



JOB DESCRIPTION: THE THEORETICAL YIN/YANG PROCESS & ENTROPY

Goals:

1. Compare the historical vs. current development and use of job descriptions
2. Explain the purpose of a job description evaluation
3. Explain the definition and use of theories
4. Explain the usual content of a job description
5. Explain why job descriptions are important
6. Understand the origin and meaning of Yin/Yang and/or Yang/Yin
7. Explain the use of Yang/Yin theory in developing a job description
8. Explain the difference between Entropy and Yang/Yin theories
9. Recognize the similarities of the nursing process and Yang/Yin Theory
10. Explain the general use and meaning of "theory"
11. Explain why intelligent leaders should understand and apply theoretical concepts
12. Explain the use of standards in job description development
13. Explain why job descriptions change overtime
14. Explain the role of leaders in the recognition and supportive resolution of PTSD in employees
15. Explain the techniques used to provide an accurate and, hopefully, positive job evaluation

Author Requests:

Be aware of the Yin/Yang symbol. It is also known as the Yang/Yin symbol, according to its reference. This document will use the reference of Yang/Yin, as it more applicably represents job description development and evaluation process.

This document is written to support the researched Bloom's Taxonomy process. To fully understand and apply the following principles, it is highly recommended by this author that the reader have an on-going reference of Bloom's Taxonomy while reading this document. It is available online in many graphic forms. Please copy from the web each Bloom's Taxonomy domain separately---cognitive, psychomotor, affective. Refer to these domains as you read this document to increase understanding of the correct writing and application of job description expectations and how the job description relates to job evaluation.

Now think about this---everything in this world (nature and mankind) have some rules for which they must comply. From the beginning of time someone or something has set rules for ultimate survival. Every leader in history has had requirements and expectations for living, survival, and/or success. Job descriptions are no different than the natural rules of the universe or any historical requirement. So—people have always and always will expect rules and regulations; hence, enter left stage the necessity of job descriptions!

It is the overall intention of this document to provide theoretical information related to job description history and development in such a manner that it encourages and allows the employee and the leader to agree upon the acceptable degree of *minimum* standards of quality and quantity of job compliance.

The job description with its minimum written job compliance requirements will become the evaluation tool for an employee's formal job evaluation.

All jobs have evaluation standards of minimal expectations whether they are written or otherwise recognized. This document addresses evaluation as an end product of a job description; that is, the ways and means to state expected job performance so as to produce an accurate evaluative conclusion.

The theories presented in this document are for the leader who has the ability to comprehend concrete and abstract thinking. This duality of thinking allows for the ability and desire to understand both the need for a frequent cyclic (Yang/Yin) theoretical review *process* as well as long-term linear (entropy) theoretical universal *outcome* overtime. These two happenings encompass the aspects of short and long-term considerations in the development, evaluation, and review of job descriptions.

It is something to be able to paint a picture, or to carve a statue, and so to make a few objects beautiful. But it is far more glorious to carve and paint the atmosphere in which we work, to affect the quality of the day---This is the highest of the arts.

Henry David Thoreau

HISTORICAL VERSUS CURRENT JOB DESCRIPTIONS

Historically and in most current job applications, a job description was written and an employee was expected to perform accordingly. It represented statements of acceptable behaviors to maintain employment in a specific job position. Job descriptions included statements indicating the responsibilities of the job and the specific person overseeing the fulfillment of the expected job behaviors. Upon the actual evaluation, leaders (and sometimes employees) determined in writing the degree of job-related compliance. The employee signed this perceived compliance. It was usually a "cut and dried" routine process occurring only at lengthy specific times and with minimal employee input. The satisfactory evaluation review usually resulted with continued employment or unsatisfactory review with a variety of possible changes or job termination.

The model of a leader's autocratic leadership comes from the philosophy that only the leader will form the expected basis of employee success! It diminishes the philosophy that employees have basic human needs and that they want to be self-actualizing through their work performance, as well as meeting corporate/facility expectations. Autocracy seemed to denounce the humanistic approach to shared organizational governance. How about the need to change the job description—to make it better, more understood, or provide a more acceptable work outcome to meet the goals of the organization/facility---or even make job changes due to the employee's positive suggestions? That opportunity for employees usually did not occur under an autocratic leader's direction. Now---Let us, as leaders, change old negative happenings to be bright new positive and shared happenings of the future. Let us better understand the positive nature of mankind!

Currently, many leaders consider the possibility of a better way to encourage employees to own their job description behaviors and goals and share recommendations that might improve their job. Such expectations of employees make them a more integral and supportive part of the organizational team. After all, the employee might give the organization new and more productive methods of organizational success! This provides every employee the opportunity to be instigators of positive change.

Where tightly controlled leader evaluations have often been the usual process, there is now opportunity for job compliance through a better understanding and appreciation about the *consistency and frequency* of job performance assessment and evaluation. Hence, a new era has arrived—an era of understanding the flexibility and freedom to make ongoing minimal job expectation changes (Yang), as well as more employee active involvement in the evaluation process (Yin).

GENERAL JOB DESCRIPTION CONTENT AND PROCESS

A job description usually states, at least, the following; however, this list is not stated in the order of importance or expected appearance on a job description.

1. The title of the organization and the job title
2. Date of initial employment
3. A statement indicating that the organization is an “equal opportunity employer”
4. A philosophy statement of the hiring organization and related to the specific job
5. A mission statement of the hiring organization and related to the specific job
6. An initial statement of expectations of the organization/facility followed by more specific job minimal job expectations (Quantity 15-20 maximum)
7. A statement of essential and minimal job expectations (Consider cognitive, psychomotor, affective domains)
8. Skills and knowledge required to successfully accomplish the job expected behaviors
9. Goal(s) of the hiring organization and related to the specific job
10. The person/job title for whom the employee will be a superordinate
11. An area and date of comments from the employee and leader regarding the degree of job compliance—including quality and quantity (Consider a rating scale for co-worker comparison)
12. Areas/employees to be supervised by the employee hired/assigned to this job description
13. Signature and date of the administrator and employee

In the ordering of the content on a job description (as seen above), the statements/expectation in job description development usually are most effective if they go from general statements of information/behavior to specific statements of job expectations and supervisory responsibilities. Provide a copy of the developed job description to the employee.

Definition of Supportive Job Description and Evaluation Concepts:

Collaborative Performance: A shared attitude and evaluation of performance between an employee and leader regarding quantity and quality of the job expectations.

Perception: A means whereby an employee and leader uses their senses and intuition to determine the extent of quantity and quality of the expected job performance.

Goodness: A moral, kind, honest, and accurate behavior that is considered to be in the realm of job excellence.

Introspection: The act of an employee looking at him/herself regarding the extent of compliance to the expected job performance/behaviors.

Leaders need to do the following to encourage a collaborative and supportive job description evaluation:

1. Hire employees who will effectively meet and are comfortable with the expectations of the job description.
2. Understand the process of job description development and evaluation process as a leader.
3. Communicate the expected quality and quantity of work performance with the employee.
4. Require the employee to sign that he/she agrees with the job description expectations.
5. Provide the employee with a copy of the job description expectations.
6. Communicate immediately with the employee if/when any change(s) are needed in expected work quality and/or quantity.
7. Provide the employee with a copy of the job description expectation changes and have the employee sign a new copy containing the new changes.

WHY HAVE JOB DESCRIPTIONS?

The shared knowledge between employer and employee related to the degree of job compliance is necessary for an employee to be successful and meet the required job behaviors of any organization/facility. Because of the natural and uncontrollable changes that occur overtime, there is a need for employees to know current minimal job expectations. Because it is recommended that employees be regularly/frequently evaluated in relation to their job performance, it is a fair and concensual contract of job performance that can provide (upon signature and dating) a legal basis for job correction, employee job retention or promotion, or employee job termination. And, to be fair in the presentation of job description expectations, each expectation should meet the RUMBAS CRITERIA: **R**easonable, **U**nderstandable, **M**easurable, **B**ehavioral, **A**ttainable, and **S**pecific.

Job descriptions with their accompanying formal evaluations, provide the stepping stones to better job understanding and success. It provides a point-by-point guide and frequent reference of an employee's expected minimal job behaviors/expectations. The comparison of an employee's job behaviors as they relate to job expectations can result in making sure employees are in a working situation that will/can

produce employee success---or, at least, make sure that all employees have information and can perform successfully in the minimal job expectations of their job assignment, *if they so desire*.

INFLUENCE OF LINEAR TIME AND JOB DESCRIPTIONS—CALLED ENTROPY

Time changes everything! (Isn't there a cowboy song by that title?) It is true—write a job description today and tomorrow, or soon thereafter, it needs to be updated or changed. And—that is OK, because an organization changes due to growth, new experiences and needs, as well as new employees with their own enterprising ideas, methods, and personal needs!

“Entropy”—that is the culprit! It represents uncontrollable disorder and change over linear time. In other words, what is expected in job behavior today might change next week—and so on. This is a universal happening of everything in the world. It even happens when you are trying to maintain accurate job descriptions.

A reminder—Job descriptions need to be reviewed with employees frequently by leaders for updating or confirmation and, therefore, employees will know when there needs to be a change in their job behaviors. I promise, if effective and accurate controls and rewards for positive job behaviors are *not* a part of written job expectations, the job behaviors by employees will change on their own—usually not in keeping with the expected job description and NOT TO YOUR LIKING! A leader's role is to assure that ALL EMPLOYEES perform as leaders need them to perform—if not, why not? There is a domino effect in regard to other employee's job performance. Therefore, when any employee deviates from his/her job description, a domino-effect occurs and the entire job description (and evaluation method) disintegrates. Hello---Entropy!

THE HISTORY OF THE YIN/YANG OR YANG/YIN THEORY

The Yin-Yang symbol holds its roots in Taoism/Daoism, a Chinese religion and philosophy. Represented on the inter-relating symbol, Yang is the light/white colored swirl representing light, passion, energy of creation, and a hopeful growth model or pattern (e.g. *job expectations to be met*). YIN is the dark/black colored swirl representing a passive trough or end point model or pattern of achievement, accomplishment, and evaluation.

The dot within the YANG and YIN swirl indicates that they both (Yang and Yin) naturally represent a movement of energy between the two parts. They contain some parts of each other and nothing is completely Yang or Yin. The two symbols represent operative differences that provide a cosmic duality of opposing, but mutually supportive principles. They are two opposing forces that are complementary to each other with their energy and harmony. Removing Yang from the Yin (or visa-versa) would be removing the essence of the whole cyclic energetic system for all things in the universe because they rely on each other for existence—moving back and forth in a never-ending “dance”.

The order of Yin/Yang or Yang/Yin makes no difference---it all depends on the manner in which the energy will be used---(and they go back and forth, anyway).

In the case of job descriptions, the *development energy* of a job description must come first (Yang) and the *evaluation energy* of the job description must follow (Yin). This dynamic energy ebbs and flows (going back and forth) between Yang and Yin as a job description is developed, redeveloped, updated, and, consequently, evaluated and re-evaluated as to employee performance.

Remember--A counterpart to the ongoing movement between Yin and Yang energy (to and fro) is the movement in linear time, known as Entropy. Entropy is a universal happening that causes everything to change *over linear time, not to and fro between two opposing energy forces*. Hence, it is another dimension of intellectual understanding in the reviewing and updating of all job descriptions.

SAYING IT THE WAY IT IS-----

OK—time out! I can hear it about the personal ability of being able to do/prepare job descriptions without all of this Yang/Yin “stuff”. Yes, you can do about anything without knowing much—just do it, “by the seat of your pants!” But, really, are we as professional nursing leaders willing to represent ourselves in such a *minimally* competent way? I think not, if we have a choice! Do you understand the relationship of your leadership decisions to known theories? Keep in mind that “theories” are considered to be the general propositions used as principles of explanation for a class of rational phenomena. We want others to feel confident in our decisions and that we have a sound basis in all related intellectual leadership knowledge, as well as the willingness to use this information to continue to lead others in positive directions.

It is important to understand the Yin/Yang (or Yang/Yin) theory as an intellectual, abstract, and applicable cyclic theory related to life relationships and happenings. It explains the cycles of current life and is happenings. Consider that there are many/numerous theoretical Yin/Yang or Yang/Yin relationships in the world that show us this movement of energy. (as a few examples):

Goodness results in happiness
Every ending has a beginning
Night follows day
Zig and Zag
Every day has a yesterday
We do and then we don't
Spring follows winter
Summer follows spring
What goes around comes around (or visa-versa)

Cycles of universal change go on and on. It is intended that this theory (Yin/Yang or Yang/Yin) can provide a basis for clear, thoughtful, organized, ongoing, and an interrelated cycle of thoughts and behaviors that make a positive difference in the way we view all “things” being considered—even in the

development of job descriptions. It is, also, important to remember that even though energy goes back and forth between Yin and Yang, there is the theoretical concept that over linear time in this universe everything does/will change—so-called, Entropy. So--shall we say—we are involved in a side to side movement (Yin/Yang) as well as a longevity movement (Entropy)? I think so—and each theory demands our intellectual attention and causes us to consider the constant need for consideration of job description updating and change over time.

Oh, yes, we can do nothing and/or not try to understand how and why we choose to do what we do (or not do) as leaders! There is an old Chinese saying for this “do-nothing behavior”, too—*Wei Wu Wei or Wu Wei*.

YANG/YIN THEORY AND JOB DESCRIPTION DEVELOPMENT

Theory, by definition, is a system of ideas, rules, or principles intended to explain something—not for the sake of just knowing, but providing an integrated process and basis of knowledge for improving the manner with which we understand and deal with problems/issues/things. Ignore the basic principles of any theory and a person’s intellectual understanding of the relationship(s) between *all interrelated life experiences* fade.

Theory, as a concept, provides the rationale for accurate thinking and experiencing the close relationships of the universe. Understanding the concept of “theory” provides an attempt to help the reader better understand the *interrelationship of all “things” as being crucial in every facet of our lives!* This document requires that you put the so-called Yang/Yin theory concept into practice in developing job descriptions; however, understand that for this purpose Yin/Yang (as usually presented in many documents) is known as Yang/Yin in this document due to the cyclic nature of job description development followed by job description evaluation. In doing so, the totality of the job description development and evaluation process becomes an obvious dynamic to and fro (Yang/Yin) experience of assessment of job expectations and goals (Yang), then, evaluation (Yin) of those same expectations. The phenomenon of combining the theoretical system of Yang/Yin to the development of minimum job behaviors/expectations followed by an evaluation process provides a use and practical application of this theory.

Again--The Yang/Yin theoretical experience is a natural *ongoing cyclical (to and fro) process* of the universe. In contrast, entropy, is a natural *ongoing linear change* in all universal things, behaviors, and patterns overtime—because, nothing in the universe ever stays the same! *We help to mitigate (make less severe) the more severe changes of entropy overtime by intervening frequently to make adjustments that would, in the long term, cause a more severe upset in the natural flow of things.*

Important, right now, is to appreciate that there is a Yang/Yin (not Yin/Yang) cycle related to establishing, monitoring, changing, and evaluating job descriptions. It is a cycle of frequently reviewing, changing, updating, and determining each job description expectation and goals. It requires that during this short-term process, we must stop and manage the changes as they frequently occur.

Yang/Yin can be likened to the coils in a long line of wire. Imagine, if you will, Yang/Yin causing frequent job description changes as a twisting and turning like the coils on a wire as it makes convoluted adjustments to eventually form the total length of a linear wire over a longer period of time—therefore, the concept of linear Entropy.

Example: New employees (which might happen frequently) might need frequent twists in the wire (changes in job expectations) so as to support the abilities of the employee and needs of an organization/facility. The longer-term linear job description that ultimately results from frequent changes can figuratively represent the total length of the linear wire (Entropy).

THE NURSING PROCESS AND YANG/YIN THEORY

The nursing process is a natural process (assessment, goal setting, planning, implementation and evaluation) and, as a process, is used in many non-nursing situations. It recognizes that in the beginning there is to be an assessment and determination of goals that are to be attained (Yang). This assessment and goal-setting (Yang) forms the beginning considerations of job expectations that will be used for the eventual evaluation (Yin) of a job description. Therefore, in the full job description disclosure of expectations, the assessment and goals (Yang) are intended to determine a *minimum level of expected job performance* and the evaluation of job description performance is a judgement-related *measurement as to the attainment of minimally stated job expectations* (Yin).

Yang and Yin are dependent on each other—and in the order of *assessment of expectations* and goal identification first (Yang) and, then, *evaluation of assessed expectations and goals* being last (Yin)—it is in keeping with the nursing process.

VERBIAGE AND THE WRITING OF JOB DESCRIPTION EXPECTATIONS (BLOOM'S TAXONOMY)

Overview of the Process:

Simply stated, the theoretical basis of Yang is related to understanding that for every job expectation listed on a job description there must be a thorough consideration as to what action (represented by an action verb) is actually needed in order to accurately represent the *minimal* job expectations.

The assessment and goal-setting of every job description (Yang) must, also, show that the job description “fits” into the larger collection of other corporate/facility job descriptions. For example, people working in the corporation/facility are expected to have different *levels* of performance expectations represented by the beginning verb on their job description. That is, administrators usually have more complicated verbs as a beginning verb in each minimal job expectation because of their increase (hence, more complicated) expected level of performance; whereas, the employees under their direction should have less complicated verbs as a beginning part of each minimal job description expectation.

In addition, the verbs on all job descriptions are related to one of three (3) domains—Cognitive, Psychomotor, and Affective. Job expectations according to each domain are usually grouped together as a domain category within each job description.

Within each domain, verbs can be determined as to complexity/difficulty. This document does not identify the level of verb complexity; however, the complexity of verbs is stated on the Bloom's Taxonomy online site. (As stated in the beginning of this document, it is wise to access the online Bloom Taxonomy list relative to each domain as a reference to better understand this document and when writing job descriptions.)

Clarification of the Three Domains and the Extent/Amount of Compliance:

A definition and few examples of verbs from each domain are listed below under three domains---cognitive, psychomotor, and affective. There is NO attempt in the following domain lists to label the *degree of complexity of each verb*, just an example of selected verbs, as examples, in each domain. (See ideas on how to determine "complexity" of each verb from the Bloom's Taxonomy specific domain found online.)

Examples of the three domains and possible verbs representing job expectations:

These examples are **not** categorized according to complexity/difficulty, just that they represent verbs within that domain: (Select the verb's complexity/difficulty from the Bloom's Taxonomy website for the domain being considered):

1. Cognitive/Intellect---Relates to acquisition and use of thinking tasks (e.g. Remembers, Creates, Tells, Selects, Determines, Evaluates, Categorizes, etc.)
2. Psychomotor—Relates to physical/motor movements (e.g. Exercises, Explains, Rearranges, Organizes, Assembles, Writes, Reacts, Lifts, Moves, etc.)
3. Affective—Relates to a feeling tone and emotion, degree of acceptance, appreciation, rejection, quality of character (e.g. Feels, Listens, Responds, Values, Complies, Accepts, Rejects, Empathizes, Comforts, Examines, Manages, Resolves, Complies, etc.)

After the selection of the most appropriate complexity/difficulty of verbs in each domain that will become a part of each job expectation within a job description, the next word immediately following each verb should state the degree, extent, way, or quality expected related to the verb.

Such as:

Possible Cognitive Domain Verbs:

Remember correctly.....

Create carefully.....

Tell immediately.....

Select accurately.....

Determine each morning.....
Evaluate every score.....
Categorize according to the amount.....

Possible Psychomotor Domain Verbs:

Exercises completely.....
Explains fully.....
Rearranges frequently.....
Organizes every morning.....
Assembles all.....
Writes explicitly.....
Reacts quickly.....
Lifts carefully.....
Moves carefully.....

Possible Affective Domain Verbs:

Feels concern.....
Listens carefully.....
Responds appropriately.....
Values extensively.....
Complies completely.....
Accepts thoroughly.....
Rejects in total.....
Empathizes daily.....
Comforts every.....
Examines each.....
Manages carefully.....
Resolves often.....
Complies frequently.....

ONCE AGAIN----To Recap Your Thinking!

A somewhat usual progression of thoughtful considerations when developing a job description include the following and in this order:

1. Appreciate and understand that job descriptions are just one of the natural expectations for the universal maintenance and order in all things! It is natural for employees (all humans) to migrate “backward” to old behaviors or not even try to comply with their job expectations. Mathematical

statisticians call this Regression to the Mean. Many employees just try to do “their own thing.” Reversal to “old ways” is common due to life-long tendencies to do things a certain way. Unless you, as a nursing leader, monitor and require established and current job description behaviors, I assure you the job will become a “free for all.” (The virus pandemic behaviors showed that no matter the requirements to wear a mask to protect themselves and others, many do not comply—they return to old habit of not wearing a mask.) One man told the store owner that to wear a mask was against his freedom! (That egocentric comment was not worthy of a reply!) When employees comply to expected current job description behavior(s), be sure they are thanked and appreciated on a regular basis by you, the nurse leader/administrator. (I thank those wearing a mask for their effort to protect me.)

2. Determine a specific job title, purpose, and goal(s) and general organization/facility information related to the job title (Yang).
3. Consider other superordinate and subordinate positions/titles within the organization/facility so as to have the action verbs used on job descriptions result in supportive behaviors between each superordinate and subordinate position.
4. Consider the domain (cognitive, psychomotor, or affective) for which you are determining action verbs. Follow each action verb by writing the degree, extent, way, or quality expected as it relates to each action verb.
(Most job descriptions include/should have some job expectations in all three domain categories)
5. Write the job description, put all job expectations related to each domain together.
6. Consider that *minimal* expectations are to be identified on a job description to guide employee job behaviors and to determine job success. (FYI—*maximum* performance expectations are usually written as academic syllabi expectations.)

All facility/organization job descriptions, *together*, should fit together “like a glove”—keeping the facility/organization firmly in place, legally safe, and with employees collectively supporting each other and meeting the philosophy, mission, purpose, goals, and objectives of the entire institution.

PTSD AS IT RELATES TO JOB DESCRIPTION DEVELOPMENT (YANG)

Rigidity in identifying job description expectations can be all nice and good. However, we are a profession that is to be sensitive to human behavior and the life complications that can (often does) occur in the life of most employees. Some might refer to this as Post Traumatic Syndrome Disorder (PTSD). Yes, we all have to some degree an interference into our lives of negative and disturbing life happenings and situations that might cause us to respond differently to certain situations. For this reason, an effective leader watches closely and is concerned about the abilities and working relationships of each member of the team. Often the changes of work behaviors are related to personal PTSD situations. By being astutely aware of employee life happenings, job descriptions can be altered for a given time to meet the needs of employees (Yang).

Often times, the astute leader will notice that some employee(s), for whatever reason, do not do well in the accomplishment of a job description. Learn, as a leader, to watch for signs of job description

dysfunction. Consider re-assignment of job description behaviors and note all domino (changes as a result) on other written job descriptions so that every employee will hopefully experience a satisfactory outcome to his/her evaluation. Reassignment of several employees might be the necessary outcome of having to make one job description change---OH WELL---such flexible changes (Yang) is what the leader is hired to do---live with it! If need be, have an employee participate in identifying ongoing appropriate changes in the job description that will encourage their job satisfaction and their ability to experience success and a positive job description evaluation (Yin). The leader's role, of course and also, is to see that the needed job gets done and the people doing the job are successful! Aww---this is where the talent of the leader is challenged!

Remember that the process of involving staff in the *development of or renegotiation of* a job description is called LEADERSHIP--YANG. If the administrator has, personally, developed a job description without input from employees, it is called MANAGEMENT---being far less expensive and less time consuming than leadership (involving others in decision-making processes.) I did not imply that management, per se, was better than leadership. It all depends on the situation! Remember, such talent, sensitivity, and kindness forever will be a part of the expectations of nursing! I remember an employee saying, "Everyone should be and wants to be happy in their "wok."

INTROSPECTION: PERSONAL STANDARDS FOR JOB DESCRIPTION DEVELOPMENT (YANG)

OH YES---sometimes there is an employee that was mistakenly employed to do a job and he/she just *cannot perform minimum expectations* for some reason. Sometimes total job reassignment must occur, or termination of employment appears to be the best option. Just remember that documentation is important as to a situation(s) that have brought a nurse administrator to that opinion and resultant behavior. Keep ongoing notes every day regarding all or a selected few of employees that appear to be having problems. Believe me, it pays off as you evaluate (Yin) employees in relation to their job description, substantiate the reassigning of employees, give job promotions, or terminate employees. Be legally astute in all you do!

We develop each job description *minimal* assessment/expectation content according to our acceptable minimal standards--that is, our personal rule of conduct or basis of comparison used to evaluate the *minimal* performance of others. Standards are sometimes called job requirements/expectations. We intend to use these standards/requirements as a basis of expected job *compliance*. We rate and place a value on the job description performance according to standards that we require for job compliance.

Documentation goes two ways---employees should, also, document successes related to the standards/expectations of their job descriptions---known as "self-evaluation." This should be required and reviewed by leaders at the time of a formal evaluation.

Peer review of an employee's compliance to job expectations is always a concern! Some coworkers will inappropriately down-grade an/all employee(s) in an effort to elevate their own job behavior---so they believe. Sometimes it is wise to consider very carefully the information received. Research has found

that too often peer reviews either show exaggerated or inappropriately content. If a leader chooses to review peer evaluations, it is wise to often take peer review content as just informational and not as legitimate information for promotion or demotion.

JOB DESCRIPTION MANUALS AS A MANAGEMENT BEHAVIOR (YANG)

In review, it is important to remember that most job descriptions are a form of “management” behavior (not leadership) which means informing/telling employees what they are expected to do. The term “leadership” behavior involves others in the decision(s) of what to do or behave. Therefore, administrators (in this instance) must *manage* employees by determining job behaviors as a part of the job description. If an administrator wishes to establish or determine the accuracy of a job description, a leadership method can be incorporated; that is, asking an employee(s) to participate in the identification of what they *really do* in their job that promotes facility/organization success.

If an employee is aware that their administrator reviews, changes, and updates his/her job description in an employee *available* job description manual, there is a tendency for the employee to be constantly aware of the need to review existing and new job expectations. Regularly required employee signatures on the *available* job description help to determine an employee’s awareness of expectations.

Communication of employee job expectations on a job description—especially any change-- is a “must”. Consider having a job description manual (general or individual) on each designated work area with a page attached to each job description that requires each employee to sign and date their job description as to their understanding of the *current* (maybe updated) job description. Job description manuals encourage and allow personal leisurely reminders for review of current job expectations. Invite employee job related questions in writing as a part of the notebook and respond to their questions accordingly, as well as writing one or more positive commendation(s) for each employee. If these job description manuals are in the work area, administrators are required to visit work areas to read possible input and check signatures on the job descriptions. Unannounced visitations by leaders to the work areas are a good thing!! It is called BENEFICIAL UNCERTAINTY!

This process of job description review has a tendency to promote positive one-on-one job evaluations and an administrative opportunity to put in writing appreciation to an employee who might be concerned about job compliance as a means of job retention. Positive reinforcement encourages more positive behaviors. Teach and reinforce positive job retention as an outcome of job description compliance!

All evaluations (Yin) contain statements of expectations from which actual behavior is measured. Those statements are found in a job description. Legally and ethically, anything *less than a firm preliminary and ongoing knowledge* by an employee as to what is expected in doing their job is NOT ACCEPTABLE. The legal truth is that an employee should be held accountable for the agreed upon, signed, and dated job description. Therefore, the basis of all future evaluations (in this instance) is the job description that

is presented to the employee, signed by the employee, and the employee has had an opportunity for clarification of his/her future role as set forth by the job description.

The secret of employee success is to have the leader help, serve, and support an employee meet their job description. Leaders, therefore, have in their own job description the responsibility to answer questions and support employees in the completion of job descriptions and expectations. This means that leaders are available to support employees in the maintenance and evaluation of job descriptions.

THE JOB DESCRIPTION EVALUATION (YIN):

Evaluation, as a measurement and judgement of job description performance, allows for a reward for positive job behavior and reprimanding of negative job performance. However, job description evaluations are most productive when they are positive. If there is a negative job description performance determined and identified, the employee should be notified well before a formal job description evaluation. A change in negative job description performance by an employee that increases positive job description performance and eradicates negative performance provides a healthy outcome at the time of the formal job description evaluation. The employee's efforts toward a more positive behavior will identify to the employer a desire by the employee to continue employment as a productive and contributing person to the philosophy and goals of the corporation/facility.

There is a collective and far-reaching purpose for job description evaluations. All evaluations are to support each other within an organization/facility. They are intended to have an intrinsic pattern and design that provides a harmonious support for the entire organization/facility and its philosophy, purpose, and goals.

The question always emerges as to what we evaluate as nurse leaders regarding job performance. Evaluation needs to be in keeping with the job description that is designed to meet the facility/corporation expectations and employee *abilities*. Certainly, inexperienced or new employees should not be expected to perform the same as seasoned or, perhaps, highly educated employees—and certainly job expectations are related to a job title and related role expectations. Bloom's Taxonomy is often used to identify the correct verb at the beginning of *each job expectation*—"simple" verbs for non-leadership employees and more "complex" verbs for the administrative/leadership employees.

Employee involvement to increase positive employee evaluations might include:

1. Allow the employee to evaluate him/herself in writing on a provided job description/evaluation form and submit this completed form to the evaluating leader by a certain deadline and *before* a formal evaluation. This process is often known as a "self-evaluation."
2. The leader should read in private the employee's self-evaluation of his/her (employee's) performance related to the job description and, then, comment in writing on a separate (clean) job description/evaluation form.

Some leaders prefer to do their own personal evaluation of an employee by writing their evaluation before reading or considering the employee's self-evaluation. The comparison between the self-evaluation and the leader's evaluation provides insight into the employee's objectivity. Perhaps this objectivity by the employee (or lack thereof) can identify whether this employee has abilities for a future more advanced leadership position.

3. Keep the one-on-one job description evaluation as positive as possible. Support employees in the improvement of the job description's stated expected job behaviors, as is appropriate.
4. If employment performance meets, at least, the job description minimal acceptable job performance, praise and appreciation is a reward unto itself! Money or promotion as a result of a positive job description evaluation is "nice", but not ALWAYS necessary.
5. If the employee does not have a favorable job description evaluation, he/she should have been coached long-before a one-on-one formal job description evaluation occurs. If the job description formal one-on-one evaluation does not result in at least an acceptable minimal standard evaluation outcome, it becomes the responsibility of the leader to consider what was lacking in leadership and/or management that would allow an employee to not meet the stated minimal standards of job description performance. Is the lack of leadership resulting in poor employee job description performance? Oh my, let us hope not!
6. Warning: Peer reviews related to an employee job description might be appropriate—or not. Research has found that peer employees, at times, have down-graded another employee's positive behavior for the purpose of self-promotion.

CRITICAL THINKING QUESTIONS

1. What is the difference between the Yin/Yang (or Yang/Yin) and the Entropy theory?
2. How can you improve your job descriptions using these two theories?
3. How can you make your job descriptions more accessible for all employees?
4. How will you provide leadership feedback to employees regarding their job compliance?
5. How do you plan to use positive reinforcement for employees when minimal job expectations are met?
6. If you plan to use peer review, how do you plan to use peer review to produce a positive outcome and experience for employees?
7. How often do you plan to review, possibly change, update your job descriptions?
8. What is the difference between leadership and management?
9. What leadership behavior (leadership and/or management) do you plan to use (and why) to develop and update your job descriptions?
10. How would you defend an accusation of job description discrimination?

11. How would you explain the legitimate job description expectations between a nurse leader and a staff nurse?
12. Why is a theory important in developing job descriptions?

MULTIPLE CHOICE QUESTIONS

1. Benjamin Bloom's Taxonomy (by titles) for writing job description behaviors consist of what three domains?
 - A. Today, Tomorrow, Forever
 - B. Do, Don't, Maybe
 - C. Think, Do, Feel
 - D. Cognitive, Psychomotor, Affective

2. The YANG of a job description relates to:
 - A. The development of the job description
 - B. The evaluation of the job description
 - C. There is no relationship
 - D. The difference between peer review and reality

3. Job description manuals usually represent "management" (not leadership) expectations because:
 - A. The manual gives choices of job-related behavior
 - B. The manual was prepared and approved by the employees
 - C. The manual tells employees what behaviors are expected
 - D. The manual involves only the cognitive domain

4. "Minimal" job description expectations mean:
 - A. Job descriptions are developed and never meant to be updated
 - B. Job descriptions are written for employees who are minimally prepared
 - C. Job expectations are written as to be the minimal acceptable behavior
 - D. Job expectations should never be more than 5 in number

ANSWERS

1. D
2. A
3. C
4. C

RECOMMENDED READING

https://feng-shui.lovetoknow.com/Ying_Yang_Meaning

AUTHOR: Carolyn R. Taylor, Ed.D. M.N. R.N.