

Organization and Human Resource Competency Reflection

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The competency of Organizational and Human Resources (OHR), as described by NASPA and ACPA, covers the extensive abilities, knowledge, and attitudes needed for the adept handling of a school's financial, physical, and human resources (ACPA & NASPA, 2015). This important skill set allows student affairs professionals to effectively oversee and cultivate the talents within their teams, manage conflicts, navigate the complexities of organizational dynamics, and apply strategies for handling financial and physical assets (ACPA & NASPA, 2015). The competency emphasizes the growth of professionals through their experiences, encouraging them to acquire new skills in staff management, resource allocation, and the enhancement of workplace environments to support staff development and student success. Reflecting on my progression within this competency, I see myself advancing through experiences that have deepened my understanding and skill set, positioning me at an intermediate level of proficiency.

One of my early experiences that illustrate my engagement with this competency was my role as project manager for a residence hall renovation project at the University of Nebraska at Kearney in 2019. This project demanded a comprehensive approach to space planning, stakeholder engagement, and resource management. By assembling a diverse committee and engaging directly with students to design their ideal study space and lounge, I was able to ensure that the project not only met but exceeded the community's needs and expectations. The process of working with contractors, selecting materials, and overseeing the project to its completion exemplified the competency outcome of assessing the usage of various spaces to guide space-planning processes (ACPA & NASPA, 2015). This experience highlighted the importance of

integrating student feedback into space planning and the impact of thoughtful resource management on student satisfaction and success.

In 2022, at the University of California Merced, I further developed my OHR competency through my work reviewing departmental inclusion and equity statements and student affairs communication materials. This task was pivotal in aligning the division's communications with the broader goals of fostering an inclusive campus environment. The process required an understanding of how messages, both verbal and written, align with the intended outcomes and the perceptions of diverse audiences (ACPA & NASPA, 2015). By advocating for and implementing an asset-based paradigm, which emphasized the strengths and contributions of all community members, I worked towards removing any deficit-based language. This initiative was crucial in ensuring that the communications not only reflected but also promoted a culture of inclusivity and respect, directly aligning with the competency outcome of ensuring messages are congruent with the intended outcomes for the audience.

My responsibilities at Buffalo State University throughout the fall of 2023 and spring of 2024 provided a comprehensive platform for honing my skills in human resource management. Overseeing the employment cycle for 73 student employees encompassed a wide range of tasks from the initial recruitment, through to interviewing, hiring, and training. Developing and implementing a comprehensive student employment handbook, alongside creating detailed policies and an accountability model, required a nuanced understanding of student needs and institutional goals. The creation of training presentations on topics from navigating scheduling and communication systems to enhancing customer service skills further exemplified my commitment to developing well-rounded employees. This extensive experience underscored the

critical importance of effective human resource development and management in creating a supportive, efficient, and productive work environment (ACPA & NASPA, 2015).

Additionally, the development of a professional development plan during my coursework in the Supervised Practice 1 course was a strategic step towards intentional growth in the Organizational and Human Resource competency. This plan was not just an academic exercise but a practical guide that directed my involvement in campus committees, professional development associations, and social justice trainings. It was a proactive approach to identifying areas of strength and opportunities for growth, ensuring that my professional development was aligned with both my personal aspirations and the evolving needs of the student affairs field. This plan laid the foundation for a final graduate school academic year characterized by continuous learning, strategic involvement, and a commitment to equity and inclusion, reflecting the competency outcome of designing a development plan for sustainable growth and development in the field (ACPA & NASPA, 2015).

Reflecting on these experiences, I've come to understand the vital role that effective resource management, inclusive communication, and strategic foresight play in the successful administration of student affairs programs (ACPA & NASPA, 2015). My journey through the Organizational and Human Resource competency has been a path of considerable learning and development, pushing me to expand my abilities and refine my approach. Looking ahead, I am eager to deepen my proficiency, particularly in managing budgets and financial plans through sustainable practices. I also aspire to further refine my skills in equitable supervision and employee management, ensuring that my practices not only meet organizational goals but also contribute to creating a more inclusive and supportive work environment.

Artifacts:

- Mantor Renovation Project Materials
- Buffalo State SLE Student Employee Handbook
- DJ Hardwick Professional Development Plan

References

American College Personnel Association & Student Affairs Administrators in Higher Education

(2015). Professional Competency Areas for Student Affairs Educators.

https://www.naspa.org/images/uploads/main/ACPA_NASPA_Professional_Competencies_FINAL.pdf