



JOB DESCRIPTIONS: UNDERSTANDING THEORIES AND PROCESSES

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, use, and meaning 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 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 why intelligent leaders should understand and apply theoretical concepts
11. Explain the use of standards in job description development
12. Explain the theory related to why job descriptions change over time
13. Explain the role of leaders in the recognition and supportive resolution of PTSD in employees
14. Explain the techniques used to provide an accurate and, hopefully, positive job evaluation

KEYWORDS FOR APPLICATION

Yin

Yang

Theory

Job Description

Entropy

Bloom's Taxonomy

Linear Time

Collaborative Performance

Goodness

Perception

Introspection

RUMBAS CRITERIA

Nursing Process

Cognitive Domain

Psychomotor Domain

Affective Domain

Post-Traumatic Stress Disorder (PTSD)

Standards

Nursing Process

Leadership

Autocratic Leadership

This document is written to support the researched Bloom's Taxonomy process, Yang/Yin or Yin/Yang's theoretical concept, and Entropy. To fully understand and apply the following principles, this author highly recommends 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.

WHY 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 any organization/facility's required job behaviors. Because of the natural and uncontrollable changes over time, employees need to know current minimal job expectations.

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

This document's overall intention is to provide theoretical information related to job description history and development to encourage and allow the employee and the leader to agree upon the acceptable degree of *minimum* standards of quality and quantity of job compliance. With its minimally written job compliance requirements, the job description is the evaluation tool for an employee's formal job evaluation.

The theories presented in this document are for the leader's concrete and abstract thinking. The duality of thought allows for the ability and desire to understand both the need for the frequent *cyclic* (Yang/Yin) theoretical review process and *long-term linear* (Entropy) theoretical universal outcome overtime. These two happenings (Yang/Yin and Entropy) encompass short and long-term considerations in developing, reviewing, and evaluating job descriptions.

It is something to paint a picture or carve a statue and 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

JOB DESCRIPTIONS: HISTORICAL VERSUS CURRENT COLLABORATIVE EFFORTS

Historically and in most current job applications, a job description was written without much theoretical consideration, and an employee was expected to perform accordingly. It represented loose statements of acceptable behaviors to maintain employment in a specific job position and the particular person overseeing the desired job behaviors' fulfillment. Upon the actual evaluation, leaders 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 convenient times and with minimal employee input. The satisfactory evaluation review usually resulted in continued employment or unsatisfactory review with various possible changes, reprimand, or job termination.

The theoretical autocratic model of a leader's 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 want to be self-actualizing through their work performance and meeting corporate/facility expectations. Autocracy seemed to denounce the humanistic approach of employees to share 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 organization/facility's goals-- 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 nursing leaders, change old negative autocracy to be bright new positive and shared happenings and communication between the employer and employee. Let us better understand the positive nature of humankind!

Also, tightly controlled leader evaluations have often been the usual process. There is now an opportunity for job compliance by better understanding and appreciating the *consistency, frequency of reviewing, updating, and evaluating job performance*. Hence, a new era has arrived—a period of understanding the flexibility and freedom to make on-going job expectation changes (Yang) and more 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 displayed in the order of importance or is intended to be complete.

1. The title of the organization and the job title
2. Date of hiring
3. A statement indicating that the organization is an "equal opportunity employer"
4. A philosophy statement (what is believed) by the hiring organization about the importance of the facility/organization and the specific job
5. A mission statement of the hiring organization and related to the specific job
6. Goal(s) of the hiring organization and goal(s) related to the specific job
7. The person/job title for whom the employee will be a superordinate

8. A statement of essential and minimal job expectations (Consider cognitive, psychomotor, affective domains with a quantity of 15 to 20 maximum)
9. An area and date of comments from the employee and leader regarding the degree of job compliance during times of evaluation—including quality and quantity (Consider a rating scale for co-worker comparison)
10. Areas/other employees to be supervised by the employee
11. Signature and date of the administrator and employee at the time of the development or evaluation

In the ordering of the content on a job description, the statements/expectations 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.

Each Job expectation should meet the RUMBAS CRITERIA: **R**easonable, **U**nderstandable, **M**easurable, **B**ehavioral, **A**ttainable, and **S**pecific.

DEFINITION OF SUPPORTIVE JOB DESCRIPTION AND EVALUATION CONCEPTS:

Collaborative Performance: A shared attitude and evaluation of performance between an employee and a leader regarding the quantity and quality of 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 considered to be in the realm of job excellence.

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

Nursing leaders need to do the following to encourage a collaborative 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 nursing 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 signed and dated job description expectations.
6. Communicate immediately with the employee if/when any change(s) is (are) needed in expected work quality or quantity.
7. Provide the employee with a copy of the signed and dated job description changes.

8. Involve the employee in making job description changes, determining their progress toward meeting job expectations, and participating in evaluating their job performance as it relates to the job description.

ALWAYS RECOGNIZE AND SUPPORT POSITIVE BEHAVIORS RELATED TO THE EMPLOYEE'S JOB DESCRIPTION!

UNDERSTANDING THE MEANING OF "THEORY"

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. As a concept, theories help us understand the *interrelationship of all "things" as being crucial in every facet of our lives!* Ignore the basic principles of any theory, and a person's intellectual understanding of the relationship(s) between all interrelated life experiences fade.

INFLUENCE OF THE "ENTROPY" THEORY

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

"Entropy"—that is the culprit! It represents uncontrollable disorder, changes, and disintegrates over linear time. In other words, what is expected in job behavior today might change next week—and so on. It is a universal happening of everything in the world. It even happens when you are trying to maintain accurate job descriptions. Therefore, job descriptions need to be reviewed with employees frequently by nursing leaders for updating or confirmation due to Entropy. It encourages employees to know that there are times when there needs to be/will be a change in expected job behaviors.

Suppose effective, accurate, current job expectations, and leadership rewards for positive job description behaviors do not occur. In that case, employees' job behaviors related to the job description will change on their own—usually not in keeping with your liking as a nursing leader!

A nursing leader's role is to assure that ALL EMPLOYEES perform as nursing leaders need them to perform per their job description—if not, why not? Watch for the *domino effect* regarding other employees' job performance when job performance in one employee begins to disintegrate. When an employee deviates or deteriorates in expected job performance, a domino-effect occurs with other employees. The lack of job description team-work behaviors easily results in the entire facility/organization going awry, resulting in facility/organizational chaos. Nursing employee unity,

collaborative actions, and shared civility expectations on all job descriptions help maintain cooperation and stability in employee behaviors.

When job descriptions change on their own (and they will change on their own over time), HELLO ENTROPY!

INFLUENCE OF THE YANG/YIN THEORY

The Yin-Yang symbol holds its roots in Taoism/Daoism, a Chinese religion and philosophy. It represents a universe governed by cosmic duality, in theory. Depicted on the inter-relating picture/design, Yang is the light/white colored swirl representing light, passion, the 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 endpoint 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 how the energy will be used.

In job descriptions, the *job description's development energy* 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.

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*.

This document requires that you put the so-called Yang/Yin theory concept into practice in developing job descriptions. However, in writing job descriptions, Yin/Yang (as usually presented in many documents) is known as Yang/Yin. It is due to the cyclic nature of initial job description development and updating (Yang) followed by job description evaluation (Yin). In doing so, the totality of the job description development and evaluation process becomes an obvious dynamic *to and fro* alternating cycle. The phenomenon of combining the theoretical system of Yang/Yin to the development (Yang) and evaluation (Yin) of minimum job behaviors/expectations provides the use and practical application of this theory.

Yang/Yin can be likened to the coils in a long line of wire. Imagine the assessment and evaluation of Yang/Yin causing frequent job description changes as twisting and turning like the wire coils. It makes convoluted adjustments, twists, and turns yet, maintaining the linear wire's total length and integrity. The job description also requires changing like a twisted wire.

It is important to understand Yang/Yin in developing job descriptions. For example, a theory is an intellectual, abstract, and applicable concept related to life relationships and happenings. It explains the cycles of life. 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 the theory (Yin/Yang or Yang/Yin) can provide a basis for a clear, thoughtful, organized, on-going, and 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 recommended that employees are regularly/frequently evaluated for their job performance. A fair and consensual contract of job performance can provide (upon signature and dating) a legal basis for job correction, employee job retention or promotion, or employee job termination.

Job descriptions provide the stepping stones to better job understanding and success. It gives a point-by-point guide and frequent reference for an employee's expected minimal job behaviors/expectations.

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 there are assessments and the meeting of objectives to be attained (Yang). This assessment and goal-setting (Yang) form the beginning considerations of job expectations. The evaluation portion of the nursing process represents the Yin. Therefore, in the job description, determining goals and job expectations (Yang) and evaluating the same (Yin) determines and evaluates a *minimum level of expected job performance*. The evaluation of job description performance (Yin) is a judgment-related *measurement of previously stated job expectations (Yang)*.

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 these assessed expectations and goals* being last (Yin)—it is in keeping with the nursing process.

SAYING IT THE WAY IT IS-----PUTTING IT ALL TOGETHER

OK—time out! I can hear it about the personal ability to do/prepare job descriptions without all of this Yang/Yin “stuff.” Yes, you can do about anything without knowing or thinking much—just do it, “by the seat of your pants!” But 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 general theories? Keep in mind that “theories” explain the natural world that is repeatedly tested and verified. They are general principles of explaining a class of rational phenomena and decisions; therefore, our *professional* behavior. We want others to feel confident in our choices. We have a sound basis in all related theoretical and intellectual leadership knowledge and the willingness to use this information to continue to lead others in positive directions.

It is also important to remember that even though energy goes back and forth between Yang and Yin, there is the theoretical concept that over linear time in this universe, everything does/will change—so-called Entropy. We are involved in a side-to-side movement (Yin/Yang), and the longevity changes called Entropy. Entropy decreases energy over time to the point of the original no longer being available. Each of the two theories demands our scholarly attention and causes us to consider the constant need for job description updating and change.

Yes, we can do nothing and not understand how theories require accommodation in our nursing leadership. It does not make the intellectual need to know what we are doing or what we should be doing go away! We could dismiss the role of theories completely and just have a “do nothing behavior.” There is an old Chinese saying for this “do-nothing behavior”—*Wei Wu Wei or Wu Wei*.

WRITING JOB DESCRIPTIONS USING BLOOM’S TAXONOMY

Overview of the Process:

Yang’s theoretical basis is related to understanding that there must be a consideration of what action (represented by an action verb) is needed to accurately and eventually evaluate each minimal job expectation listed on a job description.

The assessment, development, 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 have different performance expectations represented by the beginning verb on their job description. Administrators usually have more complicated verbs as a beginning verb in each minimal job expectation because of their increased (hence, more detailed)

expected performance level. Under their direction, the employees should have less complicated verbs as a beginning part of each minimal job description expectation.

The verbs on all job descriptions are to be related to three (3) domains—Cognitive (intellectual), Psychomotor (doing), and Affective (attitude). According to each domain, job expectations are grouped as separate domain categories within a 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 (from simple to more complex) is stated on the Bloom's Taxonomy online site. (As stated at the beginning of this document, it is wise to access the online Bloom Taxonomy list relative to each domain as a reference to understand better this document and when writing job descriptions.)

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

A definition and a few examples of verbs from each domain are listed below under the three domains---cognitive, psychomotor, and affective (feelings and attitude). There is NO attempt in the following domain lists to label each verb's degree of complexity. (See ideas on how to determine "complexity" (difficulty) of each verb from Bloom's Taxonomy online site.)

The following examples are **not** categorized according to complexity/difficulty, just that they represent verbs within that domain:

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, Rearranges, Organizes, Assembles, Writes, Moves, Lifts, Arranges, etc.)
1. 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 selecting 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 concerned.....
Listens carefully.....
Responds appropriately.....
Values extensively.....
Complies completely.....
Accepts thoroughly.....
Rejects in total.....
Empathizes daily.....
Comforts every.....
Examines each.....
Resolves often.....
Complies frequently.....

ONCE AGAIN----To Recap Your Thinking!

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

1. Appreciate and understand that job descriptions are just natural expectations for universal maintenance and order in all things! It is natural for employees (all humans) to migrate “backward” to old comfortable 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 the old habit of not wearing a mask.) One man told the store owner that to wear a mask was against his freedom! When employees comply to the current expected job description behavior(s), be sure they are thanked and appreciated regularly by you, the nurse leader/administrator.

2. Determine a specific job title, purpose, goal(s), and general organization/facility information related to the job title. (Yang)
3. Consider superordinate and subordinate positions/titles within the organization/facility. Have the action verbs 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 of each action verb.
(Most job descriptions include/should have some job expectations in all three domain categories)
5. When writing 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 determine job success. All facility/organization job descriptions, *together*, should fit “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 organization/facility.

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 re-assignment must occur, or termination of employment appears to be the best option. Administrative documentation is important for a situation(s) that have brought a nurse administrator to that opinion.

Keep on-going notes every day regarding all or a selected few employees who appear to be having problems. It pays off as you evaluate (Yin) employees concerning their job description, substantiate employees’ reassigning, give job promotions, or terminate employees. Be legally astute in all you do!

We develop each job description with *minimal* assessment/expectation content according to our acceptable minimal standards. Our rule of conduct or basis of comparison is used to evaluate the *minimal* performance of others. The word “standards” are sometimes called job requirements/expectations. We intend to use these standards/job 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 their job descriptions' standards/expectations—known as “self-evaluation.” It should be required and reviewed by nursing leaders before a formal evaluation (Yin).

Peer review of an employee’s compliance with job expectations is always a concern! Some co-workers will inappropriately down-grade an/all employee(s) to elevate their job behavior evaluation—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 inappropriate content. If a leader chooses to review peer evaluations, it is wise to consider peer content as just cursory information and not legitimate information for promotion or demotion.

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 sensitive to human behavior and the life complications that can (often does) occur in most employees’ lives. 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 conditions. For this reason, an effective nursing leader watches closely and is concerned about the abilities and working relationships of each member of the team. Often the changes in work behaviors are related to personal PTSD situations. By being concerned for an employee’s life happenings, job descriptions are reassessed and altered for a given time to meet the individual needs of employees (Yang).

Often, 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 nursing leader, to watch for signs of job description dysfunction. Consider re-assignment of job description behaviors and note all domino effects (changes in other employees) resulting from re-assignments. Watchfulness will help ensure that every employee will experience a satisfactory outcome for his/her job description evaluation. Re-assignment of several employees might be the necessary outcome of making 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 identify appropriate on-going changes in the job description that will encourage job satisfaction and, consequently, a positive job description evaluation (Yin). Of course, the leader’s role 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. Suppose the administrator has, personally, developed a job description without input from employees. In that case, it is 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! Such administrative talent, sensitivity, and kindness will forever be a part of nursing expectations! I remember an employee saying, “Everyone should be and wants to be happy in their “wok.”

THE JOB DESCRIPTION EVALUATION (YIN):

As a measurement and judgment of job description performance, evaluation allows for a reward for positive job performance and negative job performance reprimanding. However, job description evaluations are most productive when they are positive. If a negative job description performance is determined and identified, the employee is 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 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 have an intricate pattern and design that provides 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 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 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 "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.

Some leaders prefer to evaluate an employee by writing their evaluation before reading or considering a self-evaluation. This preliminary reading of the self-evaluation is important if the nursing leader is looking for employee objectivity as a part of the nursing leader's evaluation. Perhaps this objectivity by the employee (or lack thereof) can identify whether this employee has a future of a more advanced leadership position.

3. Keep the one-on-one job description evaluation by the nursing leader as positive as possible. Support nursing employees in improving expected job behaviors, as is appropriate.
4. If employment performance meets, at least, the job description minimally acceptable job performance stated on the job description, praise and appreciation is a reward unto itself! As a

result of a positive job description evaluation, money or promotion is “nice,” but not ALWAYS necessary.

5. Suppose the job description formal one-on-one evaluation does not result in an acceptable minimal job description performance. In that case, it becomes the leader's responsibility to consider what was lacking in nursing leadership and management that would allow an employee not to meet the stated minimum job description standards.
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 peer employee's self-promotion.

JOB DESCRIPTION – LEADERSHIP OR MANAGEMENT?

In review, it is important to remember that most job descriptions (at least in the beginning) are treated as a form of “management” behavior (not leadership), which means informing/telling employees what they are expected to do upon employment. Conversely, the term “leadership” behavior involves others in the decision(s) of what to do or how to behave. Suppose a nursing leader wishes to establish or determine a job description's accuracy with employee input. In that case, a “leadership” method is incorporated, perhaps asking an employee(s) to identify what they *do* in their job that promotes facility/organization success.

Suppose an employee is aware that their nursing administrator's reviews, changes, and updates of his/her job description are in an all-employee job description manual. If job descriptions are available to all employees, there is a tendency for employees to be constantly aware of the need to review their existing and new job expectations. Required regular dates and employee signatures on all-employee *available* job descriptions and comments help encourage an employee's awareness of current expectations and nursing leader's remarks.

Job description manuals available to all staff encourage and allow personal leisurely reminders to review current job expectations. Invite employee job-related questions in writing as a part of the notebook and respond to their questions accordingly and write one or more positive commendation(s) for each employee. If these job description manuals are in the work area, administrators must 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!

The job description content assessment *with employees* tends to promote positive one-on-one job evaluations. The evaluation of a job description with an employee is an administrative opportunity to verbally support and write an appreciation statement for an employee's employment record regarding their job compliance. Positive reinforcement encourages more positive behaviors. Reinforce job retention is an outcome of job description compliance!

All job description evaluations (Yin) are in keeping with the job description statements of required behavior (Yang). All evaluation statements (Yin) reflect the degree to which the job description occurs. Legally and ethically, anything *less than a firm preliminary and on-going knowledge* by an employee about what is expected in doing their job is NOT ACCEPTABLE. The legal truth is that an employee should be held accountable during a formal evaluation for the agreed upon, signed, and dated job description.

Therefore, the basis of a job description evaluation (Yin) is the employee's job description, signed initially by the employee. The employee has had an opportunity for clarification (perhaps input) as to the expectations. The job description acts as a contract; therefore, a measuring tool for employee job compliance.

The secret of employee success is to have the leader help, serve, and support an employee to meet their job description. Therefore, nursing leaders also have in their job description a statement of the responsibility to answer employee questions and support employees in the completion of an employee's job description expectations (a leadership approach). It means that leaders are available to help and involve employees in maintaining and evaluating their job descriptions.

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 use Bloom's Taxonomy to develop your job descriptions?
8. What is the difference between leadership and management?
9. What behavior (leadership or management) do you plan to use as a nursing administrator? (and why?)
10. What is your plan to develop and update your job descriptions?
11. How would you explain the legitimate job description expectations between a nurse leader and a staff nurse?
12. Why are theories 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 minimally prepared employees
 - C. Job expectations are written as to be the minimally 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

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