5** - ‘Because everything is becoming increasingly interconnected’.

**R6** - ‘Helps me understand Asia’.

**R7** - ‘By understanding the uniqueness and differences between Asia, we may better understand cultural sensitivities which, on a grass-roots/individual level of analysis is conducive to cooperation and world peace. While on a state level of analysis facilitates State and Non-Government Organisation (NGO) actors to diffuse environments of tension and indifference, which is detrimental when so many economies are this much joined at the hips’.

**R8** - ‘Australia has many connections with Asian countries and these will continue to expand as Asia expands. It is important to know how other cultures think and act so as not to cause insult’.

**R9** - ‘To learn more about Asian countries’.

**R10** - ‘Asia is become bigger, (especially in economic terms)’.

**R11** - ‘Can find out what happened in Asia, find out what changes have been made in my home country’.

**R12** - ‘Globalisation promotes the need to understand different cultures’.

**R13** - ‘Moral community is not demonstrated by state lords’.

**R14** - ‘I would say that Asia is a very diverse and important area as well as a growth engine’.
**Question - Why is studying an undergraduate Asian studies degree important in the era of globalisation?**

<table>
<thead>
<tr>
<th>Colour Indicators</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsure – Red –</td>
<td></td>
</tr>
<tr>
<td>Respondent answer supporting human security - Black –</td>
<td></td>
</tr>
<tr>
<td>Respondent answer supporting state security - Green -</td>
<td></td>
</tr>
</tbody>
</table>

R15 - ‘Mutual understanding of culture and language skills’.
R16 - ‘For Australia, Asia is our window to the world. For this reason, Asian studies and relations are essential’.
R17 - ‘Asia will hold the dynamic and world changing – people and governments’.
R18 - ‘Because countries are being more linked towards each other’.
R19 - ‘We are a part of globalisation. It’s a part of our life…’
R21 - ‘Asia represents the largest continent geographically for population. Understanding their culture is a foundation for understanding how globalisation works’.
R22 - ‘It is important particularly to Australia, as it is heavily involved with Asia – eg: trading’.
R23 - ‘It helps us to understand more about our neighbouring countries’.
R24 - ‘Free holiday’.
R25 - ‘Because we are all getting closer’.
R26 - ‘We are a very Western culture. It is important to look at cultures that we don’t necessarily look at’.
R27 - ‘Because with globalisation Asian societies are becoming forerunners in career opportunities’.
R28 - ‘Because the highest world population is found in Asia’.
R29 - ‘Asia’s influence in the world is increasing. Also, studying it would ensure that the impact of globalisation can be compared in the future’.
R30 - ‘Asia will play and is playing an increasingly important role. Asia as the nearest neighbour and China is rising as the next superpower’.
R31 - ‘For developmental purposes’.
R32 - ‘Increased understanding and communication’.
R33 - ‘Development and expansion of Asia and its global role’.
R34 - ‘Especially in Australia, South East Asia knowledge is very important’.
R35 - ‘For language, history and cultural purposes’.
**Question - Why is studying an undergraduate Asian studies degree important in the era of globalisation?**

**Colour Indicators**
- Unsure – Red –
- Respondent answer supporting human security - Black –
- Respondent answer supporting state security - Green -

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>R36</td>
<td>'No continent or region is disconnected from the rest of the world; so it’s best to have as complete an understanding of every region as possible'.</td>
</tr>
<tr>
<td>R37</td>
<td>'The world is my oyster. I am helping it become the oyster of others'.</td>
</tr>
<tr>
<td>R38</td>
<td>'Asia is the continent with the most powerful potential and it is a place of historic treasure. There are a lot of areas of Asia that are worth digging. Studying an Asian studies degree to some extent; helps us get a deep understanding of Asia and provide us with information that helps us to find opportunities for future careers'.</td>
</tr>
<tr>
<td>R39</td>
<td>'Asia’s role is getting important'.</td>
</tr>
<tr>
<td>R40</td>
<td>'Majority of globalisation these days is the relationships in developing (and already established) Asian countries. Australia’s relationship with these areas is crucial'.</td>
</tr>
<tr>
<td>R41</td>
<td>'Because almost everything we do in some way concerns Asia. Our security, trade, tourism, etc depend on developing good relations in Asia'.</td>
</tr>
<tr>
<td>R42</td>
<td>'Because Asian populations are burgeoning, as is their influence. As is also the role of facilitating contact between the world and Asia'.</td>
</tr>
<tr>
<td>R43</td>
<td>'Because Australia is becoming increasingly interdependent with Asia'.</td>
</tr>
<tr>
<td>R44</td>
<td>'Because international relation with Asia are increasing'.</td>
</tr>
<tr>
<td>R45</td>
<td>'To understand and engage in our surrounding region in order to develop a successful global community as globalisation increases its effects'.</td>
</tr>
<tr>
<td>R46</td>
<td>'It is important to understand other nations, as it is no longer acceptable to be isolationists'.</td>
</tr>
<tr>
<td>R47</td>
<td>'As we can now be anywhere in the world within a few days our world has turned into a global community as there is thus no room for segregation. We must learn to understand our Asian neighbours to ensure peaceful development'.</td>
</tr>
<tr>
<td>R48</td>
<td>'The world is a smaller place and understanding is the key to peaceful associations with the rest of the world'.</td>
</tr>
<tr>
<td>R49</td>
<td>'Because Asia is constantly developing and with the help of globalisation, it is even more connected to the rest of the world then before'.</td>
</tr>
<tr>
<td>Question - Why is studying an undergraduate Asian studies degree important in the era of globalisation?</td>
<td></td>
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<tr>
<td>---</td>
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<tr>
<td><strong>Colour Indicators</strong></td>
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<tr>
<td>Unsure – Red – 🟢</td>
<td></td>
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<tr>
<td>Respondent answer supporting human security - Black – 🟠</td>
<td></td>
</tr>
<tr>
<td>Respondent answer supporting state security - Green - 🟢</td>
<td></td>
</tr>
</tbody>
</table>

R49 - ‘Asian countries such as China, India and Japan are growing in size and power. With so many countries outsourcing work to India and China as well as manufacturing goods there, this gives them the chance of becoming the next superpower. A degree in Asian studies allows you to benefit from this change’.

R50 - ‘More of interest’.

R51 - ‘So we get the chance to understand each other, and the country’s customs, etc’.

R52 - ‘It is important since Australia is an Asia country with lots of Asian people. Also, the rise of China, etc’.

R53 - ‘Asia’s huge demographic weight and enduring cultures’.

R54 - ‘Asia is more integrated into world affairs’.

R55 - ‘Too many countries, we cannot look only to the West’.

R56 - ‘Asia is our closest neighbour and will become a stronger ally and economic partner in the future’.

R57 - ‘Differing cultural views need to be understood and considered’.

R58 - ‘Because Australia is geographically close to Asia and there is more interaction with the region’.

R59 - ‘Asia is a developing continent. A lot of the countries are becoming big and growing in economic terms’.

R60 - ‘It gives us an increased awareness of the things that affect our lives daily, and the ways in which we should deal with them’.

R61 - ‘Because all the nations are interacting together and communicating’.

R62 - ‘Globalisation is not just Western countries affecting Asian countries, but also the other way round’.

R63 - ‘Helps to become a more well-informed, balanced individual’.

R64 - ‘I believe that with the growing focus towards other culture and people, people should learn about any of these and develop language skills of at least one of these cultures’.

R65 - ‘Languages are important especially in Asia (booming economies, not now but previously and projected)’.
Question - Why is studying an undergraduate Asian studies degree important in the era of globalisation?

<table>
<thead>
<tr>
<th>Colour Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsure – Red –</td>
</tr>
<tr>
<td>Respondent answer supporting human security - Black –</td>
</tr>
<tr>
<td>Respondent answer supporting state security - Green -</td>
</tr>
</tbody>
</table>

R66 - ‘Same as studying International Relations – you can’t pretend it doesn’t exist’.
R67 - ‘There are lots of people in Asia. Developing countries trying to catch up, lots of business opportunities’.
R68 - ‘Asian societies playing an increasing role in Australia’s society as globalisation is to societies in general’.
R69 - ‘Allows for creating a more effective global community. Australia is probably the leader so far with Asian relation’.
R70 - ‘Asia is an important player in global businesses.
R71 - ‘Language and cultural understanding’.

Source: Developed for the purpose of this research

Table 5.18 below provides a summary of the results, with the majority of the responses regarding why studying an Asian studies degree important being relevant to Asia and its society.

<table>
<thead>
<tr>
<th>Respondent answer group classification</th>
<th>Number of responses</th>
<th>Percentage of total responses received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondent answer relating to Asia</td>
<td>54</td>
<td>76%</td>
</tr>
<tr>
<td>Respondent answer relating to other contributions</td>
<td>17</td>
<td>24%</td>
</tr>
<tr>
<td>Unsure</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>71</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Developed for the purpose of this research
5.6.3 Asian studies qualitative response 2 findings – Career goals of participants

The responses regarding the career goals of the survey participants in Table 5.19 (page 164) showed a strong interest towards an international career with government or large organisations. Table 5.20 (page 167) provides a summary of the responses received. A significant number of the responses indicated that policy or advocacy roles were popular, thus aligning with the ideology that students who are studying Asian studies have a strong sense of corporate ethics and global responsibility.

There were three responses (R1, R2 and R69) where the participants were unsure of their future career. Although this was in the minority of responses, it does highlight that some of the students studying a specialist undergraduate Asian studies degree are not focusing on their degree specifically for their career. There was a strong indication from the responses that many of the respondents would like to work for international private, public and non-government organisations, but it may not be specific to only Asia. For example, R3-R15 had a very high number of responses wanting a career that was either in an international policy role or with the foreign services. The responses also provided insight that Asia was considered to be an important region for career development such as in R18, R25 and R27. The participants highlighted the desire to have a job that utilise the Asian studies knowledge learnt at university and for the career to be in the Asia region. Similar responses such as R25 and R30 also further highlighted that some of the participants had specific careers in mind, where the need to specialise in certain areas of study is important. This further highlights that within the undergraduate Asian studies degree, students were able to select courses that would tailor to a broad range of careers. In other responses such as R17-R24, these responses highlighted that some students were studying an Asian studies degree to prepare them for an international relations oriented career. Therefore, for some students, this does not necessary mean that the student would want a career that is specific to the Asian region.

In summary, the findings from the responses regarding the participant’s career options highlight that although there was a strong response in participants wanting an international career and many of whom want a career with government, other responses highlighted that there were a broad range of career opportunities for studies about Asia. Responses such as those in R28, R33-R49, R53-R56, R58-R61, R63-R68 and R72-R74 all indicate that the participants would like to commence a career in the field that may be technically specialised, such as teaching or engineering, however, with a strong international relations focus. This highlights that although learning of Asian cultures is
important for those wanting an international career, or wanting to broaden their knowledge of foreign cultures.

5.6.4 Asian studies qualitative response 2 data

Table 5.19 – Asian studies qualitative response 2

<table>
<thead>
<tr>
<th>Colour indicators</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsure – Red –</td>
<td>Respondent answer relating to specific Asia career – Black –</td>
</tr>
<tr>
<td></td>
<td>Respondent answer relating to other careers - Green –</td>
</tr>
</tbody>
</table>

**Question - In your career goals, what sort of roles are you aiming to work in?**

R1 - ‘Unknown’.
R2 - ‘No particular goals’.
R3 - ‘Political economics’.
R4 - ‘Diplomacy or translating’.
R5 - ‘To change the way people perceive each other’.
R6 - ‘Intelligence’.
R7 - ‘Non-government organisations, public service’.
R8 - ‘Foreign Service’.
R9 - ‘Public Service – (DFAT, Defence)’.
R10 - ‘Non-government organisations, journalism’.
R11 - ‘Analyst, translator, business person’.
R12 - ‘International investor back in China or in Asian countries’.
R13 - ‘Foreign Affair Company’.
R14 - ‘Something related to Japanese possibly teaching and translating’.
R15 - ‘Foreign policy formulation with the government. National security also’.
R16 - ‘Asia job’.
R18 - ‘Diplomacy or academia’.
R19 - ‘Australian Federal Police, ASIO, DFAT, ASIS’.
<table>
<thead>
<tr>
<th>Colour Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsure – Red –</td>
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<tr>
<td>Respondent answer supporting human security - Black –</td>
</tr>
<tr>
<td>Respondent answer supporting state security - Green -</td>
</tr>
</tbody>
</table>

| R20 | ‘Policy related government role; ideally human resource’. |
| R21 | ‘ASIO, DFAT – Security Analysis’. |
| R22 | ‘DFAT’. |
| R23 | ‘International Finance or Marketing Corporations’. |
| R24 | ‘Diplomat or linguists’. |
| R25 | ‘I am aiming to become either a historian or archaeologist in Asia’. |
| R26 | ‘Secret agent, diplomat, coo leader’. |
| R27 | ‘I would like to have a career in diplomacy in the future – the Asia region interests me especially’. |
| R28 | ‘Diplomacy, journalism, business analysis or public relations’. |
| R29 | ‘Journalism, politics, social work, law’. |
| R30 | ‘Teaching – teaching English in Asia’. |
| R31 | ‘Not sure yet – Maybe teaching, business development, trade, international relations at Foreign Affairs’. |
| R32 | ‘No comment’. |
| R33 | ‘Diplomat’. |
| R34 | ‘Diplomat’. |
| R35 | ‘Diplomacy, NGO, Journalism’. |
| R36 | ‘Development’. |
| R37 | ‘Government – maybe’. |
| R38 | ‘Defence/Government’. |
| R39 | ‘Government, Non-government organisations, research’. |
| R40 | ‘Public service – security or social equity’. |
| R41 | ‘Freelance. Money-chasing. Whatever suits me when it does’. |
| R42 | ‘I wish to work for the Department of Foreign Affairs and Trade and hopefully gain a posting overseas. Otherwise, I will try to find work in another government department or international organisation’. |
| R43 | ‘Research based government jobs’. |
| R44 | ‘Anything in international relations – maybe in planning’. |
Question - In your career goals, what sort of roles are you aiming to work in?

<table>
<thead>
<tr>
<th>Colour Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsure – Red –</td>
</tr>
<tr>
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</tr>
<tr>
<td>Respondent answer supporting state security - Green -</td>
</tr>
</tbody>
</table>

| R45 | ‘Diplomacy’. |
| R46 | ‘Diplomatic’. |
| R48 | ‘Teaching’. |
| R49 | ‘Non-government organisations or governmental departments such as DFAT or Defence’. |
| R50 | ‘Translation or anything that utilises my knowledge of Asia and Asian languages’. |
| R51 | ‘DFAT, Defence, non-government organisation work within Indonesia’. |
| R52 | ‘Diplomacy – anything where I travel and use my Japanese’. |
| R53 | ‘Journalism’. |
| R54 | ‘International communication area’. |
| R55 | ‘Government’. |
| R56 | ‘Engineer, research, translation’. |
| R57 | ‘Non-government organisations in human trafficking and human security development in South East Asia’. |
| R58 | ‘Diplomat’. |
| R59 | ‘An international organisation or Foreign Affairs’. |
| R60 | ‘Literature translation, interpreting’. |
| R61 | ‘Well-paying work’. |
| R62 | ‘Working in the Finance department of a company. Hopefully working with Japan’. |
| R63 | ‘Convention organiser’. |
| R64 | ‘Interpreter’. |
| R65 | ‘Commerce’. |
| R66 | ‘Diplomatic, government relations, translating’. |
| R67 | ‘Developing nation programs’. |
| R68 | ‘Teaching (WTE/ESL), sub-titling, translation, interpreting’. |
| R69 | ‘No idea – but something to do with language/linguistics’. |
| R70 | ‘Traveller’. |
| R71 | ‘Career that incorporates communication with Asian countries’. |
Question - In your career goals, what sort of roles are you aiming to work in?

<table>
<thead>
<tr>
<th>Colour Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsure – Red –</td>
</tr>
<tr>
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</tr>
<tr>
<td>Respondent answer supporting state security - Green -</td>
</tr>
</tbody>
</table>

**R72** - ‘Defence (Civilian) Department (Australian Public Service)’.
**R73** - ‘Government, banks, school/education’.
**R74** - ‘Development’.

Source: Developed for the purpose of this research

Table 5.20 - Summary results table for Asian studies response 1

<table>
<thead>
<tr>
<th>Respondent answer group classification</th>
<th>Number of responses</th>
<th>Percentage of total responses received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondent answer relating to specific Asia career</td>
<td>12</td>
<td>16%</td>
</tr>
<tr>
<td>Respondent answer relating to other careers</td>
<td>59</td>
<td>80%</td>
</tr>
<tr>
<td>Unsure</td>
<td>3</td>
<td>4%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>74</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Developed for the purpose of this research

5.7 Quantitative data analysis

The quantitative data in the questionnaire encouraged participants to express their agreement or disagreement to a survey response by indicating numerical values. This strategy will allow data to be analysed collectively in a group. This quantitative measure can be used to analyse the dominant ideologies of the survey participants whilst the qualitative responses will be used to compliment the quantitative findings by providing further analysis to address the research questions.
5.8 Human security quantitative response findings

The human security quantitative response findings have highlighted that the majority of the participants have rated human security concepts to be important to Asia. Although the qualitative responses which provide justification regarding the reasoning of human security being important is broad, however, the qualitative and quantitative response has indicated that over 50 percent of the respondents view human security to be important to highly important.

5.8.1 Human security quantitative response findings – Measuring the importance of human security concepts in Asia

The importance of human security has been expressed as very high in the quantitative response findings. The quantitative responses support the qualitative response relating to the importance of human security, where there was a strong emphasis on human rights and how international business operations has a role in promoting equality and cultural awareness.

There were a total of 96 responses that were eligible to be included in the survey results. It was specified in the survey that the ratings scale would be 10 for those who wanted to provide a rating of highly important to a 1 for not being important. 11 respondents chose not to provide an answer to this question. Figure 5.6 (page 169) and Table 5.21 (page 170) highlighted that 23 percent of the participants gave a rating of 10 regarding the importance of international businesses in Asian societies to consider human security theories in their business operations and development.

Furthermore, 53 percent of the participants gave a rating of 8 or higher in their responses to highlight the agreement that human security is strongly relevant to international business ethics and is important in their operations.

The quantitative responses to this question highlighted that corporate ethics are important to the ideologies of generation Y students studying an undergraduate Asian studies degree. The quantitative responses also show that although some participants did not view human security concepts as being relevant to the operations of international business, however, this was in the minority compared to those participants who rated the level of importance at a level of 8 or higher.
Figure 5.6 – Summary of Human Security Quantitative Response 1

Human Security Quantitative Response 1 Results

Source: Developed for the purpose of this research
### 5.8.2 Human security quantitative response 1 data

Table 5.21 – Human security quantitative response 1

<table>
<thead>
<tr>
<th>Response scale</th>
<th>Number of completed responses to question</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 (Very important)</td>
<td>I I I I I I</td>
</tr>
<tr>
<td>9</td>
<td>I I I I I</td>
</tr>
<tr>
<td>8</td>
<td>I I I I I I I</td>
</tr>
<tr>
<td>7</td>
<td>I I I I I I I I</td>
</tr>
<tr>
<td>6</td>
<td>I I I I I I</td>
</tr>
<tr>
<td>5</td>
<td>I I I I I</td>
</tr>
<tr>
<td>4</td>
<td>I I</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>1 (Not important)</td>
<td>I I I I</td>
</tr>
<tr>
<td>No response</td>
<td>I I I I I</td>
</tr>
</tbody>
</table>

**Question** - How important do you think it is for international businesses in Asian societies to consider human security theories in their business operations and development?

Source: Developed for the purpose of this research
5.8.3 Human security quantitative response 2 findings – Measuring the importance of human security concepts to economic development in Asia

The question regarding the level of importance of human security in contributing to the economic development of Asian societies provided responses that highlighted that the level of importance of human security concepts in contributing to the economic development of Asian societies is important and relevant.

Figure 5.7 below and Table 5.22 (page 172) provides a summary of the human security quantitative response 2 results. Figure 5.7 below highlights that there were strong results (72 responses out of a total of 99 stating that human security was at least at a 6 ‘above neutral towards agree’ level rating out of a rating scale of 1 to 10).

Although there were 9 ‘no responses’ received, indicating that some participants may be unsure of the question or that they were unable to answer the question due to limited knowledge, however, the majority of participants provided a response.

Figure 5.7 – Summary of human security quantitative response 2

![Human Security Quantitative Response 2 Results](#)

Source: Developed for the purpose of this research
### 5.8.4 Human security quantitative response 2

#### Table 5.20 – Human security quantitative response 2

**Request** - Please indicate the level of importance of human security in contributing to the economic development of Asian societies using the rating scale.

<table>
<thead>
<tr>
<th>Response scale</th>
<th>Number of completed responses to question</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 (Very important)</td>
<td>I I I I I I I</td>
</tr>
<tr>
<td>9</td>
<td>I I I I I I I I</td>
</tr>
<tr>
<td>8</td>
<td>I I I I I I I I I I I I I I</td>
</tr>
<tr>
<td>7</td>
<td>I I I I I I I I I I I I</td>
</tr>
<tr>
<td>6</td>
<td>I I I I I I</td>
</tr>
<tr>
<td>5</td>
<td>I I I I I I I I</td>
</tr>
<tr>
<td>4</td>
<td>I</td>
</tr>
<tr>
<td>3</td>
<td>I I</td>
</tr>
<tr>
<td>2</td>
<td>I</td>
</tr>
<tr>
<td>1 (Not important)</td>
<td>I I</td>
</tr>
<tr>
<td>No response</td>
<td>I I I I I I</td>
</tr>
</tbody>
</table>

Source: Developed for the purpose of this research
5.9 International business ethics quantitative response findings

The quantitative responses regarding international business ethics have indicated that the majority of the participants have indicated that international business ethics is important in business operations and development in Asia. These responses are aligned with the qualitative responses that have been provided relating to international business ethics in Asia.

5.9.1 International business ethics quantitative response 1 findings – The importance of international business ethics in business operations and development

Table 5.23 (page 175) and Figure 5.8 (page 174) provides the results in relation to the survey findings relating to the importance of international business ethics in their business operations and development. There was a strong response received from the participants regarding the importance of international businesses in Asian societies to consider international business ethics in their operations and development. Figure 5.8 (page 174) provides a summary of the responses. Out of a total of 99 responses, 52 of the responses rated the important of international business ethics in business operations and development as higher than an 8 rating regarding the level of importance. The results indicate that for participants who provided a response to this question rated international business ethics highly. However, 18 percent of participants did not provide a response, hence, this could indicate that participants were unsure of the issue or did not want to provide a response. As the undergraduate Asian studies degree offered by the Asian studies faculty at ANU is a specialised degree, some of the participants may have not studied in depth business operations, but would have a broad understanding of how international businesses impact on Asian nations. Overall, the response rate provided enough data to evaluate that the majority of those responded indicated strong ideologies that uphold the importance of international business ethics values.
Summary of International Business Response 1

Source: Developed for the purpose of this research
### Table 5.23 – International business ethics quantitative response 1

**Question** - How important do you think it is for International businesses in Asian societies to consider international business ethics in their business operations and development?

<table>
<thead>
<tr>
<th>Response scale</th>
<th>Number of completed responses to question</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 (Very important)</td>
<td>I II III III III III III III III</td>
</tr>
<tr>
<td>9</td>
<td>I II III III III III III III</td>
</tr>
<tr>
<td>8</td>
<td>I II III III III III III</td>
</tr>
<tr>
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<td>I II III III III III</td>
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<td>6</td>
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<tr>
<td>5</td>
<td>I II III III III</td>
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<tr>
<td>4</td>
<td>I II III III</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>1 (Not important)</td>
<td>I II III III</td>
</tr>
<tr>
<td>No response</td>
<td>I II III III III III</td>
</tr>
</tbody>
</table>

Source: Developed for the purpose of this research
5.9.3 International business ethics quantitative response 2 findings – Relevance of undergraduate Asian studies degrees to the operation of an international business

The responses received regarding the relevance of undergraduate Asian studies degrees to the operation of an international business indicated that there was strong agreement that having cultural knowledge is important.

Figure 5.9 below and Table 5.24 (page 177) highlighted that the majority (57 out of 86) of the participants who provided a response provided a rating of 6 or above (above neutral towards ‘agree’) to the question on a scale of 1 to 10. This indicates that although there was only 5 responses received that provided a rating of 10, however, the participants still rated the knowledge and skills gained from undergraduate Asian studies degrees as being relevant to the operation of an international business.

In comparing the qualitative responses regarding the career aspirations of the participants to the quantitative response, since there were a significant number of respondents who wanted to work in the international policy areas of governments and non-government organisations, the relevance of an undergraduate Asian studies degree to international business operations may not be as relevant, as expected.

Figure 5.9 – International business ethics quantitative response 2

![Summary of International Business Ethics Response 2](image)

Source: Developed for the purpose of this research
### Table 5.24 – International business ethics quantitative response 2

**Question** - How much of your studies do you think are relevant to the operation of an international business?

<table>
<thead>
<tr>
<th>Response scale</th>
<th>Number of completed responses to question</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 (All courses are relevant)</td>
<td>I      I      I      I      I</td>
</tr>
<tr>
<td>9</td>
<td>I      I      I      I</td>
</tr>
<tr>
<td>8</td>
<td>I      I      I      I      I</td>
</tr>
<tr>
<td>7</td>
<td>I      I      I      I      I</td>
</tr>
<tr>
<td>6</td>
<td>I      I      I      I      I</td>
</tr>
<tr>
<td>5</td>
<td>I      I      I      I      I</td>
</tr>
<tr>
<td>4</td>
<td>I      I      I</td>
</tr>
<tr>
<td>3</td>
<td>I      I</td>
</tr>
<tr>
<td>2</td>
<td>I</td>
</tr>
<tr>
<td>1 (No courses are relevant)</td>
<td>I</td>
</tr>
<tr>
<td>No response</td>
<td>I      I      I      I      I</td>
</tr>
</tbody>
</table>

Source: Developed for the purpose of this research
5.10 Asian studies quantitative response findings

The responses regarding Asian studies showed that the majority of the participants wanted a career that was related to Asia. Furthermore, the participants’ quantitative responses highlighted that human security and international business ethics concepts were important to not only an undergraduate Asian studies generation Y students’ career aspirations, but also to their values.

5.10.1 Asian studies quantitative response findings – Relevance of human security and international business ethics concepts to undergraduate Asian studies degrees

The relevance of human security and international business concepts to undergraduate Asian studies degrees is highlighted in Figure 5.10 below and in Table 5.25 (page 179). A total of 99 valid responses were received, of which 10 percent of the total responses rated the relevance of the concepts as being very high, with a rating level of a 10. The responses indicated that more than 50 percent rated the importance of human security and international business ethics concepts as being equal to or higher than a rating of a 6 (above neutral towards ‘agree’). Although there were 14 percent of eligible participants that did not provide a response, the majority of eligible participants responded. Of the 14 percent of respondents that did not provide a response, no explanation was given regarding why a response was not provided. Overall, the responses received indicated that human security and international business ethics concepts are highly regarded and seen to be relevant to an undergraduate Asian studies degree.

Figure 5.10 - Asian Studies Quantitative Response 1

Source: Developed for the purpose of this research
### 5.10.2 Asian studies quantitative response 1 data

Table 5.25 – Asian studies quantitative response 1

<table>
<thead>
<tr>
<th>Question</th>
<th>How important are human security concepts and international business ethics concepts to your Asian studies degree?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Response scale</th>
<th>Number of completed responses to question</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 (Very important)</td>
<td>I I I I I I I I I I I I I I I I</td>
</tr>
<tr>
<td>9</td>
<td>I I I I I</td>
</tr>
<tr>
<td>8</td>
<td>I I I I I I I I I</td>
</tr>
<tr>
<td>7</td>
<td>I I I I I I I I I</td>
</tr>
<tr>
<td>6</td>
<td>I I I I I I I</td>
</tr>
<tr>
<td>5</td>
<td>I I I I I I I I I</td>
</tr>
<tr>
<td>4</td>
<td>I I I I I</td>
</tr>
<tr>
<td>3</td>
<td>I I I I</td>
</tr>
<tr>
<td>2</td>
<td>I</td>
</tr>
<tr>
<td>1 (Not important)</td>
<td>I</td>
</tr>
<tr>
<td>No response</td>
<td>I I I I I I I I</td>
</tr>
</tbody>
</table>

Source: Developed for the purpose of this research
5.10.3 Asian studies quantitative response 2 findings – Importance of undergraduate Asian studies degrees to future career development

The importance of undergraduate Asian studies degrees to the future career development of generation Y students studying the degree was evaluated with a quantitative question. Figure 5.11 below and Table 5.26 (page 181) highlights the importance of Asian studies degrees to the career aspirations of the participants. Out of a total of 99 valid responses received, 32 of these responses rated the level of importance of Asian studies degree to future career development as very high at a rating level of 10. In total, 86 of the participants rated the relevance of an undergraduate Asian studies degree to their future career development with a rating of higher than a rating level of 6 (above neutral towards ‘agree’).

There were 5 participants who did not provide a response. However, as this question was a personal question regarding the future career development of individuals, it was anticipated at the beginning of the survey that there would be some participants who would not provide a response.

Collectively, the results indicated that the majority of students felt that the skills, knowledge and recognition of having studied an undergraduate Asian studies degree would be highly beneficial to their future career development.

Figure 5.11 – Asian studies degree Quantitative Response 2

Summary of Asian Studies Response 2

Source: Developed for the purpose of this research
### Asian studies quantitative response 2

**Question** - How important do you think your Asian studies degree is towards your future career development?

<table>
<thead>
<tr>
<th>Response scale</th>
<th>Number of completed responses to question</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 (Very important)</td>
<td>I I I I I I I I I I I I I I I</td>
</tr>
<tr>
<td>9</td>
<td>I I I I</td>
</tr>
<tr>
<td>8</td>
<td>I I I I I I I I</td>
</tr>
<tr>
<td>7</td>
<td>I I I I I I I</td>
</tr>
<tr>
<td>6</td>
<td>I I I I I I</td>
</tr>
<tr>
<td>5</td>
<td>I I I I I</td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I</td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>1 (Not important)</td>
<td>II</td>
</tr>
<tr>
<td>No response</td>
<td>I I I I I</td>
</tr>
</tbody>
</table>

Source: Developed for the purpose of this research
5.10.5 Asian studies quantitative response 3 findings – Focus of career goals for participants

The response to the survey question about whether the participants’ career goals were specifically focussed towards Asia highlighted a strong response to participants wanting a career involving Asia.

A total of 99 valid responses were received. Figure 5.12 below and Table 5.27 (page 183) highlights that 75 percent of respondents indicating that the focus of their career goals would involve Asia. There were 15 percent of responses that stated their career goals would not be focussed towards Asia, and 10 percent of participants who did not provide a response.

The responses received for this question indicated that students who study an undergraduate Asian studies degree have a strong interest in Asia and that the degree is often highly relevant to their career aspirations.

Figure 5.12 – Asian Studies Quantitative Response 3
5.10.6 Asian studies quantitative response 3

Table 5.27 – Asian studies quantitative response 3

<table>
<thead>
<tr>
<th>Question – Are your career goals internationally focussed towards Asia?</th>
<th>II III I I I I I I I I I I I I I I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes (Total: 74)</td>
<td>II III I I I I I I I I I I I I</td>
</tr>
<tr>
<td>No (Total: 15)</td>
<td>I I I I I I I I</td>
</tr>
<tr>
<td>No response (Total: 10)</td>
<td>I I I I I I</td>
</tr>
</tbody>
</table>

Source: Developed for the purpose of this research

5.11 Conclusion

Although the qualitative research data reveal participants have different views regarding the concept of international business ethics, the response group’s definitions of human security in Asia were uniform. Although collectively, the responses in the quantitative research results highlight that the participants viewed international business ethics and human security concepts as important, it was rated not as of the highest importance, as advocates for human security and international business ethics can sometimes promote. In relation to the career aspirations of generation Y, although the majority indicated in the survey that they would like to have a career that is focussed in Asia and relevant to their studies, there were some that indicated that this was not important or that they were not considering a career in Asia. The qualitative responses for this group highlighted that the majority of those who participated in the survey was interested in a career with the Australian government or a non-government organisation that was internationally focussed and involved in international policies. Of the response group, those who indicated that they wanted to use the degree for commerce or business purposes were enrolled in a dual degree structure with commerce studies. This indicates that the main intention of students studying the degree was for career focussed purposes that either directly or indirectly impact on their career aspirations.
5.11.1 Summary survey findings

An overall summary of responses for Table 5.9 to 5.27 (page 136 to page 183) are presented below in Table 5.28 (page 184) and Table 5.29 (page 186), and represents the responses to the research questions.

Table 2.28 (page 184) provides a summary of responses to the qualitative survey questions. The results highlight human security and international business ethics concepts being important and relevant to the development of Asian societies. The research results have shown that human security and international business ethics concepts are not only relevant to Asia’s workforce, but to other elements that contribute to the development of Asia. The qualitative research responses also highlight that generation Y undergraduate students studying an Asian studies degree have an in-depth understanding of human security and international business ethics from differing viewpoints. Therefore the qualitative summary of responses highlight that an undergraduate Asian studies degree is relevant to the development of undergraduate generation Y students studying the degree. Furthermore, human security and international business ethics concepts are important to the values of generation Y undergraduate students studying an Asian studies degree and relevant to the development of Asia.

Table 5.28 – Summary of responses to qualitative survey questions

<table>
<thead>
<tr>
<th>Qualitative Research</th>
<th>Participant Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research</strong> - Generation Y studying an undergraduate Asian studies degree’s understanding of human security.</td>
<td>66% of the responses supported that concept of state security was important compared to 30% of responses stating that human security was important in Asia. Therefore, although human security was important, state security was also highly important.</td>
</tr>
<tr>
<td><strong>Qualitative Question</strong> - How would you describe human security in Asia? Please specify which Asia region you are referring to in your response region (eg: South-East, North or South of Asia)</td>
<td></td>
</tr>
</tbody>
</table>
### Qualitative Research

<table>
<thead>
<tr>
<th><strong>Research</strong> - Contribution of human security concepts to Asia’s development.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Qualitative Question</strong> - How do human security theories contribute to the development of Asian societies?</td>
</tr>
<tr>
<td><strong>Participant Responses</strong></td>
</tr>
<tr>
<td>62% of the responses stated that human security theories contributed to other development elements in Asian societies, whilst 35% of the responses stated specifically that human security theories would contribute to Asia’s workforce development. There was strong support for human security theories in contributing to development in Asia.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Research</strong> - Generation Y studying an undergraduate Asian studies degree’s understanding of international business ethics.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Qualitative Question</strong> - What are the elements that would constitute international business ethics in Asia? Please specify which region in Asia you are referring to in your response (eg: South-East, North or South of Asia)</td>
</tr>
<tr>
<td><strong>Participant Responses</strong></td>
</tr>
<tr>
<td>60% of the responses stated that human rights was a key element constituting international business ethics in Asia whilst 35% stated other elements constituting international business ethics in Asia. There was strong support from the responses that human rights are a key element to international business ethics.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Research</strong> - Contribution of international business ethics concepts to Asia’s development.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Qualitative Question</strong> - How do international business ethics theories contribute to the development of Asian societies?</td>
</tr>
<tr>
<td><strong>Participant Responses</strong></td>
</tr>
<tr>
<td>65% of the responses stated that international business ethics contributed directly to Asia’s workforce whilst 32% of the responses stated that international business ethics contributed to other development elements in Asia. There was strong support that international business ethics contributed directly to developing Asia.</td>
</tr>
</tbody>
</table>

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**Developed for the purposes of this research**

Table 5.29 (page 186) provides a summary of responses to the qualitative survey questions. The results highlight the importance of human security and international business ethics concepts, especially in international business. For example, in Table 5.29 (page 186), the question 75% of participants responded highly to the question ‘how important are human security concepts and
international business ethics concepts to your Asian studies degree’. The quantitative responses also provide a strong indication that Asian studies is relevant to international business and that these concepts can be utilised in ensuring business management and development. For example, the 81% of respondents agree that to the question of ‘how much of your studies do you think is relevant to the operation of an international business?’ that their studies are relevant to the operation of an international business. The results indicate that generation Y undergraduate students studying an Asian studies degree value the importance of human security and international business ethics concepts and strongly agree that it will contribute to their future career goals, regardless of whether this career goal is directly or indirectly related to Asia.

Table 5.29 – Summary of responses to quantitative survey questions

<p>| Research – Relevance of an undergraduate Asian studies degree in the era of globalisation. | Participant Responses |
| Qualitative Question – Why is studying an undergraduate Asian studies degree important in the era of globalisation? | 75% of participants stated that Asian studies degrees is important to Asia in the era of globalisation whilst 24% of responses stated that Asian studies degrees contributed to other benefits. Most responses agreed that Asian studies degrees was important to Asia in the era of globalisation. |
| Research – Generation Y studying an undergraduate Asian studies and their career aspirations. | 80% of the participants stated other career goals, which may have indirect relevance to Asia, whilst 16% wanted a career that was directly related to Asia. Most responses agreed that their Asian studies will contribute to their career goals. |
| Qualitative Question – In your career goals, what sort of roles are you aiming to work in? | 53% of the participants gave a rating of 8 or higher in their responses to highlight the agreement that human security is strongly relevant to international business ethics and is important in their operations. |
| Research – Importance for international businesses to consider human security theories | |
| Quantitative Question – How important do you think it is for International businesses in Asian societies to consider human security theories in their business operations and development? | |</p>
<table>
<thead>
<tr>
<th>Quantitative Research</th>
<th>Participant Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research</strong> – Relevance of Asian studies for operation of an international business</td>
<td>66% of the participants who provided a response provided a rating of 6 or above to this question on a scale of 1 to 10. This indicates that there is stronger agreement from participants that their studies are relevant to the operation of an international business.</td>
</tr>
<tr>
<td><strong>Quantitative Question</strong> – How much of your studies do you think is relevant to the operation of an international business?</td>
<td></td>
</tr>
<tr>
<td><strong>Research</strong> – Importance of human security and international business ethics concepts</td>
<td>57% of the participants rated the importance of human security and international business ethics concepts as being equal to or higher than a rating of a 6.</td>
</tr>
<tr>
<td><strong>Quantitative Question</strong> – How important are human security concepts and international business ethics concepts to your Asian studies degree?</td>
<td></td>
</tr>
<tr>
<td><strong>Research</strong> – Importance of Asian studies degrees towards career development for generation Y undergraduate students</td>
<td>32% of the participants rated the level of importance of Asian studies degree to future career development as very high at a rating level of 10. Students that had a rating of 0-4 highlighted that they did not think an Asian studies degree was important towards their career development, and those with a 5 was ‘neutral’.</td>
</tr>
<tr>
<td><strong>Quantitative Question</strong> – How important do you think your Asian studies degree is towards your future career development?</td>
<td></td>
</tr>
<tr>
<td><strong>Research</strong> – Importance of Asian studies degrees towards career development for generation Y undergraduate students</td>
<td>75% of participants indicated that the focus of their career goals would involve Asia whilst 15% of respondents indicated that their career goals is not focussed towards Asia.</td>
</tr>
<tr>
<td><strong>Quantitative Question</strong> – Are your career goals internationally focussed towards Asia?</td>
<td></td>
</tr>
</tbody>
</table>

Source: Developed for the purposes of this research
6.1 Overview of research conclusion

Chapter 6 will provide information on the research findings and demonstrate the relevance of the research in contributing to the body of knowledge in international relations and generation Y undergraduate Asian studies students’ career development.

The chapter aims to provide a summary to the research topic, as highlighted in Figure 6.1 (page 189) which is to investigate the importance of human security and international business ethics to generation Y’s career development, with specific references to careers in the Asian region. Chapter 6 will also highlight the research finding and address the research problem by demonstrating evidence based findings from primary and secondary sources.

The Chapter provides a summary regarding the research issue and highlights the literature gaps in the field of research - relating to generation Y undergraduate students studying an Asian studies degree in Australia.

A summary of the research results and how these results contribute to the body of knowledge in relation to international relations and generation Y undergraduate Asian studies students’ career development will be explained.

The Chapter will provide a conclusion for the research problem regarding the importance of this field of knowledge and how this knowledge can be utilised for international businesses in Asia and human resource management. Figure 6.1 (page 189) outlines the structure of Chapter 6.
6.1 Overview of research conclusion

An overview of the research conclusion in regards to how the chapter will be structured and the contents that will be discussed.

6.2 Research results summary

A discussion of the research results and how these results impact on the literature review and the information that was already collected prior to the administration of the questionnaire.

6.3 Evaluation of survey results summary

An evaluation of the survey results and discussion of the limitations of the research as well as how these results can provide the foundations for further research.

6.4 Importance of body of knowledge

The importance of the research and how it contributes to the practical workforce and to the body of knowledge in the four parent disciplines is highlighted.

6.5 DBA thesis summary and contribution to knowledge

A DBA thesis summary and further explanation of the research’s contribution to knowledge in academia and in international relations and business management.

Source: Developed for the purpose of this research
6.1.1 Research problem summary

The research problem is stated as ‘the importance of generation Y’s values of human security and international business examination of ethics for their career development and the impact of undergraduate Asian studies degrees on student knowledge of human security and international business ethics’.

This research problem has been addressed through the literature review, which has provided background to research that has already been undertaken in the parent discipline identified in the thesis. The purpose of the parent discipline is to provide insight into the key areas that would impact on the research outcome for the research problem. The research problem was divided into various research fields which included human security, international business ethics, generation Y and career development and international business human resource management in Asia. This range of research areas has been identified as being important to the research problem as it provides an understanding of the current environment and how business is connected with international relations issues such as human security and international business ethics. Although the research problem is unique due to the combination areas of study, however, it is recognised that the research problem is relevant to contemporary issues in both international relations and international business human resource management.

Parent discipline 1, which is aimed at researching the importance of human security in the era of globalisation, provides insight into the relevance and application of human security concepts in Asia and how this broad concept can be applied to international business practices. Parent discipline 1 provides an overview of the current debates around the concept of human security and the extent that it is applicable to generation Y and their career aspirations. Parent discipline 1 explains the importance of human security in Asia and provides an ideology that is debated in both the international relations industry and academia regarding the practicality of the concept and how it is applied to developed and developing nations.

Parent discipline 2 provides research into international business ethics management and globalisation. This parent discipline was considered to be important to the research question as it provided information regarding the similarities and differences to the concepts of international business ethics that can be found in different Asian regions. Parent discipline 2 was used to provide an indication that although there may be different interpretations of international business ethics management, however, the
values of business ethics is related to the discourse of the business and is an important factor to the image of the organisation.

Parent discipline 3 investigated Asian studies degrees and understanding human security and international business ethics from a generation Y undergraduate student perspective. Parent discipline 3 was viewed as being highly relevant to the development and future career options of undergraduates who are currently studying Asian studies degrees. Parent discipline 3 also provides information on likely graduate knowledge discourses.

Parent discipline 4 provides information on generation Y students’ values and career aspirations. The research is aimed at providing background information to further the understanding in this field for strategic organisational human resource management for international businesses. It is recognised that the stereotyping of generation Y remains a contentious issue as it provides only an indication of the wants of those in the identified age group range based on group ideologies. However, the research provides issues that have been raised by participants in this age group that can be used as part of human resource management strategies by corporations. Furthermore, the availability of the research can be used to develop evidence based framework for strategic organisational human resource management policies in international businesses.

The immediate discipline, which investigates the research problem by combining the body of knowledge from the parent disciplines, is aimed at utilising the research found to provide basis of the development of a questionnaire survey that would be used as a survey analysis into the research problems. The immediate discipline provides a critical analysis into the relevance of human security and international business ethics concepts into the career development of generation Y and international businesses in the Asian region.

Arising from the research problem are six research questions (page 12). These research questions assist in forming the basis to determine whether human security and international business ethics concepts are important to the career development of generation Y undergraduate students studying an Asian studies degree at an Australian university. Furthermore, the research questions assisted in providing a governance framework to focus on the parent discipline and how they relate to each other to providing research answers for the immediate discipline. Overall, the parent disciplines, immediate discipline and the research questions highlight how the body of knowledge from different
areas are needed to answer the research problem. The research problem research and the subsequent survey of students studying Asian studies at ANU provides the answer to the thesis problem, which is aimed at understanding the career aspirations of a specific group of undergraduate students who are studying Asian studies.

This research is relevant to the human resource management of international business practices and aims at focussing on the discourse of generation Y students studying an Asian studies undergraduate degree. Although it is acknowledged that the contribution of knowledge is based only on a specific group of students, the results of the survey will provide insight to the discourse of students who have an interest in Asia and Asian culture. The relevance of this research in contributing to the business industry is due to the need for those who have knowledge of differing Asian cultures and are able to analyse this to benefit multinational enterprises, regardless of industry sector. Furthermore, this research provides a form of communication tool where the participants are able to share their thoughts with potential employers of multinational enterprises. One of the main successes of effective human resource management is to understand the needs and values of employees in a multinational enterprise. This research, although does not provide specific details of employees, provides an indication of the needs of generation Y students studying an undergraduate Asian studies degree to ensure target attraction, recruitment and retention strategies for applicants with this skill set.

6.1.2 Literature review delimitations

The research and survey aims to answer the research problem. Although the research problem is defined to ensure that key research areas are identified and the design of the survey is aimed at capturing all the relevant data, literature review gaps exist due to the broad knowledge area that the research problem is aiming to cover. The identified literature review delimitations are:

-The research disciplines are acknowledged as a broad research area, hence the responses are meant to provide an indication of where in-depth research could be beneficial. As this was a broad management topic in a complex area, the aim was to provide broad ideologies as opposed to research findings to a specialised research discipline.
- Asian region that is defined for the purpose of the research is very broad and it is acknowledged that only limited parts of Asia, mainly North Asia and South East Asia were investigated. It is acknowledged that limited research was conducted for the Middle East and Central Asia regions.

- Literature review, although aiming to research generation Y undergraduate students and their career aspirations through a selected survey, however, does not have a balanced breakdown by gender, age group gaps within the generation Y group or citizenship status. This is because the aim of the research is to ensure that generation Y as a collective group is analysed. As a result, one of the research delimitations identified has included the in-depth analysis of more specific groups within the generation Y cohort.

- Research selected survey aimed to contact only students studying at the Asian studies faculty at ANU. This was to ensure that an in-depth analysis could be determined by having the sample size from the same university. However, a limitation to taking this approach in the research was that it limited the knowledge due to a narrower perspective from students who are studying only courses that are offered at ANU.

- The survey for the research was conducted in 2009. Therefore, the survey provides a snapshot of the opinions of generation Y students in a specific period of time and from a specific university. Although this scope of the survey is limited to one university, however, the literature review and the development of the survey has included a broad range of case studies regarding the parent disciplines that will ensure that other universities and possible ideologies arising from other case studies have been included.

- It has been recognised that the parent disciplines of human security, international business ethics, international human resource management and generation Y has been broadly defined. This is to ensure that a qualitative research approach can be undertaken to discuss the relevance of the differing perspectives of these parent disciplines. For example, although international business ethics is defined by many international businesses in their charter or outlined in company values, however, secondary research has suggested that international business ethics is dependent on differing ideologies and values of the international business. Therefore, although a limitation to the research includes the recognition of broadly defined bodies of
knowledge, however, this provides discussions around the extent that the body of knowledge is relevant to the survey and the research problem.

- The survey was conducted with the support of the Asian studies faculty at ANU. Although it was decided that an equal number of tutorials and lectures would be targeted to ensure that there were equal numbers of first, second and third year undergraduate students studying various regions of Asia, however, permission was not gained at some tutorials due to varying reasons such as upcoming exams and tutorial presentations.

Other literature delimitations that have been identified include having a strong understanding of international organisations that operate in Asia who have been researched in journals. As this research study aims to provide in-depth research into the values and discourse of generation Y students studying an undergraduate Asian studies degree, the research study is limited to only investigating international business human resource management from secondary sources. This is a recognised limitation of the research and provides a foundation for other researchers to contribute to the body of knowledge and recognise the findings from this research.

6.1.3 Evaluation of research issues and applications

The research issue is to provide insight into a particular discourse of generation Y undergraduate students and to further the body of knowledge in the international human resource management area. In evaluating the importance of the research issue, it can be seen that the amount of knowledge required for discussion of the research issue contains a combination of theory and case studies. The research issue requires the contribution of knowledge from four parent disciplines to fully scope the research that has already been conducted by other authors. The research issue is an extension of the research that has already been conducted in various discipline areas, however, aims to provide an in-depth analysis into a specific knowledge that will contribute to a new body of knowledge in the broader context.

The application of the research issues can be seen to be beneficial in academia as well as for practical solutions in the workplace. For example, academically, the concepts of human security and international business ethics have been debated regarding the relevance of these concepts in contemporary international relations. The application of the research issues, by combining theory and case studies, highlight areas of
importance of the research and presents findings regarding the benefits and risks of defining human security and international business ethics. The research issue also provides insight to the importance of international business ethics and how this impacts and contributes to human security. Also, the research issues aims to highlight the values of generation Y undergraduate students and their career aspirations in aligning the importance of these values with organisational goals.

Arising from the research issue are six research questions whose answers aim to assist in identifying the knowledge necessary to answer the research issue. In evaluating the research questions, a body of knowledge has been sourced from primary and secondary research materials to provide a solution to the research issue. The findings from researching and analysing the research questions has indicated that all the parent disciplines are inter-related and need to be considered equally to address the research problem.

6.2 Research results summary

The research results summary indicates that the responses received from the survey were broad and reflected the diversity and different views of thoughts of students. However, the common theme that was highlighted with the responses was that although human security is viewed as important, however, there were different interpretations of the concept of human security and what it encompasses in the Asian region. The survey also highlighted that the participants had knowledge in the areas of international business ethics and human security, and what impact it has towards business activities and societal development. The survey results also highlighted that the career aspirations of generation Y undergraduate students were mainly aligned with their studies, however, some participants who were studying combined degrees indicated that their studies in an Asian studies degree was to be used to further enrich their knowledge or support their career pathway from the alternative disciplines.

6.2.1 Research summary - Description of human security in Asia

The description of human security in Asia resulted in varied responses by participants. This reflected the broad definition of human security and also gave an indication that it changed with different focuses on community lifestyle. For example, whilst some participants defined human security in economic terms, others defined human security as cultural and identity issues, stating that a more holistic approach will need to be
undertaken when defining human security. Other findings that came from the question asking participants to describe human security in Asia included:

- There were a significant percentage of the survey participants whose responses indicated that a nation state’s security is important and plays a vital role in ensuring security in international relations.

- A significant percentage of the survey participants indicated that human security is important with responses stating that although nation state security was important, however, welfare of community groups and individuals were also important and contributed to the development of the nation state.

- Differences that were found between participants describing human security in Asia, was that although some participants agreed that physical security was important, the welfare and happiness of the community was also raised and were believed by some participants to be critical elements in describing human security in Asia.

- Some of the survey participants had stated that the definition of ‘security’ is very vague and needs to be further defined. This confirms that the concept of human security is a very broad topic and requires defining to ensure that it is able to be applied to practical situations.

In analysing the responses received for describing the concept of human security and how the concept applies to the Asian region, the responses provide an indication that the concept of human security is effective if it is able to achieve the objectives to ensure that people within a community feels safe. This survey finding supports the UNDP’s definition of human security, which is aimed at creating ‘freedom from want and freedom from fear’ (United Nations Development Programme, 1994: 1). Although some of the responses were aimed at the broader Asian region, other responses reflected that in order for the concept of human security to be successful, it needs to take into consideration global issues.

The responses reflected the participant’s study focuses, which was mainly focussed on North and South-East Asian regions. Although this was positive in providing a detailed analysis of the impact and relevance of human security in these specific areas, however, it marginalised areas such as South Asia and the Middle East regions. Hence, an analysis of the combination of the student’s responses shows that there is strong support
for security in nation states, and hence both national security from a realist perspective as well as a human security perspective was viewed to be important.

In analysing the quantitative responses of human security, the overall support regarding human security has been expressed as very high, which supports the qualitative response findings. For example, over 50 percent of the participants in the survey rating the overall level of human security as being important, and greater than a rating of a 7 on a scale of 1 to 10. This supported the theory that regardless of how the participants defined human security, the majority provided for the view that human security concepts positively impacted on the Asian region.

6.2.2 Research summary - Contribution of human security in Asia

The survey response highlighted that the level of contribution regarding human security concepts in Asia has provided an illustration of the need to have a combined approach for the welfare of human security and state security in international relations. Although there were answers supporting the need to have human security concepts applied in Asia, and that were effective in achieving state security, however, the need to ensure nation state security is also seen as an important element. There were only two responses that stated that the participants had no idea of security or never studied the concept. Therefore, this suggests an indication that the contribution of human security in Asia is acknowledged by students in general and the area taught within the curriculum for those studying an Asian studies degree. The contribution of human security in Asia was broadly defined by the participants as mainly related to issues as defined for those who gave a response that concerned into national security, and for human security, the responses provided information that concerned the welfare of individuals. Other findings that came from the question regarding the contribution of human security in Asia included:

- Responses that were in support of human security and its application to Asian communities varied from human security benefitting the general development of community groups to identifying specific elements such as human security benefitting by highlighting the importance of education and health needs.

- Responses that were in support of state national security highlighted strongly the issues that surround the Asian regions, especially the North and South-East Asian regions. These elements included transnational crimes as well as the need to focus on regional frameworks such as ASEAN.
These responses provided an indication that the participants were identifying elements that contribute to human security having an impact in the Asian regions and why it is important. In analysing the responses, although there was information on how human security could be impacting on the Asian region, however, there was limited information that was available stating how human security could provide long term solutions and how this may impact on the development of the Asian region. Furthermore, the responses were limited in further understanding how it can be combined into governmental processes and how this could then be utilised to ensure that there was practical applications for the human security concepts. This was due to the scope of the questionnaire, which was aimed at broad research discipline areas, where participants wanted to provide quick responses. Therefore, the time limitation of the questionnaire at the end of tutorials and lectures suited the participants, but also placed constraints on the depth of information received. However, the responses addressed the research question of investigating the importance of human security in the era of globalisation and to ascertain the extent of the impact in the Asian region.

The quantitative results regarding the participants’ rating to the contribution of human security and its impact on Asia has highlighted that most participants regard human security as important to highly important, with the majority of the ratings being higher than a 7 on a scale with 10 being the highest. The quantitative results support the qualitative survey results of stating that human security and its application is important in contributing to the impact on the Asian region.

This research is relevant in contributing to analysing the importance of human security in the Asian region and how this concept impacts on the operations of international business ethics. The survey provided insight into generation Y’s ideologies on the relevance of human security and how this contributes to the overall development of the Asian region.

Although the secondary research literature analysis was broad as the aim of the research was to provide insight into the parent disciplines, however, based on the knowledge gained from the secondary research, this knowledge was used to design the survey. In the survey, section one of the questions, which was in regards to human security was specifically aimed at encouraging participants to give judgement to the relevance of human security concepts in the era of globalisation. The results highlighted that the group of generation Y participants surveyed agreed that human security was important to the advancement of nation states, international organisations and globalisation. The results of
the survey also highlighted that the DBA thesis provide insight to a new concept in international relations, thus contributing to the body of knowledge.

6.2.3 Research summary - Elements constituting international business ethics in Asia

The research responses provided an indication of international business ethics in Asia and the impact of organisational ethics towards the welfare of the business and the nation state. In analysing the impact of international business ethics, the response received from the survey participants included:

- Responses that agreed with international business ethics having a direct impact on the Asian region argued that international businesses will need to consider the community and the social cultures of the region. These responses highlighted that international business ethics is important and that environmental factors and human rights were one of the key elements in evaluating the effectiveness of international business ethics.

- Responses that were in support of international business ethics having a direct impact on the development of the nation state argued that factors such as organisations not taking advantage of the Asian region and having the nation state benefit from the host company.

The responses to this question showed that international business ethics was important to the values of generation Y undergraduate students, due to the participants being able to relate the concepts of international business ethics to the Asian region. Furthermore, the responses also showed that regardless of realist or human security views, the responses provided strong support of international businesses needing strong ethics to benefit long-term organisational sustainability as well as to benefit the development of the Asian region.

The quantitative responses have highlighted that international business ethics, although broadly defined in the qualitative responses, is important to Asian societies. Overall, more than 50 percent of the participants rated international business ethics as important to Asian societies, hence highlighting the qualitative responses that regardless of how international business ethics is defined, it is important in achieving regional and business development.
The concept of international business ethics from researching the parent discipline of international business ethics has shown that there are different concepts of international business ethics and that one of the key motivators of international business ethics is due to organisation values and the need to endorse a set of values in which the organisational is seen to be striving towards. In researching international business ethics and its relevance in addressing the research issue, international business ethics is one of the key enablers that was used to determine generation Y’s values towards this concept.

6.2.4 Research summary - Contribution of international business ethics in Asia

The contribution of international business ethics in Asia has indicated that there have been many incidences where the Asian region has developed as a result of international businesses operating in the region. Although there was a broad range of responses explaining why international business ethics would benefit the Asian region, however, some common responses such as the promotion of globalisation and the improvement of ideas was dominant in the responses. Furthermore, responses argued that there was a direct relationship between international business ethics and the definition of human security. For example, international business ethics was seen as a strong influencing factor in the promotion of human security due to the ideology from the participants that international business ethics need to focus on the rights of employees and the local community. In summary, the research findings regarding international business ethics highlighted that:

- The contribution of international business ethics in Asia has ensured the promotion of human security and rights such as gender equality and workplace rights. These objectives together have provided insight into the effectiveness of human security concepts, where the responses have indicated that the contribution of international business ethics in Asia has been beneficial in facilitating the development of the Asian region from at least an economic perspective.

- Although most of the responses provided insight into the benefits of international business ethics concepts, however, there were participants who disagreed about the impact of international business ethics. For example, some participants argued that the presence of international business was detrimental to the culture of local community groups in Asia. Furthermore, some responses stated that international business ethics was too broad and may aim to benefit society theoretically, however,
this may not occur in a capitalist society. Therefore, although the majority of responses received showed that international business ethics was relevant to assisting in developing the Asian region, however, there were comments that were in support of this theory due to the argument that international business ethics is only aimed at benefiting the business.

There were no quantitative questions that directly related to this qualitative question as the question was aimed at encouraging participants to explain their view of how international business ethics might contribute to the Asian region.

6.2.5 Research summary - The importance of undergraduate Asian studies degrees

The concept of international human resource management and the importance of understanding generation Y’s discourse can be seen with workforce planning challenges, where understanding different groups of employees can give human resource practitioners a better indication of the ideologies of their employees. Understanding the general stereotypes of certain groups can also further ensure better management and development of key human resource management strategies that will enable human resource practitioners to attract, recruit and retain talent in organisations. This area of knowledge contributes to the DBA thesis research issue as it supports the design of the survey and ensures that there is a general understanding of generation Y characteristics when conducting the survey and analysing the results. Although it is attempted that there should be an equal distribution regarding the age ranges within the generation Y cohort, however, this was determined to be impractical due to most of the lectures and tutorials that were interested in participating in the survey consisted of first year undergraduate students.

The importance of undergraduate Asian studies degrees and their relevance in the era of globalisation was highlighted in the participants’ responses answering this question. The participants had various views such as the contribution of an Asian studies degree to students being able to have a better cultural understanding, and economic and job prospects benefits. The responses showed the learning about and understanding conditions in Asia were most important aspects as to why participants were studying the undergraduate Asian degree. Those with a combined degree also highlighted the benefits of the undergraduate Asian studies degree complementing the other undergraduate degree. In summary, the importance of undergraduate Asian studies degrees are because:
- Better understanding of the Asian region and the broadening of knowledge was rated by participants as being important as well as contributing to career aspirations.
- Being able to contribute to government policy issues and to be able to gain career opportunities in the private, public and non-profit sectors.

The importance of undergraduate Asian studies degrees can be seen with understanding that an undergraduate Asian studies degree does not only provide benefits to career development, but ensures the enrichment of knowledge of another culture as well as broadening the knowledge of the individual. Furthermore, the benefits of an undergraduate Asian studies degree have also provided a broader range of career choices and reflect career opportunities in different sectors of employment.

The quantitative research question regarding the extent to which an undergraduate Asian studies degree is relevant to the career development of the survey participants, provided a strong indication that a high number (32 responses out of 99 valid responses) stated that an undergraduate Asian studies degree is directly relevant to the career development of the individual by providing a rating of 10 out of 10 for this question. The results indicate that students who are studying an undergraduate Asian studies degree are interested in the topic and would like to use it in their future career. The quantitative research question asking participants whether they would like a career that involves the Asian region highlighted 75 percent of respondents stating ‘Yes’. The results of the quantitative research questions supports the qualitative responses which was that most participants were interested in a career that would use the knowledge gained from an Asian studies degree.

The research into generation Y values and career aspirations provides secondary research into understanding the stereotypes of this group of employees in the workplace. Although it is highlighted and understood that generation Y values and career aspirations are not clearly defined and may be different for different groups of people, however, the stereotypes of generation Y in the workplace was research to provide an initial indication. This knowledge area is highly debatable regarding its accuracy and whether it is suitable to classify and stereotype people dependent on their ages. However, the secondary research provided information regarding the ideologies of specific groups and gave a better understanding regarding the responses in the survey. The responses in the survey, although eventuating from the contribution of participants in the survey, however, contribute to the body of knowledge in further understanding the generation Y discourse.
6.3 Evaluation of survey results summary

The implications for the research methodology from the contribution to overall knowledge is that it can be argued that different generation Y undergraduate students studying an undergraduate Asian studies degree at an Australian university is different. However, the aim of the DBA thesis is to analyse the values and career aspirations of the participants in the survey as a collective group. Although it is recognised that the contribution to the overall body of knowledge is only an indication, however, this insight will provide information to further knowledge areas in the field of international relations and international business.

In evaluating the survey results summary, the three research objectives were achieved.

1) To investigate the importance of human security and international business ethics in an era of globalisation.

The importance of human security and international business ethics in an era of globalisation was addressed through the literature review and the ANU survey, where both secondary research materials and the responses from the survey highlighted that human security and international business ethics was important in an era of globalisation. The interpretation of these concepts was broad and some research findings indicated that as a result of the broad definition, this might impact on the ability of the concept to be able to be applied. However, most findings agreed that the values that these concepts incorporate are very important to furthering development in society and progressing in the era globalisation.

2) To highlight the importance of undergraduate Asian studies degrees and provide justification for utilising generation Y students studying an undergraduate Asian studies degree at ANU’s Asian studies faculty as a basis for this research.

This objective was achieved by evaluating the knowledge that may have been gained from studying an undergraduate Asian studies degree at ANU with the knowledge that was required to answer the human security and international business relations questions. The responses highlighted the broad scope of perspectives as well as the depth of reflection, hence, showing a strong level of understanding for human security and international business ethics.
3) To evaluate the impact of human security and international business ethics concepts within undergraduate Asian studies degrees on the career aspirations of Generation Y students.

The impact of human security and international business ethics concepts within Asian studies degrees has been strong towards influencing the career aspirations of Generation Y students. The survey responses highlighted that participants were interested in having a career in an area that was related to the Asian region or required the knowledge of Asian studies. Secondary research has also shown that the generation Y students have a strong understanding of global issues and are likely to gain employment in an organisation that is related to their career aspirations and field of knowledge.

The research problem which is stated as ‘the importance of generation Y’s values of human security and international business ethics for their career development and the impact of Asian studies degrees on student knowledge of human security and international business ethics’ was addressed through answering the research issues and the research questions. The research questions provided the framework in developing the broader research issues, which contributed to providing a response for the research problem.

The research problem was answered through a literature review and survey. The literature review provided secondary research which highlighted the characteristics of generation Y and the impact of human security and international business ethics concepts in the era of globalisation.

The survey addressed the research problem by gaining insight from the study of a group of participants that were willing to reflect on the issues and utilise their knowledge gained from studies to provide further insight to the research problem. The research problem’s response is that generation Y’s values of human security and international business ethics is important to their career development due to the knowledge gained from their studies and their interest in the field of Asian studies.
6.4 Importance of body of knowledge

The importance of this body of knowledge is due to the need to understand the application of human security and international business ethics. This is especially important in the era of globalisation, where the need to be innovative in managing international business trade is important.

The Asian region was selected due to the increasing growth and economic development in the region. The body of knowledge contributed to a multi-disciplinary research problem, where the knowledge gained from this research will provide strategic direction into human resource management strategies for the workers who may be beginning their career.

6.4.1 Implementing knowledge into practice

In implementing the knowledge into practice, the knowledge that is gained from the research can be used to contribute to the development of business policy decisions in the field of employee attraction, recruitment and retention. The implementation of this knowledge is focussed towards international businesses operating in the Asian region. This is due to the review of how undergraduate generation Y students studying an undergraduate Asian studies degree perceive the application of the knowledge of human security and international business ethics concepts towards their career. Furthermore, the implementation of knowledge into practice is aimed for individual businesses, whilst contributing to furthering the understanding of international relations concepts and its relevance in the Asian region.

6.4.2 Evaluation of knowledge and its use in human resource management

The knowledge from further understanding of generation Y values and its use in human resource management is through a research that takes into consideration of a literature review into the topic areas of attraction, recruitment and retention and generation Y workers. Furthermore the results from the survey have provided insight into the career aspirations of generation Y and how they propose to use this knowledge to benefit the workforce. The strong indication that resulted from the survey highlighted that generation Y students were eager to utilise their knowledge and viewed human security and international business ethics as being important to both international relations and in the operations of international business ethics.
6.4.3 Evaluation of knowledge and its use in international business operations in Asia

In evaluating the knowledge that was gained regarding the ideologies of generation Y undergraduate students studying an Asian studies degree, the knowledge regarding human security and international business showed that these two concepts were closely related. The research findings also showed that these concepts is important to the sustainability and the long term international business operations in Asia and that it needs to be applied in the business to ensure the development of Asia and the sustainable contribution of the business.

6.5 DBA thesis summary and overall contribution to knowledge

The DBA thesis topic provides insight into the opinions and views of generation Y undergraduate students studying an Asian studies degree in the Asian studies faculty at ANU, and through these detailed responses and an in-depth literature review of the parent disciplines, the research findings have contributed to the knowledge areas of human resource management and international business in Asia. The knowledge gained from this DBA thesis provides insight to the concepts of human security and international business ethics and the changing paradigm of international relations and how this impacts on international businesses and their human resource management strategies for the next generation of employees and potential leaders.
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What is this research?

The research aims to investigate the opinions of Generation Y undergraduate students studying an Asian studies degree. The research will focus on human security and international business ethics concepts and the value Generation Y students place on these values in relation to their career development.

As this research is investigating the Generation Y cohort, **you must be at least 18 years of age and under 28 years old to participate** in the research. You also need to be enrolled in an undergraduate (honours year eligible) degree in the Asian studies faculty at the Australian National University at the time of completing this survey to participate in the research.

What does this research involve?

The research involves participants answering a voluntary questionnaire. The questions in the questionnaire involve participants reflecting on their studies and are related to Asian studies and international business concepts. Participants may answer all questions in the survey or may wish to answer only specific questions, or you may decide not to participate.

Are there any discomforts or risks?

This research has been identified as low risk. The research involves a voluntary participation in responding to a questionnaire.

Publication of results of this research

The results of this research are for the purpose of fulfilling the requirements of a Doctor of Business Administration. Survey results will be presented in the Doctorate thesis. The thesis will be available to the public at Southern Cross University once the DBA thesis is completed. No identifying information of individuals participating will be published in the thesis.

Inquiries

For further inquiries relating to this research, please contact:

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The ethical aspects of this study have been approved by the Southern Cross University Human Research Ethics Committee. The approval number is ECN-09-021.

If you have any complaints or reservations about any ethical aspect of your participation in this research, you may contact the Committee:

The Ethics Complaints Officer
Name: Ms Sue Kelly
Phone (02) 6620 9139
Fax (02) 6626 9145
Email: skelly@scu.edu.au

Any complaint you make will be treated in confidence and investigated, and you will be informed of the outcome.

Thank you for participating in this research project.

Bernice Ly
Doctoral Candidate
Southern Cross University
Participant Details

Gender: ____________________
Age: ____________________

Residency Status: (eg: Australian Citizen, PR or International Student) ________________

Date survey completed: ____________________________________________________

NOTE: The data findings will analyse the participants’ responses, but will not identify individuals.

General Questions

What Asian studies degree are you currently enrolled in? ________________________

Are you studying a combined degree?
Please answer with a X in one of the following: YES  NO

If yes, what is your other combined degree?___________________________________

Have you previously graduated with any other degrees?__________________________

If yes, what is your previous degree?_________________________________________

What is the major/anticipated major in your Asian studies degree?_______________
**Human security questions**

How would you describe human security in Asia? Please specify which region in Asia you are referring to in your response (eg: South-East, North or South of Asia).

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

How do human security theories contribute to the development of Asian societies?

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

How important do you think it is for International businesses in Asian societies to consider human security theories in their business operations and development?

Please answer with a X in one of the following numbers:

1 2 3 4 5 6 7 8 9 10

Not Important Neutral Very Important

Please indicate the level of importance of human security in contributing to the economic development of Asian societies using the rating scale.

Please answer with a X in one of the following numbers:

1 2 3 4 5 6 7 8 9 10

Not Important Neutral Very Important
International business ethics questions

What are the elements that would constitute international business ethics in Asia? Please specify which in Asia you are referring to in your response region (e.g., South-East, North or South of Asia).

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

How do international business ethics theories contribute to the development of Asian societies?

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

How important do you think it is for International businesses in Asian societies to consider international business ethics in their business operations and development? Please explain your answer. Please answer with a X in one of the following numbers:

1  2  3  4  5  6  7  8  9  10
Not Important  Neutral  Very Important

How much do you think of your study are relevant to the operation of an international business? Please answer with a X in one of the following numbers:

1  2  3  4  5  6  7  8  9  10
No courses are relevant  Neutral  All courses are relevant
Asian studies program questions

Why is studying an undergraduate Asian studies degree important in the era of globalisation?
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

How important are human security concepts and international business ethics concepts to your Asian studies degree? Please answer with a X in one of the following numbers:

1 2 3 4 5 Not Important
6 7 8 9 10 Neutral

In your career goals, what sort of roles are you aiming to work in?
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

Are your career goals internationally focussed towards Asia?
Please answer with a X in one of the following: YES NO

How important do you think your Asian studies degree is towards your future career development?

Please answer with a X in one of the following numbers:

1 2 3 4 5 Not Important
6 7 8 9 10 Neutral

Please do not hesitate to contact Bernice Ly if you have any queries.

THANK YOU FOR YOUR PARTICIPATION!