

Technology: A Reflective Self-Assessment

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The ACPA& NASPA Professional Competencies rubric describes Technology competency as individual's ability to use digital tools, platforms, resources, and technologies to not only improve student learning and development, but also to enhance job performance (2015). This competency is categorized into four sections including technical tools and software, data use and compliance, digital identity and citizenship and online learning environments (ACPA&NASPA, 2015). The focus of technology competency is on the skills and abilities to learn new software and use it to solve problems related to technology tools at their jobs. (ACPA&NASPA, 2015). The ability to adapt to new technology and be able to articulate the purpose and functionality of a new technology is crucial for student affairs professionals (ACPA&NASPA, 2015). Throughout my work experiences with the human resources department and my graduate assistantship, I developed a strong foundation in using a variety of technologies, software, and online platforms to enhance the effectiveness of organization. in using a variety of technologies, software, and online platforms to enhance organization effectiveness.

Artifact #1: Development Skills in HR Software

I have developed skills and knowledge with different HR software throughout working with Human Resources department at KU Memorial Union and my internships experiences with nonprofit organizations in Afghanistan. As an HR professional, understanding and being able to use HR technologies and software was helpful in supporting recruitment, communication, coordination, and using data to make informed decisions. In my role as an HR professional, technology played a significant role in improving coordination of hiring and enhancing communication between employers and employees. As HR coordinator with the Aga Khan Agency for Habitat, I used a variety of HR tools and software to communicate with employees

and maintain employee's personal data effectively. One of the most useful tools I used was the ATS (Applicant Tracking System) to keep track of applications. This software was beneficial in helping me keep all applicants' information in one system. It was also crucial in finding talents and qualified candidates for open positions by screening resumes and matching applicants to job requirements. Paycom was another software that was helpful in recruitment and finding talent for the available positions. I began developing my proficiency with Paycom in my role as an HR Assistant, where I learned how to navigate managing data and tracking employees' time-off requests. Throughout this experience, I was able to quickly learn about this new software and apply it to enhance organizational performance.

Artifact #2 Articulating Digital Communication Tools

Beyond that, at my role as a graduate assistant with the international support services office, I utilized a variety of technologies to support student engagement, program coordination, and communication. For example, I used a software called Emma to design and distribute the ISS weekly newsletter. Through this platform, I created visually engaging and informative content to communicate important updates, events, and campus resources with international students. This experience enhanced my ability to use digital communication tools effectively. Additionally, I learned how to analyze engagement metrics, such as open rates, and click-through rates to assess the effectiveness of communication and make improvements when needed.

Further, as part of my role, I used another software called Canva to design flyers for events and programs. Canva is one of the most user-friendly platforms, offering thousands of templates and design features that make it easier for users to create professional and visually engaging materials. In addition, using this software has strengthened my graphic design skills and allowed me to efficiently design flyers and promotional materials while maintaining KU's

branding. I also used Canva during my role as an HR Intern with the USD 497 Public Schools. Throughout my internship, I had an opportunity to work closely with the marketing team to learn, where I learned how to effectively promote materials and develop strategies for communicating with a broader audience. This experience enhanced my understanding of how visual design, messaging, audience engagement intersects, and it further strengthened my ability to use technology to support organizational communication and outreach efforts as it emphasized at the ACPA&NASPA Professional Competencies Technology Rubrics (2015).

This experience has enabled me to build my relationship and equipped me with the skills and confidence to be able to work in this field. A significant portion of my responsibilities were to communicate with the candidates in relation to their application and facilitated interviews, reviewed job descriptions, and emailed offer letters to each candidate. These experiences have helped me develop skills in interpersonal communication, employee relations building, time management, and organization.

Artifact # 3 Incorporating Technology Platform

At my role with the ISS, I handled recruiting 10-15 Orientation Leader for the International Student Orientation program for the fall 2026. As part of this process, my team and I explored and implemented a new scheduling software, Calendly, to streamline interview coordination. Using this software allows us to efficiently manage interview availability, reduce back-and-forth communication, and provide more professional scheduling experience for applicants. Through this experience, I learned to use technology to solve practical problems, while also improving the overall efficiency and organization of the recruitment process.

Conclusion

My experiences across Human Resources roles, internships, and my assistantship with the International Support Services office have significantly strengthened my Technology competency as defined by the ACPA&NASPA Professional Competencies Rubrics (2015). Through hands-on use of HR systems such as ATS, Paycom, digital communication tools like Emma and assessment tools like Qualtrics, I have developed my ability to communicate effectively, manage data ethically, and support organizational goals through intentional usage of technology. Overall, I have learned that technology is an effective tool for enhancing engagement, improving productivity, and supporting students and organizational success in higher education and human resources contexts.

References

ACPA—College Student Educators International, & NASPA—Student Affairs Administrators in Higher Education. (2015, October). ACPA/NASPA professional competencies rubrics. Authors.

