

Minimum Qualification Specifications  
for the Classes:CLERICAL SUPERVISOR I, II, III & IVExperience Requirement:

Except for the substitutions provided for in this specification, applicants must have had work experience of the kind and quality described below and in the amounts shown in the following table:

Class Title	General Clerical Experience (years)	Supervisory Experience (years)
Clerical Supervisor I	2-1/2	*
Clerical Supervisor II	3-1/2	*
Clerical Supervisor III	4-1/2	*
Clerical Supervisor IV	4-1/2	1

General Clerical Experience: Responsible typing, stenographic, substantive clerical work, or any combination of these experiences which duties demonstrated knowledge of English grammar, spelling, arithmetic, common office appliances and equipment; and the ability to read and understand oral and written instructions, carry out procedures in clerical work systems, speak and write simply and directly, observe differences in copy and proofread words and numbers quickly and accurately, and operate various kinds of office equipment.

Supervisory Experience: Work experience which demonstrated the applicant's knowledge of and ability to apply the principles, practices, techniques and methods of supervision including: (1) planning, organizing and directing the work of others; (2) assigning and reviewing work; (3) advising others on difficult work problems; (4) timing and scheduling work; and (5) training and developing employees.

\*Applicants for Clerical Supervisor I, II and III levels must demonstrate possession of Supervisory Aptitude. Supervisory aptitude is the demonstration of aptitude or potential for the performance of supervisory duties through successful completion of regular or special assignments which involve some supervisory responsibilities or aspects; by serving as a group or team leader, previous work experience in a position that demonstrates or performs supervisory functions or in similar work in which opportunities for demonstrating supervisory capabilities exist; by completion of training courses in supervision accompanied by application of supervisory skills in work assignments; or by favorable appraisals by a supervisor indicating the possession of supervisory potential.

Non-Qualifying Experience: Experience limited to the performance of simple and repetitious clerical work which primarily involved a short cycle of tasks and manual dexterity shall not be considered qualifying. Examples of such non-qualifying work include but is not limited to such tasks as wrapping and unwrapping articles; opening envelopes, folders, and similar containers; affixing tags and labels; rearranging or tidying up office desks and equipment; delivering, distributing, or collecting correspondence or parcels.

Substitution of Education for General Clerical Experience:

1. Graduation from high school with courses in basic English and arithmetic may be substituted for six (6) months of experience.
2. Successful completion of a substantially full-time equivalent clerical or stenographic curriculum leading to a degree or diploma at an accredited community college, or at a business or technical school which included courses in basic English, arithmetic, general clerical procedures, and office machines may be substituted for a maximum of one (1) year of experience provided the duration of the training was for a year or more.
3. Successful completion of a substantially full-time equivalent clerical or stenographic curriculum leading to a degree, diploma, or a certificate of achievement at an accredited community college, business or technical school which was for a period of less than one (1) year will be substituted for experience on a month-for-month basis provided the training included courses in basic English, arithmetic, general clerical procedures, and office machines.
4. Partial Completion of Clerical Training
  - a. Completion of half a school year of substantially full-time clerical curriculum at an accredited community college, or business and/or technical school which included courses in basic English, arithmetic, general clerical procedures, and office machines, may be substituted for six (6) months of experience.
  - b. Completion of one (1) school year (of a program of more than 1 year in length) of substantially full-time clerical curriculum at an accredited community college, or business and/or technical school which included courses in basic English, arithmetic, general clerical procedures, and office machines, may be substituted for one (1) year of experience.
5. Education in an accredited university in a baccalaureate program with courses in English composition and college mathematics may be substituted for experience on the basis of 15 semester hours for six (6) months of experience, up to a

maximum of two (2) years.

Quality of Experience and Training:

The number of years of experience required for any grade level represents the minimum amount of time necessary to qualify for the appropriate position, but length of time is not in itself qualifying. The applicant's work experience must also have been of a quality and scope sufficient to enable him/her to perform satisfactorily assignments typical of the grade level for which he/she is being considered.

Selective Certification:

Certain positions may require that applicants be restricted to those who possess the pertinent specialized experience, knowledge or skill required to perform the duties of the position. For example, some positions may require the ability to type at the rate of 40 words per minute or type and take and transcribe dictation at the rates of 40 and 80 words per minutes, respectively. For these positions, applicants may be restricted to those who possess such typing and/or dictation skills. In requesting selective certification, the department must show the connection between the kind of training, experience or skill on which they wish to base selective certification and the duties and responsibilities of the position to be filled.

Physical Requirements:

Applicants must be physically able to perform, efficiently and effectively, the essential duties of the position which typically require the ability to read without strain printed material the size of typewritten characters, glasses permitted, and the ability to hear the conversational voice, with or without a hearing aid, or the ability to compensate satisfactorily. Disabilities in these or other areas will not automatically result in disqualification. Those applicants who demonstrate that they are capable of performing the essential functions of the position will not be disqualified under this section.

Any condition, which would cause applicants to be a hazard to themselves or others, is cause for disqualification.

Any disqualification under this section will be made only after a review of all pertinent information including the results of the medical examination, and required the approval of the Director of Human Resources.

Mental/Emotional Requirements:

All applicants must possess emotional and mental stability appropriate to the job duties and responsibilities and working conditions.

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This is an amendment to the minimum qualification specifications for the classes, CLERICAL SUPERVISOR I, II, III & IV, to clarify supervisory aptitude, effective April 16, 2013.

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This is an amendment to the minimum qualification specifications for the classes, CLERICAL SUPERVISOR I, II, III & IV, to update the supervisory experience requirement, effective February 16, 2009.

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This is an amendment to the minimum qualification specifications for the classes, CLERICAL SUPERVISOR I, II, III & IV, to include the mental/emotional requirement and delete the test requirement, effective April 16, 2005.

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This is the first minimum qualification specification for the classes CLERICAL SUPERVISOR I, II, III and IV.

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This class is adopted from the State of Hawaii, relative to the transfer of classification and compensation jurisdiction to the Hawaii Health Systems Corporation, effective July 1, 1998, pursuant to Act 262, Session Laws of Hawaii, 1996.

DATE APPROVED: April 16, 2013

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PAUL TSUKIYAMA  
Director of Human Resources

INSTRUCTIONS FOR THE INTERPRETATION OF  
THE SERIES AND CLASS SPECIFICATIONS FOR THE  
CLERICAL SUPERVISOR SERIES

A. Introduction

As a general matter, study and interpretation of class specifications published by the Hawaii State Department of Personnel Services should be preceded by a review of Sections 300, 400 and 500 of the publication "Basic Policies and Practices in Position Classification." An understanding of these sections relating to Class of Positions and Series of Classes, Class Specifications and Position Classification Plan, will facilitate such study and interpretation (Attachment 1). Moreover, the definition of the Clerical Occupational Group will provide additional background (Attachment 2).

B. Classification Factors and Evaluation

Positions in this series supervise four or more full-time equivalent, clerical subordinates. Both technical and administrative supervisory functions are involved, and more than half of a clerical supervisor's work time is required by these functions.

Levels in this series are distinguished on the basis of two factors. They are:

1. Highest level of clerical work supervised, which is defined with reference to the classifications of subordinates. (Complexity is relative and the use of the work "complex" in the specifications, with or without various modifiers, is in terms of the clerical occupations only.)
2. Whether scope and volume of functions and activities require a subordinate level of supervision.

C. Supplementary Information

1. Clerical Supervisor I

Two types of positions are presently identified:

- a. Immediate overall supervisor of moderately complex clerical work;  
and
- b. Immediate assistant supervisor of complex clerical work.

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2. Clerical Supervisor II

Three types of positions are included:

- a. Overall supervisor of moderately complex clerical work with subordinate supervisor(s), (full and/or working);
- b. Immediate overall supervisor of complex clerical work; and,
- c. Immediate assistant supervisor of highly complex clerical work.

3. Clerical Supervisor III

Two types of positions are included:

- a. Overall supervisor of complex clerical work with subordinate supervisor(s), (full and/or working); and,
- b. Immediate overall supervisor of highly complex clerical work.

4. Clerical Supervisor IV

One type of position is included:

Overall supervisor of highly complex clerical work with subordinate supervisor(s), (full and/or working).

**Attachment 1**

Section 300. Class of Positions and Series of Classes

301. Definitions

A "class of positions," commonly referred to simply as "class," means all positions which are sufficiently similar in respect to their duties, responsibilities and authority that the same descriptive title may be used with clarity to designate each position allocated to the class, that the same requirements as to education, experience, knowledge, skill, ability and

other qualifications are applicable, that the same tests of fitness may be used in the selection of qualified employees, and that the same schedule and scale of pay can apply with equity under the same or substantially the same employment conditions.

A "series of classes," commonly referred to simply as "series," consists of one or more classes of positions similar as to specialized line of work but differing significantly in difficulty and responsibility, and therefore in level of qualifications and pay.

### 302. Standards for Determining Classes and Series

The grouping of positions which are sufficiently alike in their duties and responsibilities allows for group treatment in nomenclature, selection pay and other personnel processes. The fundamental consideration then in determining the degree of refinement of groupings is the effective, efficient and economical achievement of personnel management and other administrative purposes.

The degree of refinement is determined on the basis of working advantages to be gained and by considerations of principle and logic in the light of such other factors as:

1. Statutes, as they relate to such things as merit system coverage and bargaining unit determination.
2. Rules and regulations, and the character of practices governing (a) recruiting, testing and appointment processes and (b) in-service transactions such as transfer, promotion, lay-off and re-employment.
3. Degree of variation in the kinds of work assigned to a group under consideration.
4. Environmental conditions peculiar to certain kinds of positions.

A series is distinguished by the following characteristics:

1. It represents a single occupation; and
2. Positions in the series require a body of basic qualifications common to all positions in the series and different from those required for all other series.

303. Class and Series Titles

Official class and series titles and their authorized abbreviations, are established by the central personnel services agency for personnel, payroll, budgeting and other general uses. However, organizational or other title may be used alternatively for internal administration, public convenience, law enforcement or similar purposes.

Section 400. Class Specification

401. Definition

A "class specification" is an official document adopted by the Director of Personnel Services providing a formalized summary for distinguishing the work and qualification requirements of positions in a class from those of positions in other classes, and which thus sets forth the basis for placing each position in its proper class. In statute and personnel rules and regulations, class specifications are discussed or defined as to their content rather than their inherent use.

402. Purpose

As an essential personnel management tool, class specifications must satisfy the following objectives:

1. To define the boundaries of the respective classes, to differentiate them so as to distinguish each class from every other class in terms of general character or kind of work and in terms of difficulty and responsibility of work and qualifications.
2. To serve, consequently, as a guide for all concerned in the allocation of individual positions to classes.
3. To define and standardize the various class title, which are to have the meaning, and only that meaning, given to them by the class specifications, to serve collectively as a dictionary of class titles.
4. To serve as a convenient, currently maintained written record identifying the basic characteristics of any class for any purpose.
5. To relate classes in convenient and logical groupings.

403. Content and Development

Statute makes reference to class specifications including title, description of typical duties and responsibilities, statement of training and experience and other requirements to be met by applicants, covering all positions. This enumeration expresses the basic content of class specifications, while other materials published by the central personnel agency provide the specific guides as to format, style, terminology, and so forth.

The development and revision of class specifications require a knowledge of general and personnel administration, and the principles of position classification. It also requires extensive occupational study, a realistic understanding of the nature and characteristics of the occupation being studied, and a thorough understanding of the duties and responsibilities which make up positions in the occupation. Further, it calls for an appreciation of the career aspects of the work situation and environment surrounding the occupation.

In the development and revision of class specifications, operating agencies are to be consulted to gain information about the positions and the occupation under study, to secure their viewpoints on the establishment of classes and series of classes, and to secure their review of and comments concerning proposed class specifications. Participation in these processes by line management not only makes for the development of adequate class specifications but will also result in their better use for management purposes.

404. Interpretation of Class Specifications

Each class specification must be interpreted in its entirety and in its proper relation to other specifications.

Particular phrases or examples of work should not be treated as the full definition of a class, nor should the absence of some item be highlighted to the exclusion of the rest of the text.

Class specifications are not intended to and do not create a rigid system of classes which cannot be changed, and to which positions and assignments of work to employees must at all times conform. This function is not to limit or prescribe the kinds of positions that may be created from time to time, or to fix, control, or prescribe the duties that particular employees shall perform or the responsibilities they shall exercise.

Section 500. Position Classification Plan

501. Definition

The "Position Classification Plan" is the scheme, i.e., systematic or organized framework, of classes of positions and their class specifications exhibiting a logical pattern of relationships so as to facilitate salary range assignment and other personnel and administrative processes. In addition, the Plan includes the policies and rules governing its installation and maintenance.

502. Purpose

A Position Classification Plan establishes a uniform occupational terminology, serves as a base for reasonable internal salary range relationships reflecting the relative difficulty and responsibility of positions, facilitates the preparation of budgets for personal services, serves as a foundation for recruiting, testing and certification activities, clarifies promotion and transfer transactions, aids in developing service-rating plans and training programs, aids in planning, clarifying and improving organization; facilitates the development of good employer-employee relations, makes it possible to compile meaningful personnel statistics; and in general, tends to systematize and facilitate the determination and execution of many types of personnel policies and specific personnel or pay transactions. Moreover, the Position Classification Plan does not in any way interfere with any lawful authority that an operating official may possess in creating new positions, abolishing existing ones, changing the character of the duties and responsibilities of any position, or changing an employee's work assignments or responsibilities. However, the exercise of such authority may be constrained by the limits of available appropriations, by specific legislative action, by executive order, by staff agencies controlling such matters as organization and procedures, or other controlling factors.

503. Standards of Design

The arrangement of classes of positions shall be governed by the ultimate objective of enhancing the entire personnel services program as an aid to line management. It is to be attuned to the positions it encompasses and be consistent with the ever-changing needs of the service, legal requirements, and such other considerations as labor market factors and occupational standards or typical characteristics.

Various criteria are applicable and the following listing does not preclude the recognition of others:

1. Currency.
2. Unity of core knowledges, skills and abilities.
3. Consistency with the reasonable scope of positions and the progression within occupational specialties.
4. Cohesiveness and integration of occupational relationships.
5. Overall internal consistency, and consistency with general personnel management aims.

504. Development and Maintenance

The development and maintenance of the Position Classification Plan is an on-going process and involves the systematic grouping of positions into classes, classes into series, series into job families, job families into groups and groups into broad occupational categories based on similarities and differences in:

1. Nature and/or function of work;
2. Knowledge, ability, skill, training and experience requirements; and
3. Level of complexity and responsibility.

The segments of the Position Classification Plan will be as described and defined by the central personnel services agency in class and series specifications and other materials.

## **Attachment 2**

### CLERICAL OCCUPATIONAL GROUP

This occupational group consists of job families which are involved essentially in the orderly processing and maintenance of the communications and records, supplies and materials, of an office, an activity or group of activities, or a program or group of programs, and to thereby facilitate the transactions and operations of such entities. Included are the recording, transferring, transcribing, checking, systematizing, summarizing, filing and preserving of communications and operational and activity records in support of technical, professional, administrative and management operations.

Clerical work is normally performed within a framework of directly applicable policies, regulations, standard methods and procedures, and instructions. It includes a range of functions which may involve particular techniques and the operation of various office and related equipment, such as the following:

1. Maintaining files and records.
2. Receiving, posting to, and checking documents.
3. Searching files and compiling data.
4. Providing various, usually general and limited technical, information on operations and transactions, orally and by correspondence.
5. Transmitting, mailing and delivering records, correspondence and other documents.
6. Screening callers and organizing the work of an administrator.
7. Receiving, storing, issuing, shipping, requisitioning and accounting for supplies and materials in storage and use.

Various kinds and levels of worker characteristics and abilities are requisite to the performance of clerical work and these exist generally throughout the population.

A multitude of combinations of functions may be present in a clerical position. They can nevertheless be broadly categorized in terms of:

1. Whether the requirement for verbal ability or numerical ability predominates; and
2. The degree to which motor coordination and other physical dexterity are required.

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APPROVED: \_\_\_\_\_ /s/  
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