Writing the Evaluation

**Interview Report Guidelines**

**Things to Think About When Writing the Report**

**INTERVIEW REPORT GUIDELINES**

In this chapter we’ve included examples of interview reports of varying quality (labeled as Good, Okay or Poor). At the end of each report we provide a critique.

A good interview report is:

**Detailed:** What led you to the conclusions you have drawn? Include specific examples from the interview as well as quotes if possible. However, you don’t need to reiterate the entire conversation.

**Thorough:** Probe for more information by asking follow-up questions, especially if the candidate did not fully answer the question or you still have questions about their response.

**Balanced:** If a candidate is strong you will want to address the candidate’s weaknesses as well as their strengths. If you initially feel a candidate is weak, don’t give up on them early.

**Consistent:** Make sure that your ratings correspond with your comments.

*Keep in mind that the interview is only one part of the application. A candidate may seem like a good fit during the interview but may be weak in other areas of his/her application. Although the only part of the application that you will read is the resume, it is helpful if you provide tips for the file reader to verify information in the rest of the application.*

*While the ratings grid is important, your comments are invaluable. Please be sure to include comments for every area of evaluation (if English Ability is satisfactory, no comments are necessary).*

*An ideal report length is the first page plus 1.5-2 pages of your comments.*

**THINGS TO THINK ABOUT WHEN WRITING THE REPORT:**

**Interpersonal Skills** - Does the candidate possess maturity and insight? Communication skills?

- Would you want to work with this person in a study group?

**Career Progress** - How much work experience does the candidate possess?

- Number of years, positions, level of responsibility held, upward progression
- Familiarity with various functional areas
- Relationship of experiences to stated career focus
- Reasons for job changes

**Career Focus** - Will Kellogg help the candidate achieve his/her stated career goal?
- Why does the candidate want an MBA?
- Are a logical career progression and good timing a part of his/her decision?
- Does the candidate have good reasons for applying specifically to Kellogg?

Intellectual Ability –
- What have you observed about the candidate’s ability to think creatively and critically?
- Does the candidate have problem-solving skills?

Leadership Potential - Does the candidate have strong leadership potential?
- Seek leadership evidence from work, extracurricular and community involvement.
- Has the candidate had managerial or bottom-line responsibilities?
- Does the candidate have the ability to lead a team, project, club or new initiative?

Impact on Student Life
- How would the candidate add to a diverse class at Kellogg? (Demographics, experiences, interests)
- Depth vs. breadth of collegiate, community and current activities? Leadership positions within them?
- Group or solo orientation?
- Are the activities legitimate or resume padding?
- Are the activities for self-enrichment or do they benefit others as well?

Overall Observations/Overall Impressions
- Will the candidate be marketable to corporate recruiters: how clear and strong are career focus, interpersonal skills and requisite experience?
- While it is useful for the Admissions committee to know if Kellogg is the candidate’s first choice, please do not penalize the candidate in other areas of your evaluation if Kellogg is not their number one pick.
- Think about the candidate in reference to your classmates at Kellogg, not other candidates.