

# HAUFE ZEUGNIS MANAGER

Practical experience trainee  
assessment form

**HAUFE.**  
HR SERVICES

First name, surname

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Personnel number

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Organisation

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Department/Job title

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Assessor/Line manager

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	Very good	Good	Satisfactory	Sufficient	Comments
Technical knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<hr/>
Further education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<hr/>
Powers of comprehension/creative thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<hr/>
Willingness to work hard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<hr/>
Willingness to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<hr/>
Ability to work under pressure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<hr/>
Way of working	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<hr/>
Reliability/honesty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<hr/>
Work results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<hr/>
Summary performance assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<hr/>
Behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<hr/>
Final statement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<hr/>

Note

## Technical knowledge

Technical knowledge is the specific knowledge on the basis of which it is possible for the employee to carry out his/her work.

### Supporting questions:

- > In addition to pure technical knowledge, does the employee also have the practical skills needed for the relevant job description?
- > Has the employee gained professional experience?
- > Does the employee have above-average specialist knowledge for his responsibilities?

## Further education

The "Further training" assessment step is optional and is very much associated with the employee's motivation.

### Supporting questions:

- > Is he/she prepared to acquire any missing experience/qualifications under his/her own instigation?
- > Does he/she create the scope to use further training options and to apply what has been learnt in everyday working life?
- > Has the investment in further training been beneficial both for the employee as well as the company?

## Powers of comprehension/creative thinking

The powers of comprehension and creative thinking are linked to flexibility and learning aptitude.

### Supporting questions:

- > How quickly does the employee grasp changes to work procedures?
- > How well can he/she analyse work procedures?
- > Does he/she demonstrate creativity in finding solutions?

## Willingness to work hard

Willingness to work hard is about commitment and initiative.

### Supporting questions:

- > Is he/she prepared to assume additional responsibility or does he/she adhere strictly to his/her defined range of tasks?
- > Does the employee pay too much attention to the prescribed hours of work or is there a willingness to work overtime if there is heavy workload?
- > Does the employee have a high standard regarding the quality of his/her work?

## Willingness to learn

This is related to the willingness to continually develop further and expand one's own skills and expertise.

### Supporting questions:

- > Is the employee willing to obtain information independently and expand his/her knowledge?
- > Does he/she learn from the mistakes made and what he/she has experienced?
- > Does he/she actively look for ways of developing and applying new skills?

## Ability to work under pressure

The ability to work under pressure describes the commitment of the employee even when there is a very heavy workload. The pressure may not only be the volume of work, but also the working conditions (temperature, noise, odours, etc.) and the mental challenges (e.g. a high level of responsibility, great pressure to succeed, working at night and shift work, etc.). Also include such conditions appropriately in your assessment.

### Supporting questions:

- > How does the employee react to unusual stresses in his work environment?
- > Is the employee in a position to also be able to perform when there are tight deadlines?
- > Does he/she demonstrate perseverance or can only short periods of top-level performance be expected?

## Way of working

People work in very different ways: some people have a systematic approach, while others immediately start working and some people wait for instructions. This is not a judgement because different requirements are needed for different workplaces. Ensure that the ability to work in a team and communication skills are also included in the assessment at this point.

### Supporting questions:

- > Can you describe the way of working of your employee in line with the following characteristics – depending on the activity?
- > Careful and precise, result-oriented, responsible?

## Reliability/honesty

The higher and more responsible a job is, the more one should be able to assume that the person is "reliable". For a general manager, a mention of "reliability" is almost a mockery, but for a trainee it's an important statement.

### Supporting questions:

- > Does the employee keep to agreed deadlines and agreements?
- > Is he/she loyal to the company?
- > Can the employee keep information entrusted to him/her to himself/herself?

## Work results

Every employer employs his employee not least in order to achieve a good work result in the company. This is why the assessment of the work result plays a key role in the reference, in addition to the summary performance assessment.

### Supporting questions:

- > How was the employee able to implement his/her tasks in practice?
- > What were the benefits to the company of the work results provided?
- > Was it possible to achieve the agreed targets on a regular basis or also exceed them?

## Summary performance assessment

This is the central statement in the reference – this is what the HR professionals look at first. Make sure that the average grade of all the criteria assessed previously are more or less in line with the grade of the summary performance assessment.

### Supporting questions:

- > Has the employee satisfied expectations?
- > Were you satisfied with the performance of the employee?
- > Taking all the criteria into consideration: what grade does the employee deserve?

## Behaviour

Social behaviour in the workplace has become increasingly important during times of flat hierarchies. In principle personal behaviour towards line managers, colleagues, customers, suppliers and business partners is assessed here.

### Supporting questions:

- > Can the employee communicate and negotiate with, also sell to the latter?
- > Does the employee behave appropriately in the corresponding situation?
- > Does he/she appear self-critical and respectful towards colleagues and line managers, even in stressful situations?

## Final statement

The final statement contains the reason for issuing the reference as well as wording concerning regret or thanks, which depends on the grades awarded.

Please note that the grade awarded here must reflect the overall grade of the reference.

### Supporting questions:

- > What average grade have you awarded for the reference so far?
- > Have you ensured that the grade for the closing remarks is not very different from the previous average grade?