Your Guide To Group Interviews

And how to avoid being a victim of the interview cull process
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Research of “Your Guide to Group Interviews AND How to Survive The Interview ‘Cull’ Process”, Tom Reincke

References:
Being dedicated and loving my job as a Cabin Manager with Ansett Australia as well as completing my commercial Pilots license, much of the enclosed, where not directly referenced, is from my working history, personal working notes of our Flight Attendant manuals supplied by Ansett Australia and recreational pursuits. Note: Ansett Australia, a once premier Airline of the Australian sky no longer operates.
Hi, I'm Tom Reincke  
(Author with nearly 20 years experience in the Aviation game)

Welcome to your Flight Attendant Careers Information manual - ‘Your Guide to Group Interviews’ AND How to Survive The Interview ‘Cull’ Process. You’ll get an inside look at group interviews and the activities that airlines use to expose your initiative, team work and communication abilities.

This is step 2 of the  
**Airline Flight Attendant Application 3-step system [AFAA]**


Discover the tips, tricks and secrets of the Airline Interview System from a Flight Attendant Manager with 18 years of flying and interview experience – and now with a fourth airline!

Being a former Ansett Australia Flight Attendant/Cabin Manager for 16 years and now flying with my fourth ‘new’ airline, I have been through the resume application and interview process successfully four different times. In doing so, I have been privy to much of how the airline selection and recruitment system for flight attendants works and can now share my experiences with you from a ‘hands on’ perspective.

Operating in the positions of both Cabin Manager and Flight Attendant, both domestically and internationally, and having been either the subject of or participant in the interview system many times as recently as early 2010, I look forward to passing on what I have to share with you in the **Airline Flight Attendant Application 3-step system [AFAA]**.

I also know that landing an airline job has been, is and always will be a fiercely competitive industry to break into. Many very good people have missed the chance to secure a flight attendant career because of a naivety with respect to how the system works. While I have seen some very **unprepared** people secure a job, I have seen and heard of far more applicants missing their chance due to a lack of preparation and knowledge.

Interviewers are not machines; and unfortunately, they do not always spot the best in an applicant. It is up to you to bring it out of yourself and you’ll gain enormously by knowing how the system works. Ironically, airline interviewers don’t want you to know much about the system of interviews either, because knowing how they select only serves to make their job that much harder. They count on applicant ignorance of the system to make the process work for them.

The interview system is not foolproof and is open to gaps of opportunity. When you gain understanding and know how the system works, you can with preparation, take advantage of any opportunity that comes your way.

For example, the interview system of questions is not about rote learning every possible question that they could ever ask you at an interview, but rather learning the criteria to cover and the system to use when providing your answer. By being aware of what the interviewers’ areas of interest are in asking a particular question, you can then give the answer sought, and most correctly from your experience.

Relating this to airline operations and job descriptions can only enhance and reflect favorably on you. Therefore, you will also read information in the **Airline Flight Attendant Application 3-step system [AFAA]** that will raise your awareness and give you a greater appreciation of the Flight Attendant Role and Aviation Industry.

Further, the application system is unique to the airline industry. Because most flight attendant interviews attract thousands of applicants, the airlines have the luxury of being very selective about who works for them. This again places a great responsibility on you to know as much as you can about their requirements. Researching their company, the type of staff they have working for them, the culture that they have developed and their employment requirements is paramount study fodder before any interview.
A good surf of my web site www.Flight-Attendant-Careers.com will give you much of this information and all of it for FREE.

Knowing what I now know having spent nearly 20 years in the industry and having spoken to many flight attendant hopefuls who were exactly that, ‘hopeful’ about becoming a flight attendant, I set about creating a solution to the very problem of flight attendant interviews. It was also apparent that everyone wanted to Blitz their interview because that meant their world was about to change.

However, there is more to getting a job as a flight attendant than the final interview. It’s a process that can be broken down into simple 3 steps. Certainly it’s involved but it’s so worth it.

The result of my efforts is the Airline Flight Attendant Application 3-step system [AFAA]. It was an incredible amount of work to put together but I wanted to give you the foundation work and resources you need in total so that you know how to become a flight attendant.

The Airline Flight Attendant Application 3-step system [AFAA] shows you how to write and submit your application, how to survive the interview cull process at your group interview and how to literally Blitz your personal one-on-one interview. Yes it’s the X Factor you’re looking for. Your personal 3 step guide to success involves three specific steps and it really is as easy as 1, 2, 3!

STEP 1: You'll discover in ‘Flight Attendant Interviews Made Easy’ the secrets of the Airline application process - This covers the A-Z of what you will need to know and how to successfully submit your resume to an Airline of your choice and it gives you extensive background information and preparation tips to then proceed to Steps 2 and 3.

STEP 2: This manual, Your Guide to Group Interviews and How to avoid the interview ‘cull’ process – Airlines have 100’s even 1000’s of applicants for comparatively few jobs. Your competition is hot so Step 2 of the Airline Flight Attendant Application 3-step system [AFAA] reveals what to do in your Group interviews to avoid being diplomatically told that, ‘You have failed on this occasion but please come back in 12 months for another try’!

‘Too many good applicants are culled from the process at this stage and they shouldn’t be. Basic fundamental steps along with some excellent tips are revealed and there really is no excuse to fail step 2 when you have discovered this gem.

STEP 3: ‘How To Answer Every Interview Question Perfectly’ - Literally ‘Blitz’ your one–on-one interview – The background information that you receive in (Step 1), sets the foundation to the fundamentals of your interview preparation in grooming, presentation, communication and body language. It also provides a great overview of aviation and introduces you to information you must either be familiar with or know intimately at your personal one-on-one interview stage.

Step 3 reveals the proven formula in detail for answering any interview question. No lists, no rote learning, no memorization, just a tried and true proven formula that works every time. Steps 1 and 2 have prepared you to now capitalize on what you now know and to literally Blitz your interview!

My mission was to make the Airline Flight Attendant Application 3-step system [AFAA] the best value information package that I could so I included bonuses to compliment what you will learn in steps 1, 2, and 3 to get a leg up on your competition and to become the ‘best’ flight attendant that you could be.

Understanding Jet Aircraft & the Working Environment of Flight Attendant’ is one such bonus. I trust you will study and use this bonus to its fullest.

Flying, whilst not for everybody, really is a unique world. If you love people, living out of a suit-case, and you possess a strange penchant for the smell of Avtur, then flying is for you.

I should also note that this manual as is the Airline Flight Attendant Application 3-step system [AFAA] is as dynamic as I can possibly make it. Since I first put pen to paper, a lot of things have happened in the aviation
industry like the influx of many low-cost airlines. Another big change is how airlines advertise and accept resumes. Once it was all about advertising in the paper and sending in a hard copy resume. While you still need a hard copy resume to take with you to your interview, more and more is done via the internet, and less and less by post. The formula for success when submitting a resume by e-mail or post, however, still remains the same.

The result of all this is that the Airline Flight Attendant Application 3-step system [AFAA] is dynamic and I update it as required. If you are a subscriber to my Airline News Ezine, you will always receive any of those updates as they are generated.

I truly hope that I am able to be the help, catalyst, information source or motivation factor that you need to literally make your dreams take flight.

Regards,

Tom Reincke

June 2010
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Group Interviews

Before you get to the target selection process, you may be faced with mass group interviews, effectively a broad cull session, perhaps termed as ‘information sessions.’ This may be a large walk-in type interview or smaller organized groups of approximately 12 applicants.

A walk-in type interview

This will see you meet at a hotel or meeting room facility complete with the necessary details requested:

- You will be assembled in a seating area with tables and asked to complete a general information type questionnaire.
- You will be given information, perhaps shown a video and have the chance to ask questions.
- You will then be asked to partake in a group activity.

While not yet as detailed as the individual interview, you must understand that you are being watched and are effectively under Target Selection Mode on a broader scale.
You will have your name read out and asked to wait outside. The remainder will then be informed diplomatically that, unfortunately, they didn’t make the next round of interviews, or you may be called back into the room where you will be informed you are to proceed to the next stage.

**In smaller, organized group type interviews**

You may have a few directed questions given to you in an informal way either in the whole group setting or more personalised session of that group being split into smaller groups. You may also be asked as a small group of 3 or 4 to complete an activity involving teamwork. Group activities may include answering questions on a given topic where in small groups you will need to rotate to each table and answer questions within a given time frame. At the end, you will need to provide your answers to the whole group. Further, you may be split into pairs to find out as much as you can about that person in a given time. You then will have to come together as a whole group, stand up in front of the group and tell what you learnt of that person to them.

Whatever the case, the outcome will be that some of you will get to the next stage and others will be asked to reapply. It is their diplomatic way of saying that you didn’t make it to the next stage. Note: (You have been “CULLED”)! 
How to Survive the “Cull Process”

While each of the airlines will have different and varied ways of doing this initial type of interview, understand from the outset that you are being OBSERVED.

The cardinal rules for any group activity or interview process

<table>
<thead>
<tr>
<th>DO</th>
<th>DON’T</th>
</tr>
</thead>
<tbody>
<tr>
<td>Groom immaculately</td>
<td>Forget your grooming</td>
</tr>
<tr>
<td>Walk, talk, stand and sit with purpose</td>
<td>Straggle, stagger, droop, or slouch</td>
</tr>
<tr>
<td>Listen, look and acknowledge</td>
<td>Tune out and forget</td>
</tr>
<tr>
<td>Smile and enjoy yourself</td>
<td>Be moody or unhappy</td>
</tr>
<tr>
<td>Be a team player</td>
<td>Be a soloist</td>
</tr>
<tr>
<td>Be confident and enthusiastic</td>
<td>Be timid and bored</td>
</tr>
<tr>
<td>Be considerate and encouraging</td>
<td>Be bossy and selfish</td>
</tr>
<tr>
<td>Be customer and people focused</td>
<td>Be self-centered</td>
</tr>
<tr>
<td>Contribute and be supporting</td>
<td>Be arrogant and know it all</td>
</tr>
<tr>
<td>Be natural</td>
<td>Be false or ‘smuckie’</td>
</tr>
<tr>
<td>Be accommodating but confidant</td>
<td>Be overbearing or dominant</td>
</tr>
<tr>
<td>Laugh if appropriate</td>
<td>Force any emotions</td>
</tr>
<tr>
<td>Complete tasks as directed</td>
<td>Alter or complain</td>
</tr>
<tr>
<td>Keep to your group</td>
<td>Involve the interviewer/observer other than possible clarification of directions</td>
</tr>
<tr>
<td>Your job</td>
<td>Do their job</td>
</tr>
<tr>
<td>Be proactive</td>
<td>Be reactive</td>
</tr>
</tbody>
</table>

The interviewers/observers will be observing your interaction within the group to see if in fact you are a team player, possess the necessary communication and social skills to achieve a given outcome, and that you are someone that they believe could deal with the environment that a flight attendant works in every day.

Team Work Simulation and Assessment

We visited teamwork simulation and assessment in “How to become a Flight Attendant.” Let’s remind ourselves of what this is and expand on it before we go through the examples of the activities that you may be asked to do and be involved in when attending a group interview.

Core Assessment Criteria

- Initiative
- Team Work
- Communication
**Initiative**

In The Macquarie Dictionary, 1996, p. 209, the definition given for “initiative” is:

1. Introductory act or step, leading action
2. Readiness and ability in initiating action ‘enterprise’.

Further and in relation to core assessment criteria, initiative could be described as: assessing one’s influence in and around people and team members when achieving common goals. An active contributor rather than a passive bystander; proactive in achieving goals beyond what is required. This (initiative) process envelopes leadership skills and decision making.

**Teamwork**

Teamwork is active involvement with appropriate participation to effectively contribute for the common good. Teamwork demonstrates consideration for the feelings and needs of others and shows awareness of the effect of one’s own behavior on others.

Teamwork could be described as: the effective contribution of all team members’ input achieves better results than if individuals worked independently. This obviously involves synergy within a group, which is ideally headed by a leader.

However, excellent teamwork is made up of several elements. It is supported, and in fact enhanced by:

- Having a goal, vision or suggested outcome
- Allowing each team member to have their input without interruption
- Understanding that healthy debate can be positive but having to win is not
- Recognising that cohesive agreement takes higher priority than winning an argument
- All team members, favour and understand desired outcomes and contribute to their achievement
Communication

Communication is about expressing ideas effectively in individual and group situations (including non-verbal communication), adjusting language and terminology to the characteristics and needs of the audience. It is also about being able to use effective interpersonal skills effectively and appropriately to the situation at hand.

A flippant description of communication could be ‘talk and listen.’ However, complete effective communication requires much more understanding than that. Communication happens when a message is conveyed between two or more people: a sender and a receiver (singular or plural). Effective communication only occurs when the receiver interprets the senders’ message as intended.

In an interview situation, you are both a sender and a receiver, and any interactive communication is therefore dynamic.

A sender needs to:

1) Confirm they have the receiver’s attention
2) Be sure their message is clear and is being sent in the most appropriate way
3) Confirm through verbal or non-verbal feedback if the message sent is being received and understood as intended

A receiver needs to:

1) Understand that the same message can be delivered in many ways and therefore can be interpreted in as many ways
2) Recognise that the message interpreted and understood is not always the message intended
3) Realise that communication is between two or more people whereby listeners send at the same time as they receive
To ensure effective communication, remember to:

- Speak at the appropriate time and manner
- Understand what has been spoken to ensure your response to the message sent/question asked is correct
- Speak clearly to ensure understanding
- Stay on topic or in suitable relation to topic
- Naturally use your normal talking gestures or body language
- Check that your message has been understood by observing body language or asking confirmation of understanding

To improve your communication skills as a sender:

- Know what you want to say or at least be familiar with the subject
- Speak clearly and with purpose
- Use pauses to control message delivery
- Utilise nuance to emphasize your communication
- Be conscious of tone, which can reflect your attitude
- Employ modulation of rhythm and inflection to accentuate words
- Vary your pitch, but generally keep it as low as naturally comfortable
- Use all your senses
- Use eye contact (without staring)

To improve your communication skills as a receiver:

- Listen carefully and completely
- Paraphrase appropriately; this is acknowledging to your sender that you are listening and you are confirming how the message sent is being received
- Use reflection, which means to repeat pertinent parts of the message received to ensure understanding
- Use encouragers (sparingly) like ‘yes,’ or ‘go on,’ etc., and body language such as nods of the head or open palm gestures
- Use eye contact (without staring)
Understand from the outset that in any communication, whether it be at your interview or later within your job, there will be hurdles in achieving effective communication.

This information is not meant to be all encompassing, but rather demonstrates that communication really is complex, and to work in the flight attendant field at the most professional level requires you to be a very good communicator. Many people are great talkers but extremely poor communicators. It takes much practice and yet more practice to become a great communicator.

Unfortunately, some people never become the communicator they should be for the job they hold, either because they don’t know how to become one, or they are simply not interested enough in their job to improve themselves. However, we all communicate in one way or another and the ‘how to’ knowledge can be practiced at any opportunity until each element becomes second nature.

**Let’s briefly explain the hurdles of communication**

Understand that not all hurdles are present all the time and not all will necessarily be encountered in your working environment or your interview. However, being aware enables you to be the best communicator you can be given any set of circumstances – interview situation or not.

**Cultural hurdles**
All cultures have their idiosyncrasies with communication. It can be gender-based or bias, be reflective of their religion, age-focused or even financially biased. It may even be one’s accent. A deeper look behind the façade of any culture will reveal a host of peculiarities that can prove a challenge to communication.

**Historical hurdles**
Past experience is an indicator of future performance. This simply means that you become good at what you practice at but also become normalized to your profession. Unfortunately that can mean that people with individualistic backgrounds or who perhaps work in a regimented hierarchical environment where activity and behaviour are dictated, could prove to have ingrained regimented ways to communicate.

**Language hurdles**
Quite obviously language can be a very limiting barrier to communication; however, as expressed in the Step 3 manual,

“How To Answer Every Interview Question Perfectly”:

✓ What you say will account for just 7% your message
✓ How you say it accounts for 38% of your message
✓ Body language will account for a whopping 55% of your message

1 http://www.peaseinternational.com/
Therefore, speakers of different languages can communicate in the absence of understanding in the spoken word. It necessitates the utilization of other elements of effective communication.

**Body language hurdles**
This can also be culturally influenced; however, subconscious thought normally accompanies the spoken word and displays itself as postures and gestures. Postures and gestures, or non-verbal communication, can normally be readily understood by most people. Recognition and practice will develop this ability.

**Physical hurdles**
This alludes to the environment in which you are situated. It is what stands materially between you and the other person. This includes things like background noise, items used for communication (mega phone, phone, hand signals/body language, etc), workload demands or even time constraints.

**Psychosocial hurdles**
This includes factors such as the trust involved with the parties to a conversation, age, gender, respect or lack of, and personalities among others.

**Organizational hurdles**
While this can be the “leader of the pack” or the “person in charge” based, it also includes working procedures and discrepancies of interpretation. For example, this can occur when a member of the day crew communicates to a member of the night shift crew. The operational requirements, expectations and normality of status quo will be different between each person and/or crew.

**Regulatory hurdles**
This includes rules, applicable government regulation, workplace health and safety, and procedures. In an interview situation and in relation to flying, this might mean communication will be somewhat affected by cockpit procedures, for example.

**Now that you further understand the elements of:**

- Initiative
- Team Work and
- Communication

…with practice, you put yourself in control at group interviews. Remember, initiative at interviews envelopes leadership skills and decision making. It is your chance to contribute in a most effective and noticeable way. While it is understandable that you may feel you do not want to rock the boat or stand out, the alternative will not be conducive to a favourable outcome if you are not positively noticed.
Decision Making

A simple acronym when it comes to contributing as a leader and implementing a decision in such a group situation is SCOMI.

SCOMI in decision making is short for:

- Situation analysis
- Consider options
- Offer a solution
- Monitor the outcome
- Implement alternatives

In explanation:

**Situation analysis:** Before you can do anything as far as making any decision, you must know what it is you have to do something about. Therefore, take the time to know what the present circumstances are before blindly reacting.

**Consider options:** In order to make a considered decision, you must know all the possible options available at that point in time.

**Offer a solution:** Having considered the options, offer the solution to the situation.

**Monitor the outcome:** Unfortunately, not all offered solutions have the initial desired outcome. Therefore, to continue on with your original (failing) solution and expect a different result is, for want of a better word, foolish.

**Implement alternatives:** Change your original solution and implement an alternative option, old or new, until the desired outcome is achieved.

(To a person experienced in this particular field, SCOMI is a relatively quick process ranging from seconds for a trained pilot or flight attendant in an aircraft emergency, for example, to possibly days, weeks or longer in a major asset allocation from a managerial perspective.)

Now that you have a good understanding of the **Core Assessment Criteria** and the acronym of SCOMI and its application as a factor of decision making, let’s look at some group tasks and activities that could make up a part of your group interview.
The “Cull” Begins!

An expanded example of a group task that you could be given is ‘survival of the species’

Survival of the Species (Task 1-Group Decision-Making Task)

INSTRUCTIONS (Duration 10 minutes)

1. Germ warfare has erupted between the world superpowers causing massive devastation.

2. Earth is expected to become uninhabitable within the next 48 hours.

3. A space shuttle is on standby to launch 5 passengers into space to start a new human colony on another planet.

4. Individually, pick 5 of the following persons who you would put on the spaceship and rank them in order of priority. Discuss your ranking with your group members.

5. Candidates will have a time limit of 10 minutes.

6. At the end of the discussion, submit a group decision on the 5 persons selected in order of priority.

<table>
<thead>
<tr>
<th>Person</th>
<th>Your Ranking</th>
<th>Group Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Tibetan Monk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A 64 year-old Grandmother</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A Male Tax Collector</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A Director of Prosecutions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A Male Politician</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A Female Model</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A Male Cook</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A Female Astronaut</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A Male Model</td>
<td></td>
<td></td>
</tr>
<tr>
<td>An Insurance Salesman</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Assessment of team work simulation Task One

<table>
<thead>
<tr>
<th>Positive Behavior</th>
<th>Negative Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Candidate name:</strong> ………………</td>
<td>Forces own views/opinions on others. Dominates group discussion and unreceptive to other people’s view points.</td>
</tr>
<tr>
<td>Communicates effectively to seek clarification of task and input from group members.</td>
<td></td>
</tr>
<tr>
<td>Encourages and supports the group as a whole using effective interpersonal skills.</td>
<td>Divisive and disruptive within the group.</td>
</tr>
<tr>
<td>Demonstrates leadership without dominating the group.</td>
<td>Expects and demands authority/leadership without consultation of the group.</td>
</tr>
<tr>
<td>Demonstrates a conciliatory approach to achieve a group consensus.</td>
<td>Dogmatic in approach, not wishing to adapt own views to achieve compromise.</td>
</tr>
<tr>
<td>Is able to facilitate group discussion</td>
<td>Does not partake in group discussion, and lets others decide.</td>
</tr>
</tbody>
</table>

### Team Work Task 2: Sharing

1. Each applicant is given 7 plastic shapes.
2. Their aim is to construct a solid square.
3. The ultimate aim is for every group member to construct square, which requires swapping shapes and assistance from other members.
4. The group is given 10 minutes to complete the task.

### Assessment of team work simulation Task 2

<table>
<thead>
<tr>
<th>Positive Behavior</th>
<th>Negative Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Candidate name:</strong> ………………</td>
<td></td>
</tr>
<tr>
<td>Demonstrates ability to think laterally and strategically.</td>
<td>Unaware of impact of others in the group – “tunnel vision”.</td>
</tr>
<tr>
<td>Logical completion of task and attention to detail.</td>
<td>Unfocused and unable to concentrate on task.</td>
</tr>
<tr>
<td>A creative approach to problem solving and willing to share ideas with group members.</td>
<td>Original approach but unwilling to share ideas for group benefit.</td>
</tr>
<tr>
<td>Supports and encourages other group members to complete task when own part completed.</td>
<td>Only interested in the completion of own task.</td>
</tr>
<tr>
<td>Is able to negotiate swapping or arranging of pieces.</td>
<td>Dominates group for own benefit.</td>
</tr>
</tbody>
</table>
**Combined Assessment of Teamwork Simulation**

P/B – Positive Behaviour  
N/B – Negative Behaviour  
T/R – Task Ranking  
T1 – Task One  
T2 – Task Two

Date: ……/……/……

<table>
<thead>
<tr>
<th>Candidate</th>
<th>Task One</th>
<th>Task Two</th>
<th>Final Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>P/B</td>
<td>P/B</td>
<td>T1</td>
</tr>
<tr>
<td></td>
<td>N/B</td>
<td>N/B</td>
<td>T2</td>
</tr>
<tr>
<td></td>
<td>T/R</td>
<td>T/R</td>
<td>F/R</td>
</tr>
<tr>
<td></td>
<td>P/B</td>
<td>P/B</td>
<td>T1</td>
</tr>
<tr>
<td></td>
<td>N/B</td>
<td>N/B</td>
<td>T2</td>
</tr>
<tr>
<td></td>
<td>T/R</td>
<td>T/R</td>
<td>F/R</td>
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<td></td>
<td>P/B</td>
<td>P/B</td>
<td>T1</td>
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<tr>
<td></td>
<td>N/B</td>
<td>N/B</td>
<td>T2</td>
</tr>
<tr>
<td></td>
<td>T/R</td>
<td>T/R</td>
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It is from here that the good news comes or the disappointment of being culled is presented to you.

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Once again there are various ways that this is done but the outcome is that many initial group interview attendees will go home and wonder why they were not invited to the next round of interviews. Don’t let that be you!

**Example activities**
Remember: Example activities that you may be asked to participate in and the assessment criteria will revolve around your **Core Assessment Criteria** of:

- Initiative
- Team Work
- Communication

Your preferred behavior supporting the Core Assessment Criteria will be displayed as any or all of the following:

- Communicates effectively to seek clarification of task and input from group members
- Encourages and supports the group using effective interpersonal skills
- Demonstrates leadership without dominating the group
- Demonstrates a conciliatory approach to achieve group consensus
- Is able to facilitate group discussion
- Demonstrates ability to think laterally and strategically
- Logical completion of task and attention to detail
- A creative approach to problem solving and willingness to share ideas with group members
- Supports and encourages other group members to complete tasks when own part completed
- Is able to negotiate swapping or arranging of pieces/things

As you go through the example activities, you will notice some that obviously relate to flying and others that have no relation to flying whatsoever. That is because this is a group interview and it is designed to identify whether you possess the basic competencies that the Core Assessment Criteria are designed to identify. It provides for a way that the airlines can cull *en masse* reasonably and accurately before they fine-tune their selection process through the Target Selection Interview System, which is designed to identify competencies in the areas of interest to an airline for the flight attendant position.

In any interview, be it a group or one-on-one, understand from the outset that you are being **OBSERVED**, so be aware of what is required, meet the competencies being looked for and you will survive the cull process.
It is important to remember when doing any group activity in an interview situation that it is not so much the outcome, but rather the process, because the outcome to any exercise for the most part is totally irrelevant. It’s about how you came to the result using and demonstrating your initiative, your teamwork and your communication abilities regardless of the activity given.

YOU ARE BEING OBSERVED!

**WARNING:**

This is Your Friendly Reminder to Remember...

The cardinal rules for any group activity or interview process and the

“Core Assessment Criteria”

Your activities

*Example 1*
You are in a small group and given a deck of cards and paper clips to build a tower of cards in a given time frame.

*Some points to consider:*
- Planning
- Organization
- Design
- Initiative
- Teamwork
- Communication
- the cardinal rules for any group activity or interview process
Example 2
In small groups of 3 – 5 people, you are to design a holiday in your home city and are given a specified $ amount to spend. This holiday is for a family of 4, which includes two young teenage children, 1 male, 1 female, and each of them will have specific interests. You will be given a time frame of 20 to 30 minutes to design this holiday, and when called upon, present it to the entire group.

Some points to consider:
- The needs of each person
- Can they share a common interest?
- Cost and total cost of each activities
- Quality or quantity of experience?
- The holiday length of time
- Weather
- Age of family members
- Initiative
- Teamwork
- Communication
- The cardinal rules for any group activity or interview process

Example 3
You are in a small group and are asked by the interviewer to prepare a 45-second advertisement for the airline, which you will present to the other interview groups. You are given a preparation time of about 10 minutes.

Some points to consider:
- Time frame
- Message content
- Message delivery
- Group input
- Audience
- Company culture and market
- Initiative
- Teamwork
- Communication
- The cardinal rules for any group activity or interview process
**Example 4**
As a group, decide on the 8 most commonly used words in the English language. Select a spokesperson to present your findings to the rest of the group and explain how you came up with the results.

**Some points to consider:**
*Your references:*
- Papers
- Magazines
- TV
- Advertising, social group, etc.
- Initiative
- Teamwork
- Communication
- The cardinal rules for any group activity or interview process

**Example 5**
You are grouped into threes and given the scenario where a husband (considered a VIP) and wife are traveling together on the same flight. You each take the role of husband, wife or flight attendant. After take-off, the husband, who is in business class asks if his wife sitting in economy can join him in the spare seat next to him. Your company does not allow upgrades. Role play the situation.

**Some points to consider:**
- Company policy
- Customer service
- Other passengers
- The VIP status of the husband
- Initiative
- Teamwork
- Communication
- The cardinal rules for any group activity or interview process

**Example 6**
Everybody in your group is paired and has been given 1 million dollars to spend on a holiday for themselves. On a piece of paper, plan your itinerary - where you’d go and what you’d do. You may discuss and ask questions of other members in your group. Stand up and tell your plans to all other members in the group when called upon.

**Some points to consider:**
- Initiative
- Teamwork
- Communication
- The cardinal rules for any group activity or interview process
Example 7
You are paired off into random partners. In two minutes find out as much as you can about your partner. When called upon tell the group what you have discovered about the person.

Some points to consider:
- Listening skills
- Clothing that they are wearing
- Speech pattern and words used
- Physical appearance and idiosyncrasies
- Initiative
- Teamwork
- Communication
- The cardinal rules for any group activity or interview process

Example 8
You are in groups of 3 or 4. You are given the scenario of having a group of young sporting men on their end of year trip after winning the Grand Final. During the flight, they become unacceptably inebriated and begin to disrupt the comfort of other passengers. You are given 2 minutes to discuss what you would do. When called upon, stand up and tell the main group.

Some points to consider:
- Who will be spokesperson
- Safety
- Other passengers’ comfort
- Lawful carriage
- Procedures
- Customer service
- Initiative
- Teamwork
- Communication
- The cardinal rules for any group activity or interview process

Example 9
In pairs, you are given pieces of a puzzle and a time frame. From these pieces you are to form 4 squares between you. In the first half of the time allocated, you are only allowed to communicate by touching each other’s pieces. In the last half of the time allocated, you are only allowed to point.

Some points to consider:
- Manners
- Time frame
- Initiative
- Teamwork
- Communication
- The cardinal rules for any group activity or interview process
**Example 10**

Your group is given $100,000,000 to make the world a better place. Where would the money go and why?

**Some points to consider:**
- Costing
- Culture and regulation
- Legalities & authenticity
- Credibility
- Initiative
- Teamwork
- Communication
- The cardinal rules for any group activity or interview process

**Example 11**

Discuss the following within your group. You are a tour operator with a bus load of foreign speakers on board. During your day tour, the bus breaks down in a remote location and alternative transport is not available for 4 hours. What do you do?

**Some points to consider:**
- Language barriers
- Cultural concerns
- Alternative entertainment
- Personal and business repercussions
- Food, water, toiletries/toilet
- Initiative
- Teamwork
- Communication
- The cardinal rules for any group activity or interview process

**Example 12**

You are given a card with a statement on it. This statement could be anything from initiative, communication, teamwork or how to solve a customer complaint. When called upon, stand and tell the group about the statement and relate it to a work experience you have had.

**Some points to consider:**
- Your delivery of the message
- Relevance to statement
- Reference to history of experience
- Content of statement
- Initiative
- Teamwork
- Communication
- The cardinal rules for any group activity or interview process
Example 13
You and your group members are selected to fill a time capsule that is cylindrical and measures 20 cms radius and 65 cms long and is to be buried for 100 years. What do you put in it? Select a spokesperson to explain to the other groups what and why you have selected the contents.

Some points to consider:
- Relevance of material
- Priority of contents
- Quality or quantity of contents
- Desired outcome
- Initiative
- Teamwork
- Communication
- The cardinal rules for any group activity or interview process

Example 14
You are in a group of 8 people sitting around a table. You are given a number of shapes that you must all assemble to make a square in a time limit of 2 minutes. You are to swap with others in the group to achieve the outcome of all participants having a completed square in front of them.

Some points to consider:
- Time limit
- Noise barriers to communication from other groups
- Teamwork
- Outcome
- Initiative
- Teamwork
- Communication
- The cardinal rules for any group activity or interview process

Example 15
Your group is given some white butcher paper and a Texta (or crown). Decide on a group name and put this at the top of the paper. Write the phrase, “Great Customer Service” under your group name. Now discuss within the group and list what great customer service actually means to you as a group. A spokesperson will stand and explain the results to the other groups.
Some points to consider:
- Your name in this example is not overly important; it is only used as an identifier!
- Be constructive and positive
- Avoid trite answers
- Initiative
- Teamwork
- Communication
- The cardinal rules for any group activity or interview process

Example 16
A group of 100 people, including you, are marooned on a tropical island about 50kms from the mainland. One of you is injured with a broken leg. In your small group, you decide that one of you has to find some help. Should you go, and if you do, what are you going to do?

Some points to consider:
- Distance from land
- Severity of injuries
- Individual abilities
- Survival possibilities
- Help from the people from within the group
- Island resources
- Initiative
- Teamwork
- Communication
- The cardinal rules for any group activity or interview process

Example 17
You are on a flight to somewhere. Unfortunately, a correct catering check was not performed and you realise that empty bar carts have been loaded in place of fully restocked bars. You now have no beverages. What are you going to do?

Some points to consider:
- Make a decision (SCOMI)
- Initiative
- Teamwork
- Communication
- The cardinal rules for any group activity or interview process
**SCOMI** in decision making is short for:

- Situation analysis
- Consider options
- Offer a solution
- Monitor the outcome
- Implement alternatives

**Example 18**
As you approach cruise altitude, you discover that the in-flight entertainment system is not working. What would you do?

**Some points to consider:**
- An announcement over the PA to advise status quo
- Other forms of entertainment like
  - Cards
  - Magazines
  - Games like:
    - Guess the age of the crew for a prize
    - Guess the outside air temperature
    - Guess the top of descent time
- Initiative
- Teamwork
- Communication
- The cardinal rules for any group activity or interview process

**Example 19**
In a group, you are given a box of props consisting of things like tape, scissors, blue-tac, paper, cardboard, pipe cleaners, glue, paper clips, etc., and asked to build something for an imaginary customer. This could be a racing car, a building, a landscape or similar. You will be given a nominal time limit of 10 to 15 minutes. At some point during this time, you will be informed by the interviewer that the customer wants a nominal change to what you have created, like colour or size, etc.

**Some points to consider:**
- Flexibility
- Possibilities to modify
- Initiative
- Teamwork
- Communication
- The cardinal rules for any group activity or interview process
**Example 20**

Your group of 8 or more has just been bequeathed 4 million dollars in a widow’s estate. The only proviso is that you are to use the money on travel to 5 places in the world and donate the balance to charity. You are to plan an itinerary for your group and nominate a charity to receive your donation and say why you have chosen the charity and how much you will give to it.

**Some points to consider:**
- Time frame
- Costing
- Culture and regulation
- Legalities & authenticity
- Credibility
- Initiative
- Teamwork
- Communication
- The cardinal rules for any group activity or interview process

**Example 21**

Your group is given some white butcher paper and a Texta (or crown). Decide on a group name and put this at the top of the paper. Draw a line down the middle and put the word “advantages” on one side and the word “disadvantages” on the other. Now, discuss within the group and list the advantages and disadvantages of being a flight attendant. A spokesperson will stand and deliver the results to the other groups.

**Some points to consider:**
- Your name in this example is not overly important; it is only used as an identifier!
- Be constructive and positive, particularly with disadvantages
- Initiative
- Teamwork
- Communication
- The cardinal rules for any group activity or interview process

**Example 22**

In a group of ten or more you are instructed that for the next 10 minutes you are not allowed to talk or make any verbal noises at all. You are also not allowed to use any pens or paper. You must then line up in order of your birth dates, youngest to oldest. You can use any other way to communicate.

**Some points to consider:**
- Time limit
- Avoid panic & confusion
- Look for someone to follow or be the conciliatory leader
- Initiative
- Teamwork
- Communication
- The cardinal rules for any group activity or interview process

### 2\textsuperscript{ND} interview assessment sheet

Name of Applicant: ………………………………………………………………………………………………………

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<th>Date</th>
<th>Conducted by</th>
<th>Status</th>
<th>Rank</th>
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<td>1. Profile Test Results</td>
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<tr>
<td>4. Reference check &amp; medical completed &amp; returned</td>
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<tr>
<td>5. Last contact with candidate</td>
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</tr>
<tr>
<td>6. 2\textsuperscript{nd} Interview Group meet and greet Customer service ability Communication skills verbal/nonverbal Social skills Enthusiasm for position Presentation/grooming</td>
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<td>Comments</td>
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<td>Individual Interview</td>
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TELEPHONE REFERENCE CHECK FOR FLIGHT ATTENDANTS

Applicants name: ........................................ Position: ..........................
Reference company: ................................. Telephone: ........................
Reference person: ................................. Title: ..........................
Relationship to applicant: ..........................................................
Employed from: ...................... To: ...................... (is this correct?) Yes  No
Position held: ........................................................................

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<td>Ability to work under pressure</td>
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<td>Level of customer service</td>
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<tr>
<td>Initiative</td>
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</table>

How well did the person work within a team environment? ..........................
How well did the person handle conflicting work demands? ..........................
How did the person handle difficult customers? ........................................
Reason for leaving..............................................................................

Would you employ the applicant?  Yes  No
Would you recommend the applicant?  Yes  No

Checked by: ........................................ Date: ......../....../.....

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3 Ansett Australia
Your beginning starts NOW! You have here some fabulous information, along with some incredible bonuses that are included in your Airline Flight Attendant Application 3-step system [AFAA] package.
Use every bit to your advantage!

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Please pay it forward and send your friends this link


so that they can become a free member of the Flight-Attendant-Careers.com Airline News ezine also…

Many thanks.

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