



DOUGLAS COLLEGE

EMPLOYER REFERENCE

- **Please note that this reference should be completed by a supervisor rather than a colleague or co-worker**

STUDENT INFORMATION

Student name _____

Phone: (_____) _____ Student Number: _____

Relationship to referee: EMPLOYEE

The above named applicant is applying to the Bachelor of Arts in Child and Youth Care program at Douglas College. Please complete the attached rubric and return to the following address:

Child and Youth Care Program Advisor
Faculty of Child, Family and Community Studies
Douglas College
1250 Pinetree Way
Coquitlam, BC, V3B 7X3

OR email to cyc@douglascollege.ca

REFEREE INFORMATION

Referee name: _____ Signature: _____

Title: _____

Agency: _____

Address: _____

Phone: _____ Date: _____ email: _____

Your position in relation to the applicant: _____

Position the applicant held: _____



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Responsibility and Initiative

DEMONSTRATED 5	EMERGING 3.5	POTENTIAL 2	NOT YET READY 0
Works effectively with minimal supervision	Works effectively with some supervision	Works effectively with ongoing supervision	Struggles with implementing existing policy and procedures
Sees what needs to be done and gets it done	Sees what needs to be done and requests assistance in getting it done	Sees what needs to be done and works on getting it done when asked	Does not see what needs to be done and/or does not get it done
Actively seeks feedback and implements feedback	Implements feedback when given	Attempts to implement feedback, shows improvement in ability	Does not seek or implement feedback
Seeks, requests, and attends opportunities for growth and professional development	Actively participates in opportunities for growth and professional development	Participates in opportunities for growth and professional development	Does not participate in opportunities for growth and professional development



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Self-Awareness

DEMONSTRATED 5	EMERGING 3.5	POTENTIAL 2	NOT YET READY 0
Actively engaged in personal wellness	Participates in personal wellness on occasion	Considering a wellness plan	Ignores personal wellness
Awareness of personal strengths and works to enhance them	Awareness of personal strengths	Aware of some personal strengths	Unable to articulate personal strengths
Actively seeks feedback and implements feedback	Implements feedback when given	Attempts to implement feedback, shows improvement in ability	Does not seek or implement feedback
Sets clear and appropriate personal and professional boundaries	Working on establishing clear personal and professional boundaries	Recognizes the importance of clear boundaries	Has difficulty setting or maintaining clear boundaries
Awareness of areas that require development and actively engaged in working on those areas	Aware of areas that require further development and some effort to improve those areas	Aware of some areas that require development	Unaware of areas that require development



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Teamwork

DEMONSTRATED 5	EMERGING 3.5	POTENTIAL 2	NOT YET READY 0
Fosters space for others to participate and lead	Able to foster space for others to participate and lead sometimes	Accepts direction from team leaders	Superior or inferior attitude towards colleagues and/or supervisors
Able to appropriately assume leadership opportunities	Assumes leadership opportunities sometimes	Is a contributor but does not take on leadership roles	Does not contribute or take on leadership roles
Consistently recognizes when colleagues need support and offers meaningful support	Occasionally recognizes when colleagues need support and offers meaningful support	Recognizes when colleagues need support	Does not recognize when colleagues need support
Contributes in meaningful ways to team functioning	Aware of team and attempts to contribute to team functioning	Aware of team and participates in minimal ways	Unaware of team functioning and their contribution
Establishes effective working relationships with supervisor and colleagues	Has some working relationship with supervisor and colleagues	Building effective working relationships with supervisor and colleagues	Does not have effective working relationships



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Empathy and Relationship Building

DEMONSTRATED 5	EMERGING 3.5	POTENTIAL 2	NOT YET READY 0
Demonstrated understanding of others' points of view and empathetic response	Able to understand others' points of view and attempts to respond empathetically	Able to understand others' points of view	Difficulty understanding others' points of view or responding appropriately
Creates strong relationships with challenging children, youth, and/or families	Able to create strong relationships with all but the most challenging children, youth, and/or families	Able to create strong relationships with most children, youth, and/or families	Difficulty creating or sustaining relationships with children, youth, and/or families
Able to effectively use a variety of modalities in their work	Able to effectively use a limited variety of modalities in their work	Able to use some modality	Is inconsistent or ineffective in their use of modalities
Has a wide variety of methods and strategies for creating relationships	Has a couple of methods and strategies for creating relationships	Has an approach for creating relationships	Does not have an appropriate approach for building relationships
Effectively advocates for clients at the systemic and individual levels	Able to identify need for advocacy and seek support to do so	Able to identify need for advocacy and pass it on to supervisor	Difficulty recognizing and/or acting on a need for advocacy