INTERNATIONAL UNIVERSITY OF EAST AFRICA
'Learning to Succeed'

FACULTY OF BUSINESS MANAGEMENT

END OF SEMESTER EXAMINATIONS - AUGUST 2025

PROGRAMME: BHRM
YEAR/SEM: YEAR 3/SEMESTER 2
COURSE CODE: HRM 3202 / HRM3202
NAME: INTERNATIONAL HUMAN RESOURCE MANAGEMENT

DATE:
TIME:

INSTRUCTIONS TO CANDIDATES:

SECTION A

Section A is compulsory and carries 40 marks. Answer all questions in Section A

Question 1:

Question one: Case study
GlobalTech Inc. is a global technology enterprise based in the United States, operating through subsidiaries in Japan, Germany, and Brazil. As the company continues to expand internationally, its HR team encounters challenges in managing a culturally diverse workforce. Variations in communication styles, leadership expectations, work ethics, and conflict resolution methods across the subsidiaries influence everyday operations.
Recently, a dispute emerged in the German branch when a manager from the U.S. introduced a performance evaluation system without considering local HR customs, leading to dissatisfaction among German employees who preferred collaborative and participative feedback processes. In Japan, an expatriate manager encountered difficulties adjusting to the indirect communication style favored by Japanese staff, which caused misunderstandings and miscommunications.
Questions:
1. Why is it essential for international HR management to understand and respect cultural differences? (10 marks)
2. In what ways can GlobalTech Inc. modify its HR policies to acknowledge and integrate the cultural distinctions among its global subsidiaries? (10 marks)
3. What are the possible consequences of neglecting cultural differences when managing a multinational workforce? (10 marks)
4. What strategies can GlobalTech Inc. adopt to improve cultural awareness and competency among its HR staff and managers across different countries? (10 marks)

Question 2:

Question two: Case study
Sarah, a Ugandan HR professional at a multinational consulting firm with it’s headquarters in Singapore, has been selected to lead a team of three other Ugandan staff members for a 6-month project in Kampala. The project, focused on renewable energy solutions, will involve direct interaction with Kenyan and Tanzanian clients and local Ugandan businesses. The company's HR department has implemented pre-departure training for expatriate employees, but this training focuses largely on Singapore. Sarah and her team are concerned that the focus on Singapore might not be relevant to their needs in Kampala.
Questions:
1. What key elements should the pre-departure training include for Sarah and her team to prepare them for the project in Kampala? (10 marks)
2. How can the company adapt its current pre-departure training program to better meet the needs of employees like Sarah and her team who will be working in a different location? (10 marks)
3. What are the potential risks of neglecting or poorly executing pre-departure training in international assignments, especially in the context of local business interaction? (10 marks)
4. What are the ethical considerations for the company when preparing its staff for international assignments? (10 marks)

SECTION B

There are SIX (6) questions in Section B; Answer any THREE (3) questions. Each question in Section B carries 20 marks.

Question 1:

1. Write short notes on the following:
a) Cross border alliance (5 marks)
b) Mergers and acquisitions (5 marks)
c) Joint ventures (5 marks)
d) SMEs in international context (5 marks)

Question 2:

Describe the formation processes/phases taken during a merger and acquisition process explaining the Human resource activities involved in each phase. (20 marks)

Question 3:

Explain the cultural differences regarding work, sharing meals, visiting friends and relatives in your home countries based on the discussions we had in class.(20 marks)

Question 4:

Write short notes on the following approaches used in International Human Resource Management:
a) Ethnocentric approach (5 marks)
b) Polycentric approach (5 marks)
c) Geocentric approach (5 marks)
d) Regio-centric approach (5 marks)

Question 5:

Citing examples, write short notes on the following:
a) Host Country Nationals (5 marks)
b) Parent Country Nationals (5 marks)
c) Third Country Nationals (5 marks)
d) Expatriates (5 marks)

Question 6:

a) How would you define diversity and what do you understand by diversity management? (7 marks)

b) Which approaches has International University of East Africa used to successfully handle diversity within the workforce? (13 marks)

Question 7:

a) What is International Human Resource Management (IHRM) (5 marks)
b) Explain the similarities and differences between IHRM and domestic HRM (15 marks)

Question 8:

a) Why is cross-cultural training and development essential for effective international human resource management? (10 marks)
b) Discuss the challenges faced by organizations in managing a global workforce. (10 marks)

Question 9:

a) What challenges do you think an individual might face during a long-term foreign work assignment? (10 marks)
b) How can support programs help you deal with these challenges? (10 marks)

Question 10:

a) Explain 5 factors that most influence talented professionals to leave their home countries in search of jobs elsewhere. (10 marks)
b) What are the necessary steps that countries can take to retain their skilled workforce? (10 marks)

Question 11:

a) In your own opinion, do you think International University of East Africa practices IHRM or domestic HRM. Give reasons for your answer. (10 marks)

b) Discuss the challenges faced by organizations in managing a global workforce. (10 marks)

Question 12:

a) What ethical challenges might HR managers face when managing employees across different countries?
b) Why do some expatriates fail to perform in their international assignments?