Critical Thinking Assessment: Growth Through Leadership and HR Practices

Developing the artifacts I used in the critical thinking assessment was a transformational journey. Throughout the development of the Training and Development Learning Outcomes, I learned how to evaluate individual and team performance. I learned to utilize coaching, transparency, and experiential learning tactics—vital for constructing sustainable leadership pipelines. This activity improved my interpersonal and leadership skills by inspiring me to purpose growth-oriented feedback loops, reflect on personal leadership strengths, and prepare actionable self-development plans.

Likewise, the Human Resource Management Course final encouraged me to apply core human resource functions to multifaceted workplace circumstances, strengthening my strategic thinking. Communicating workforce management, labor relations, and total rewards urged me to examine HR holistically—from risk management to compliance with federal employment laws. These accomplishments mark a shift from simply understanding HR functions theoretically to actively applying them in real-world, scenario-based environments that mirror today’s workforce trials. “Organizations that align HRM practices with employee competency development can significantly improve organizational performance” (Otoo, 2019, p. 950). This is the reason that I plan to work for a company that values human resource teams and their benefit for employees.

In critically assessing these artifacts, a strength sits in their comprehensive range. However, one positive development would be to further diversify the examples with real-life organizational case studies or personal workplace involvements. For example, while I discussed coaching gaps in leadership development, I could have advised for incorporating coaching into performance review cycles using SMART (Specific, Measurable, Achievable, Relevant and Time-Bound) goals and KPIs (Key Performance Indicators) as measurement tools. A realistic alternative in HRMGT Final could be to increase workforce planning by incorporating contingency strategies for high turnover roles or succession gaps. This would add strength to the performance management segment and imitate industry-standard practices.

The critical thinking learning outcome strongly connects to my personal experience as a property manager while transforming residential properties into short term rentals. As a leader, I have used the methods of workforce planning and employee coaching when overseeing part-time contractors, scheduling vendors, and guaranteeing quality renter interactions. “Top-performing organizations invest in training not only to enhance skills but to build leadership capacity and create cultures of continuous development” (Training Magazine, 2018). Coaching has developed into a practice in these exchanges—ensuring that those I work with recognize expectations, obtain feedback, and feel empowered as part of the outcome. Furthermore, my role in banking strengthened the need for transparency in promotion criteria and transparency in compliance—a idea echoed in both artifacts. I have regularly been the individual employees go to for help understanding policies, which shows the importance of open communication within employee relations.

My graduate work has merged with my personal and professional life. The notions of fair compensation, workplace equality, and leadership coaching have been a part of how I lead community proposals and small business undertakings. Knowing the nuances of the ADA and FMLA, for example, has aided my ability to advocate for more inclusive practices in my professional system and volunteer efforts. These two artifacts exhibit that academic learning is not stand alone, it has seeped into my conversations with peers, changed how I decipher organizational policies, and transformed how I lead.

I approach leadership with a cultural lens established in validity, integrity, and servant leadership. I value comprehensive development and mentorship, specifically for those historically understated in leadership positions. The artifacts I chose highlight the idea that leadership is not just positional—it's relational. A key part of being a leader is emotional intelligence, we see from Srisrimal that, “Emotional intelligence has emerged as a key differentiator in the effectiveness of HR professionals, particularly in coaching, conflict resolution, and talent management” (Srisrimal, 2014, p. 2). As a student pursuing a master’s degree in organizational leadership with a concentration in HR, my desire is to further support inclusive coaching approaches and evidence-based HR involvements that spotlight equity and empowerment.

As I look to my next steps, my goal is to attain professional certifications such as SHRM-CP, Afterwards, I plan to obtain a coaching credential (ICF) to broaden my strategies for development. Short-term, my objective is to apply what I’ve learned into my current organizational functions by planning internal leadership development proposals and being supportive of others through mentorship. The completion of the master’s program will not only afford a solid theoretical foundation but will also strengthen my understanding of strategic leadership principles pertinent to dynamic organizational settings.

In a counterpart to my academic pursuits, I plan to cultivate and introduce leadership coaching structures precisely tailored to support frontline managers within my organization. This initiative will be built in equally evidence-based practices and real-world insights, with the objective of equipping managers with realistic tools to promote team engagement, performance, and resilience. This structure will work as a foundation for leadership development and succession planning in the workplace.

Moreover, to stay informed about up-and-coming trends and best practices in HR and leadership development, I expect to attend at least one professional conference annually. Being part of such an event will magnify my professional network, offer coverage to innovative ideas, and postulate opportunities to hear from thought leaders in the field.

Looking ahead, my long-term goals are in line with my desire for inclusive leadership and organizational renovation. An immediate goal is to earn the Society for Human Resource Management Senior Certified Professional (SHRM-SCP) certificate which will open doors for me to grow within my career. This credential will further substantiate my proficiency and reinforce my commitment to continuous professional development.

Finally, I aim to transition into a senior human resource leadership role where I can concentrate on key specialties such as organizational development, diversity, equity, and inclusion (DEI), and positive culture change. My imagination has me leading initiatives that not only improve business performance but also nurture an inclusive environment in which all employees can thrive. I am deeply committed to mentoring rising professionals in both human resources and leadership disciplines. By creating a supportive community that elevates underrepresented voices, I hope to create a lasting influence and provide a more equitable and empowered workforce.

Final Reflection

The artifacts I chose to include in this portfolio display more than academic competency; they are evidence of my lived experiences, developing professional identity, and long-term ambitions. They demonstrate how critical thinking, when matched with deliberate reflection, supports a more intense understanding of leadership and the transformative power of human resources. Through a combination of research, self-evaluation, and sensible application, I have refined the skills and viewpoint necessary to lead with integrity, empathy, and vision. These capabilities have laid a strong groundwork for crafting inclusive methods that drive continued growth, empower individuals, and nurture organizational excellence.

References

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