

# Fleming College

## Job Fact Sheet Questionnaire

### CAAT Job Evaluation System for Non-Bargaining Unit Employees

#### Ontario Colleges of Applied Arts and Technology

The Job Fact Sheet Questionnaire (JFS) is used to gather information for job evaluation purposes for the Colleges' Administrative Staff, Part-Time Support Staff, Part-Time and Sessional Academic Staff positions. Please read each section carefully before completing.

The Education and Experience sections are to be completed by the College according to the College's recruitment standards.

Upon completion by an incumbent, the JFS is reviewed and, when necessary, adjusted by the position's Manager and the Senior Manager responsible for the position. Any changes to the JFS are to be reviewed with the incumbent prior to evaluation. The JFS is then submitted to the appropriate College official for job evaluation purposes.

The JFS is not finalized until it has gone through the job evaluation process and the results have been confirmed by the College. A copy of the finalized JFS will be provided the incumbent for information purposes and as a job description.

#### 1. POSITION IDENTIFICATION

**Position Title:** Regional Manager, International  
**Incumbent:**  
**Pay Band:** 11  
**Division/Department:** International  
**Location/Campus:** Peterborough  
**Immediate Supervisor (title):** Associate Vice President, International  
**Date of JFS:** June 5, 2023  
**Last Evaluated:** June 6, 2023

#### Type of Position:

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Administrative | <input type="checkbox"/> Part-Time Administrative |
| <input type="checkbox"/> Sessional Academic        | <input type="checkbox"/> Part-Time Academic       |
| <input type="checkbox"/> Part-Time Support         | <input type="checkbox"/> Other                    |

**I have read and understood the contents of the Job Fact Sheet (if completed by an incumbent):**

Incumbent: \_\_\_\_\_

Date: \_\_\_\_\_

#### Recommended by:

Position's Manager: \_\_\_\_\_

Date: \_\_\_\_\_

#### Approved by:

Senior Manager: \_\_\_\_\_

Date: \_\_\_\_\_

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### 2. POSITION SUMMARY

Provide a concise description of the position by identifying its most significant responsibilities and/or accountabilities.

Reporting to the Associate Vice President, International, the Regional Manager, International plays a key role in providing strategic and innovative direction for shaping the full spectrum of activities associated with international recruitment, admission and registration of international students.

The incumbent provides corporate leadership for all international student recruitment activities to meet application and enrollment targets and to assist in ensuring a balanced approach in source markets and diversification of the international student population at the college, ensuring student recruitment growth and sustainability.

The incumbent manages the utilization of automation tools to capture and nurture prospective international student leads from initial contact, through to application and conversion to the college.

This position provides leadership to a worldwide team of recruiters, both employees and contractors, as well as a team of student support personnel. The incumbent manages the team, both on campus and overseas, that provides outreach expertise in the development, planning and execution of marketing and international student recruitment initiatives targeted to the college's prospective international student audience. The incumbent is expected to have a full understanding of the College's international recruitment activities and offshore offices in their assigned region(s).

The incumbent is required to travel internationally up to 50% of the year and is responsible for developing positive and productive relationships with embassies, government and its agencies, institutional and community partners, travel, and tourism, as it relates to recruitment and expanding the branding of Fleming College in their respective regions.

The incumbent represents the International department and/or the College as required on college committees, national and international organizations, agencies and while attending conferences as required or requested.

### 3. KEY DUTIES

Provide a description of the positions key duties. Estimate the percentage of time spent on each duty (to the nearest 5%). Add an extra page if necessary.

#### **Key Duties**

#### **% of Time**

#### **1. International Student Recruiting**

**55%**

- Working with the Associate Vice President, International, develops an overall strategic plan for the recruitment of international students and implements annual plans based on the strategic plan.

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- Develops and maintains a database of current market intelligence to support international student recruitment in current and potential new markets.
- Develops a market entry strategy for new markets.
- Develops and maintains a network of off-shore agencies to assist in the recruitment of international students as well as a network of on-shore agencies to assist in the recruitment of international students already in Canada.
- Develops and maintains a network of pathway ESL schools in Canada and overseas as an international recruiting market.
- Develops and maintains an agent management system to support and onboard recruiting agents throughout the world.
- Conducts yearly reviews of agent agreements and agent performance and recommends to Associate Vice President, International, whether to continue or eliminate partnerships with in-market recruiting agencies.
- Provides leadership to International recruitment team ensuring that recruitment and diversity targets are met.
- Is directly responsible for international student recruitment in one or more countries or markets.
- Manages Fleming College representatives in specific markets overseas.
- Ensures that all international recruitment and admission staff have thorough familiarity with all Fleming College campuses (Sutherland, Frost and Haliburton) and are well-versed in all academic programs, policies and procedures, including international admission requirements and that all are trained in working with needs of diverse populations.
- Ensures customer service excellence to maximize international student enrollment.
- Responsible for hiring, training and supervision of staff in their assigned regional team.
- Works collaboratively with the Marketing department to develop marketing materials specifically required for recruitment of international students.
- Recommends and implements marketing and promotional outreach activities and ensures these strategies are aligned with recruitment strategies. Incumbent ensures to factor in demographics, job market, traditional/non-traditional revenue generating opportunities; marketing/promotion trends, language(s), and multi-cultural requirements to attract, influence audiences in target markets.

## **2. Networking and International Relationship Management**

**20%**

- The incumbent is required to establish effective formal and informal relationships with recruiting agencies (agents) in different markets.
- Conducts research to determine new sources of international students; maintains contact with appropriate international organizations and remains informed of changes in the international environment which might affect international student recruitment and conversion
- Develops effective mechanisms to remain current regarding changes in program curriculum, delivery structure and options in each academic school.
- The incumbent will also develop and maintain relationships with staff in other international departments across the Ontario College system.
- Visits international staff offshore to further promote recruitment.
- Acts as a consultant to College management for international recruitment strategy and international events throughout the world.

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- Works collaboratively with the academic division to design new products for the international market such as accelerated programs, post-graduate programs, etc.
- Communicates to all key stakeholders changes in policy or concerns raised by the embassies, updates on new program offerings by the college, changes in entry requirements for various programs.

### 3. Staffing and Financial Planning 10%

- Determines the staffing needs to successfully implement the international student recruitment plan.
- Monitors recruitment budget expenditures for their geographic regions; recommends changes in plan.
- Provides a cost breakdown and budget proposal for recruitment activities.
- Ensures a high level of staff performance through effective recruitment, selection, training, monitoring and evaluation of staff.
- Supervises full-time and part-time support staff, contract staff and student ambassadors.
- Coordinates activities of faculty involved in program promotion activities.
- Creates financial reports and presentations on budget and international student enrollment and liaises with other College divisions to provide this information if/when requested.

### 4. Committee Involvement 10%

- The Incumbent represents the International department and/or the College as required on college committees, national and international organizations, agencies and while attending conferences as required or requested.

### 5. Other Duties 5%

- Other duties as assigned.

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**TOTAL:** **100%**

## 1. **COMPLEXITY - JUDGEMENT (DECISION MAKING)**

**Complexity** refers to the **variety** and relative **difficulty** of **comprehending** and **critically analyzing** the material, information, situations and/or processes upon which decisions are based.

**Judgement** refers to the **process** of identifying and reviewing the available options involved in decision making and then choosing the most appropriate option. Judgement involves the application of the knowledge and experience expected of an individual performing the position.

**Provide up to three examples of the most important and difficult decisions that an incumbent is typically required to make.**

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- a)** The incumbent must consider the financial risks and its levels of complexity that can be intensified as business development is carried out in a highly visible, competitive, dynamic international marketplace where there are multiple fluctuating factors, such as geopolitical, cultural, socio-economic pressures; changing trends and issues in the highly complex field of international education that will impact the College's revenue and diversity targets. The incumbent must anticipate and develop strategies on key worldwide issues as to where the world is going for economic development, growth, needs for education/training in-line with College's strategic plans (emerging occupations and markets); often uses own judgment to find solutions for difficult issues without precedent.
- b)** In consultation with the Associate Vice President, International, establishes new market entry strategies. This includes careful selection of the partners, contractors, training, and oversight of the new office including websites, marketing collaterals, agent contracts and the establishment of administrative processes to support recruitment of students. Negotiates international contracts; liaising with international agencies to establish business relationships, including the setting of fees and other financial elements.
- c)** The incumbent determines what factors, including direct and indirect costs (salaries, facilities, airfare, offshore health insurance, marketing and recruitment costs) are implemented into the business and budget plans during the development phase. The incumbent reviews and recommends partnership for the college's consideration that would be committed into a long term (up to 5 years) of material, financial and human arrangements that will contribute to the college's revenue bottom-line.

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### 2. EDUCATION (to be completed by the College)

Education refers to the **minimum level** of formal education and/or the type of training or its equivalent that is required of an incumbent at the **point of hire** for the position. This may or may not match an incumbent's actual education or training.

The College is to identify the minimum level of education and/or type of training or its equivalent that is required for the position based upon the College's recruitment standards.

#### Non-Post Secondary

Partial Secondary School

Secondary School Completion

#### Post Secondary

1-Year Certificate

4-Year Degree

2-Year Diploma

Masters Degree

3-Year Diploma/Degree

Post Graduate Degree

Professional Designation

Specify: \_\_\_\_\_

Other

Specify: \_\_\_\_\_

**Specify and describe any program speciality, certification or professional designation necessary to fulfil the requirements of the position.**

- Bachelor's Degree in Business Marketing, International Business Management or equivalent.
- Certificate in Intercultural communications is an asset.

**Specify and describe any special skills or type of training necessary to fulfil the requirements of the position (e.g., computer software, client service skills, conflict resolution, and operating equipment).**

- Well-developed knowledge of computer-based record systems combined with skills and experience in maintaining student records on a large computerized record system.
- Experience utilizing People Soft and Salesforce software applications.
- Strong skills in utilizing all elements of Microsoft Office programs including Word, Outlook, Excel, PowerPoint
- Ability to maintain confidentiality, diplomacy, and ability to counsel students in complex, stressful situations

### 3. EXPERIENCE (to be completed by the College)

Experience refers to the amount of **related, progressive** work experience required to obtain the

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essential techniques, skills and abilities necessary to fulfil the requirements of the job at the **point of hire** into the position. This may or may not match the incumbent's actual amount of experience.

The College is to identify the minimum amount and type of experience appropriate for the position based upon the College's recruitment requirements.

**Experience required at the point of hire. Up to and including:**

- |  |   |
|--|---|
| <input type="checkbox"/> 0 - no experience | <input type="checkbox"/> 3 years            |
| <input type="checkbox"/> 1 month           | <input checked="" type="checkbox"/> 5 years |
| <input type="checkbox"/> 3 months          | <input type="checkbox"/> 7 years            |
| <input type="checkbox"/> 6 months          | <input type="checkbox"/> 9 years            |
| <input type="checkbox"/> 1 year            | <input type="checkbox"/> 12 years           |
| <input type="checkbox"/> 18 months         | <input type="checkbox"/> 15 years           |
| <input type="checkbox"/> 2 years           | <input type="checkbox"/> 17 years           |

**Specify and describe any specialized type of work experience necessary to fulfil the requirements of the position.**

- Knowledge and background in international education, trends and principles related to innovations in post-secondary international education in Canada and abroad including ability to analyse trends and patterns in changing business/client needs and demands; develop / adapt creative strategies to address unique / challenging / complex situations
- Sales and marketing skills within the public or private sector
- Strong leadership experience including talent management, resource planning, and a demonstrated ability to effectively manage in a multi-union environment.
- Effective communication and conflict resolution skills across multiple cultures both within Canada and abroad
- Effective time management and organizational skills - works well under pressure; adaptable, flexible and responsive to fast paced, changing environment
- Demonstrated ability to cultivate and foster a collegial, collaborative environment with all relevant parties/sectors and ability to work collaboratively with individuals at all levels in the organization, build rapport, listen, and use diplomacy and tact
- Open-minded and approachable with proven leadership and team building abilities.
- Excellent interpersonal, negotiation and facilitation skills
- Superior critical thinking and problem solving skills to identify alternatives, yet maintain balanced approach in resolving complex problems and effectively managing change
- Advanced language and intercultural fluency in the assigned geographical region(s).

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- Demonstrated strong oral and written communication skills to prepare publications, guidelines and procedures, as well as a working knowledge of multimedia presentations.
- Demonstrated experience in market development, project development, implementation and management.



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### 4. INITIATIVE - INDEPENDENCE OF ACTION

Initiative - Independence of action refers to the **amount of responsibility** inherent in a position and the **degree of freedom** that an incumbent has to **initiate** or **take action** to complete the requirements of the position. An incumbent is required to foresee activities and decisions to be made, then take the appropriate action(s) to ensure successful outcomes. This factor recognizes the established levels of authority which may restrict the incumbent's ability to initiate or take action, e.g., obtaining direction or approval from a supervisor, reliance on established procedures/methods of operation or professional practices/standards, and/or built-in-controls dictated by computer/management systems.

**A) Briefly describe up to three typical job duties/types of decisions that the incumbent is required to perform using their initiative without first having to obtain direction or approval from a supervisor.**

- a) Ability to hire, terminate, delegate support and/or contract staff.
- b) Negotiate contracts, commissions and student scholarships for markets around the world. These may be negotiated with agents, institutions and individuals of various ethnic and cultural backgrounds.
- c) Approval of international contracts and memoranda of understanding for Fleming Country offices, including control of expenditures, recruiting activities, staff training, website development, marketing collaterals etc.

**B) Briefly describe up to three typical job duties/types of decisions that the incumbent is required to perform which required the direction or approval from a supervisor.**

- a) Sign-off of significant strategies and plans before undertaking them.
- b) Expenditures beyond the approved budget.
- c) Decisions to enter a new market.

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**Give specific examples of guidelines, procedures, manuals (formal or informal), computer systems/programs that are used in performing job duties and in making decisions, e.g., Government regulations, professional or trade standards, College policies or procedures, department or program procedures, computerized/manual programs/systems and any other defined methods or procedures.**

- The following guidelines, procedures and manuals are available to the incumbent to provide guidance:
- Fleming College strategic and operational plans
- Government of Canada regulations and international protocols
- Programme and admissions standards
- Budget guidelines
- Collective agreements
- Fleming College Policies and Procedures
- Human Rights Legislation
- MCU policies and guidelines
- Published Program Standards (MAESD)
- Freedom of Information Act
- Canadian Immigration Legislation
- Ontario Qualifications Framework
- Academic Policies Manual
- Placement Procedures Manual
- Affiliate Institutions Agreements

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### 5. POTENTIAL IMPACT OF DECISIONS

Potential Impact of Decisions recognizes the **potential consequences** that **errors in judgement** made by an incumbent, despite due care, could have on the College. Usually, the higher the level of accountability inherent in a position, the greater the potential consequences there are on the College from errors in judgement.

**Give up to three examples of the typical types of errors in judgement that an incumbent could make in performing the requirements of the position. Do not describe errors which could occur as a result of poor performance, or ones that are rare or extreme. Indicate the probable effects of those errors on the College, e.g., loss of reputation of program/College, waste of resources, financial losses, injury, property damage, and effects on staff, students, clients or public.**

- a) Inappropriate business practices or selection of untrustworthy partners overseas could seriously jeopardize the college's and Canada's reputation - errors in judgment with overseas agent agreements could result in significant consequences of a large scope and scale including loss of students, legal action being taken against the college, or students entering the country illegally (Visas not obtained, or obtained under false pretences)
- b) A strategic decision to pursue a certain international market and/or abandon one could result in serious losses for the college in enrolments, financial performance and/or reputation, representing a large potential shortfall in expected revenue
- c) Ineffective student recruitment activity could undermine the College's reputation with prospective students and key influencers, negatively impacting on enrolment and cost the college revenue

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### 6. CONTACTS AND WORKING RELATIONSHIPS

Contacts and Working Relationships refers to the **types, importance** and **intended outcomes** of the contacts and working relationships required by an incumbent to perform the responsibilities of a position. It also measures the skill level required to be effective in dealing with contacts and being involved in working relationships. This factor does **not** focus on the level of the contact, but on the **nature** of the contact.

**Indicate by job title, with whom an incumbent is required to interact to perform the duties and responsibilities of the positions. Describe the nature, purpose and frequency of the interaction, e.g., exchanging information, teaching, conflict resolution, team consultation, counselling.**

Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
Internal to the College:			Occasional	Frequent
	International Recruiters & Overseas offices	Guidance and support, day to day operations, targets and results	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Manager English Programs & Int'l Student Services	Student support, ELB enrolment, quality assurance, program enhancements	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Registrar and Admissions Managers	Admissions policies and special cases	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Deans, Chairs, program coordinators	Academic planning, projects, issues involving international students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Marketing manager	Promotion materials, website, consultations on overseas materials	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	International Students	Arrival, reception, ongoing support, problem resolution	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External to the College:			Occasional	Frequent
External to the College, e.g. suppliers, advisory committees, staff at other colleges, government, public/private sector.	International staff and management at other educational institutions in Canada and overseas	liaising with other institutions in development of partnerships and strategies, market developer negotiations, consultation regarding global events, markets, agencies, policies, planning promotion activities together	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Education Agents/agencies	Day to day operations from a global perspective <sup>3</sup> , promotion of Fleming, recruitment of international students	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Immigration, Refugees and Citizenship Canada	Consultation with embassy Trade Commissioners for Education, planning of Embassy sponsored education events	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Pathway schools	Day to day operations, recruitment of students.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
	International education fairs organizers	Registration, operations before and during events.		x
	Airlines, hotels, Car rental suppliers	Bookings for frequent international travel.		x
Occasional Frequent	(O) (F)	<b>Contacts are made once in a while over a period of time.</b> <b>Contacts are made repeatedly and often over a period of time.</b>		

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### 7a. CHARACTER OF SUPERVISION/FUNCTIONAL GUIDANCE

**Character of Supervision** identifies the **degree and type** of supervisory responsibility in a position or the nature of functional/program supervision, technical direction or advice involved in staff relationships.

() Check the applicable box(es) to describe the type of supervisory responsibility required by an incumbent in the position:

- Not responsible for supervising or providing guidance to anyone.
- Provides technical and/or functional guidance to staff and/or students.
- Instructs students and supervises various learning environments.
- Assigns and checks work of others doing similar work.
- Supervises a work group. Assigns work to be done, methods to be used, and is responsible for the work performed by the group.
- Manages the staff and operations of a program area/department.\*
- Manages the staff and operations of a division/major department.\*
- Manages the staff and operations of several divisions/major departments.\*
- Acts as a consultant to College management.
- Other e.g., counselling, coaching. Please specify:  
  
\_\_\_\_\_

\* Includes management responsibilities for hiring, assignment of duties and work to be performed, performance management, and recommending the termination of staff.

Specify staff (by title) or groups who are supervised/given functional guidance by an incumbent.

Direct Reports:

- International Student Recruitment Officer
- International Recruitment Representatives (number depends on Market assignment)
- Application and Processing Assistant (number depends on Market assignment)
- Student Ambassadors

Indirect Reports: Global agents

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### 7b. SPAN OF CONTROL

**Span of Control** is complementary to **Character of Supervision/Functional Guidance**. Span of Control refers to the **total number of staff** for which the position has supervisory responsibility, (i.e., subordinates, plus all staff reporting to these subordinates).

**Enter the total number of full time and full time equivalent staff reporting through to the position. Also identify the number of staff for whom the position has indirect responsibility (contract for service), if applicable.**

Type of Staff	Number of Staff
Full-Time Staff	5-7
Non Full Time Staff (FTE) *	Student Ambassadors
Contract for Service **	Approx. 50 to 200 agents globally Full responsibility
<b>Total:</b>	5-7 (plus agents)

**\* Full Time Equivalency (FTE) conversions for non-full time staff are as follows:**

#### **Academic Staff**

Identify the total average annual teaching hours taught by all non-full time teachers (part-time, partial load and sessional) for which the position is accountable and divide by 648 hours for post-secondary teachers and 760 hours for non-post-secondary teachers.

#### **Support Staff**

Identify the total average annual hours worked by part-time support staff for which the position is accountable and divide by 1820 hours.

#### **Administrative Staff**

Identify the total average annual hours worked by non-full time administrative staff for which the position is accountable and divide by 1820 hours.

#### **\*\* Contract for Services**

When considering “contracts for services,” review the nature of the contractual arrangements to determine the degree of “supervisory” responsibility the position has for contract employees. This could range from “no credit for supervising staff” when the contracting company takes full responsibility for all staffing issues to “prorated credit for supervising staff” when the position is required to handle the initial step(s) when contract staffing issues arise.

### 8. PHYSICAL AND SENSORY DEMANDS

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**Physical/Sensory Demands** considers the **degree** and **severity** of exertion associated with the position. The factor considers the intensity and severity of the physical effort rather than the strength or energy needed to perform the task. It also considers the sensory attention required by the job as well as the frequency of that effort and the length of time spent on tasks that cause sensory fatigue.

Identify the types of physical and/or sensory demands that are required by an incumbent. Indicate the frequency of the physical demands as well as the frequency and duration of the sensory demands. Use the frequency and duration definitions following the tables to assist with the descriptions.

### PHYSICAL DEMANDS

Describe the types of activities and provide examples that demonstrate the physical effort that is required in the position on a regular basis, i.e., sitting, standing, walking, climbing, lifting and/or carrying light, medium or heavy objects, pushing, pulling, working in an awkward position or maintaining one position for a long period of time.

Types of Activities that Demonstrate Physical Effort Required	Frequency (note definitions below)				
	Occasional	Moderate	Considerable	Extended	Continuous
Sitting at desk working on a computer			x		
Standing during education fairs	x				
Lifting and/or carrying heavy luggage/materials		x			
Sitting while flying overseas				x	

### SENSORY DEMANDS

Describe the types of activities and provide examples that demonstrate the sensory effort that is required in the position on a concentrated basis, i.e., reading information/data without interruption, inputting data, report writing, operating a computer or calculator, fine electrical or mechanical work, taking minutes of meetings, counselling, tasting, smelling etc.

Types of Activities that Demonstrate Sensory Effort Required	Frequency (note definitions below)					Duration
	Occasional	Moderate	Considerable	Extended	Continuous	Short Intermediate or Long
Operating a computer, assimilating information, and report writing/generation			x			Intermediate
Eating different types of food while Traveling overseas		x				Short
Traveling in high risk regions/countries		x				Long
Standing and speaking to prospective students at fairs for long periods of time	x					Long
Sitting on long-haul flights of 6 hours			x			Long



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Types of Activities that Demonstrate Sensory Effort Required	Frequency (note definitions below)					Duration
	Occasional	Moderate	Considerable	Extended	Continuous	Short Intermediate or Long
or more						

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### FREQUENCY:

<b>Occasional:</b>	Occurs once in a while, sporadically.
<b>Moderate:</b>	Occurs on a regular, ongoing basis for up to a quarter of the work period.
<b>Considerable:</b>	Occurs on a regular, ongoing basis for up to a half of the work period.
<b>Extended:</b>	Occurs on a regular, ongoing basis for up to three-quarters of the work period.
<b>Continuous:</b>	Occurs on a regular, ongoing basis throughout the entire work period except for regulated breaks.

### DURATION:

<b>Short:</b>	Up to one hour at a time without the opportunity to change to another task or take a break.
<b>Intermediate:</b>	More than one hour and up to two hours at a time without the opportunity to change to another task or take a break.
<b>Long:</b>	More than two hours at a time without the opportunity to change to another task or take a break.

## 9. WORKING CONDITIONS

**Working Conditions** considers the frequency and type of exposure to undesirable, disagreeable environmental conditions or hazards, under which the work is performed.

Describe any unpleasant environmental conditions and work hazards that the incumbent is exposed to during the performance of the job.

### Environment

Describe the types of activities and provide examples that demonstrate exposure to unpleasant environmental conditions in the day-to-day activities that are required in the job on a regular basis, e.g., exposure to dirt, chemical substances, grease, extreme temperatures, odours, noise, travel, verbal abuse, body fluid, etc. Indicate the activity as well as the frequency of exposure to undesirable working conditions.

Types of Activities That Involve Job Related Unpleasant Environmental Conditions	Frequency (note definitions below)		
	Occasional	Frequent	Continuous
travel overseas for long periods of time		x	
exposed to pollution, noise, traffic, and dirty surroundings while traveling in certain countries		x	
exposed to changing / extreme weather	x		

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### Hazards

Describe the types of activities and provide examples that demonstrate the hazards in the day-to-day activities that are required in the job on a regular basis, e.g. chemical substance, electrical shocks, acids, noise, exposure to infectious disease, violence, body fluids, etc. Indicate the activity as well as the frequency of exposure to hazards.

Types of Activities That Involve Job Related Hazards	Frequency (note definitions below)		
	Occasional	Frequent	Continuous
travel to high risk countries (violence / terrorism/infectious diseases, etc.)		x	
Travel by air (bad weather, turbulence, etc)		x	
Travel overseas (rickshaws, taxis busses, etc)		x	

### Frequency:

<b>Occasional</b>	Occurs once in a while, sporadically.
<b>Frequent</b>	Occurs regularly throughout the work period.
<b>Continuous</b>	Occurs regularly, on an ongoing basis, throughout most of the work period.

### Additional Notes Pertaining to this Position: