

## General Services (GS) Group

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**Introduction** This classification standard mapping tool has been developed to ensure consistency in applying the *General Services* classification standard to UCS-style work descriptions and to assist in identifying and collecting information that may be missing from these work descriptions.

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**Getting Started** Before you begin, you will need to read the entire work description. The map will guide you to the UCS elements where you are most likely to find the information you need to evaluate the position for each of the factors in the classification standard. However, there may be relevant information elsewhere in the work description. You may also have to talk to the manager and consult other sources of information such as your human resources information system, or other documentation to gain a good understanding of the position being evaluated.

In the map below, you will find a list of the elements in the UCS-style work description that are relevant in applying the *General Services* classification standard, for each of the factors in the standard. The factors in the classification standard appear on the left. The map will also help you identify other information that is required to evaluate the work description, as well as where you can find this additional information. The UCS element(s) that are considered most relevant to the factors in the classification standard appear in **bold**.

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<i>Skill and Knowledge</i>	<i>UCS Element</i>	<i>What to look for</i>
	Information for the Use of Others	Responsibility for information may provide an indication of requirement for skill and knowledge to maintain records and produce reports
	Leadership of Human Resources	Relevant to any leading/supervisory functions; may give indication of management training required
	Money	May give indication of requirement for bookkeeping knowledge, mathematics
	Physical Assets and Products	Relevant for skill and knowledge required to understand nature and operation of equipment

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**General Services (GS) Group, Continued**

<i>Skill and Knowledge</i> <i>...continued</i>	<i>UCS Element</i>	<i>What to look for</i>
	<b>Job Content Knowledge Application</b>	<b>Breadth and depth will indicate requirement for comprehension and judgement in following practices, procedures, etc.; may reflect training required</b>
	<b>Contextual Knowledge</b>	<b>Application of contextual knowledge may indicate requirement for a comprehension of regulations, codes, policies, procedures, etc.</b>
	Communication	Relevant for preparation of reports, interpreting instructions, etc.; may have some relevance for vocational training
	Motor and Sensory Skills	Relevant for specific vocational training
	Intellectual Effort	Reflects and confirms the depth of knowledge, mathematics, report writing, planning, organizing – comprehension and judgement required
	Other information required and where to find it	Level of formal and on-the-job training required – manager; key activities may also provide further information
<b>Effort</b>	Information for the Use of Others	May have some relevance for mental effort
	Leadership of Human Resources	Level of supervision may reflect mental effort required to plan work of others
	Ensuring Compliance	May have some relevance for mental effort
	Job Content Knowledge Application	Breadth and depth may provide an indication of mental and physical effort required
	Communication	May have some relevance for mental effort
	<b>Motor and Sensory Skills</b>	<b>Relevant for mental and physical effort</b>
	<b>Intellectual Effort</b>	<b>Important in illustrating difficulty of problems and mental effort required to solve them</b>
	<b>Sustained Attention</b>	<b>Relevant for mental effort</b>
	<b>Physical Effort</b>	<b>Relevant for physical effort</b>
	Work Environment	Relevant for identifying physical effort
	Risk to Health	Relevant

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**General Services (GS) Group, Continued**

<i>Effort</i> <i>...continued</i>	<i>UCS Element</i>	<i>What to look for</i>
	Other information required and where to find it	Key activities and percentage of time spent on each may provide more information
<b>Responsibility</b>	Information for the Use of Others	Relevant as an indicator of responsibility for maintaining records, reporting on quality, modification of services provided
	Well-being of Individuals	Relevant when the “buddy system” is in place
	Leadership of Human Resources	Will provide indication of responsibility for managing people
	Physical Assets and Products	Relevant for nature and value of materials and equipment used
	<b>Ensuring Compliance</b>	<b>Relevant for safety of others</b>
	Job Content Knowledge Application	Breadth and depth of knowledge of work practices may confirm responsibility for resources, equipment used, services provided, safety of others, etc.
	Contextual Knowledge	Application of contextual knowledge of safety regulations, procedures, practices, etc. may confirm responsibility
	Communication	May have some relevance for accountability and judgement
	Intellectual Effort	May confirm requirement for decision making and judgement related to responsibility for safety, resources used and services provided
	Work Environment	Some relevance for safety of others
	Other information required and where to find it	Organization chart and the manager may provide further information on accountability and consequence of error in judgement
<b>Working Conditions</b>	Physical Assets and Products	May indicate if personal protective equipment required, etc; as well, nature and variety of equipment
	Motor and Sensory Skills	Relevant as indicator of possible hazards
	Sustained Attention	Relevant
	Physical Effort	Relevant for frequency of exposure and severity of disagreeable conditions
	<b>Work Environment</b>	<b>Relevant for frequency of exposure and severity of disagreeable conditions</b>

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**General Services (GS) Group, Continued**

<i>Working Conditions</i> <i>...continued</i>	<i>UCS Element</i>	<i>What to look for</i>
	<b>Risk to Health</b>	<b>Relevant for hazards</b>
	Other information required and where to find it	Percentage of time for key activities may indicate relative importance of the above elements
<i>Supervisory Rating Plan</i>	<b>Leadership of Human Resources</b>	<b>Good indication of nature of supervisory responsibilities</b>
	Job Content Knowledge Application	Relevant for managerial knowledge
	Intellectual Effort	May have some relevance for nature of supervisory responsibilities
	Other information required and where to find it	Number of employees supervised – organization chart, manager