



Group **Assessment** guide





What group assessment actually test



What to expect

WHAT GROUP ASSESSMENT ACTUALLY TEST

Group assessments are not personality tests. The assessors are observing specific behaviours. They have scoring sheets focused entirely on what you do in that room, how you communicate, how you listen, how you contribute to solving the task.

These are observable actions they can measure and score. Being naturally introverted or extroverted doesn't matter. What matters is the behaviour you demonstrate during those 45ish minutes.

The actual task they give you is just a vehicle. The activity itself is minimal in terms of importance. What **truly** matters are the behaviours you demonstrate while working through it with others.

The behaviours they're tracking include communication, active listening, time management, problem solving approach, and commercial thinking. But your **golden ticket** is how effectively you encourage other people in the group and bring them into the discussion. **Leadership** in this context means making the group stronger. The standout candidates notice when someone hasn't spoken and invite them in. They build on other people's ideas rather than competing. They help the group perform better collectively. This **elevates** you above other competent candidates..

WHAT YOU WALK INTO IN GROUP ASSESSMENTS

You'll enter a room with **five to ten** other candidates. Assessors sit around the edges with clipboards watching and scoring. It can feel intimidating.

The tasks mainly fall into two main types:

- **Decision making exercises** where you need to reach consensus (choosing emergency responses, selecting priority routes)
- **Practical tasks** where you physically build or deliver something with limited resources (constructing bridges, moving objects through obstacles)





Group Assessment Strategy

Bring **others** in



Bring others **IN**

This is the **single most powerful** behaviour you can demonstrate! Every interaction you have should end with bringing someone else into the conversation.

When you finish making a point, turn to someone who hasn't spoken: **"Sarah what's your take on this?"** When you build on an idea acknowledge the quieter member: **"James mentioned something earlier could you expand on that?"** When discussion gets stuck redirect it: **"Emma, what risks do you think we missing?"**

Why does this matter so much? In one simple action, you're demonstrating multiple high value behaviours:

- Leadership (guiding group dynamic)
- Emotional intelligence (awareness of who's contributing and not)
- Team effectiveness (maximising collective intelligence)
- Confidence (directing conversation flow)
- Inclusivity (ensuring all voices are valued)

Aviation companies operate on the principle that the best decisions come from utilising **everyone's expertise**. The captain who ignores the first officer's concerns crashes planes. The manager who doesn't listen to ground staff misses critical operational issues.

This behaviour **solves multiple assessment challenges** at once. Worried about dominating? Bringing others in naturally balances your contribution. Concerned about a quiet group? You become the catalyst. Facing a dominant personality? You can redirect without confrontation by simply involving others.

**BRINGING OTHERS IN
IS THE FASTEST WAY TO STAND OUT**



Ways to bring others in

01 After Making Your Point

- "...and Emma, what's your thoughts on this?"
- "...that's how I see it. Tom, what's your perspective?"
- "...I might be missing something. Sarah, what's would you add?"
- "...And bob which idea would you like to put forward I know you've got it ready"

02 After Proposing an Idea

- "...that could work. James, what would you add to this?"
- "...that's one option. Lisa, do you see any risks I haven't considered?"
- "...but there might be better approaches. Mark, what would you suggest?"
- "...are my thoughts. Dave, I know you had (Their specific idea) what's your thoughts ?"

03 After Partial Agreement

- "...I agree with most of that. Rachel, what's your view on the timeline though?"
- "...that makes sense. Alex, how does this connect with your earlier point?"
- "...I like that direction. Claire, what would you change?"

04 After Analysing Something

- "...those are the main counterpoints I see. Ben, have I missed anything?"
- "...that's my understanding. Sophie, does that align with your thinking?"
- "...but I'm curious Oliver, how would you prioritise these?"

05 After Suggesting Next Steps

- "...we could start there. Hannah, would that work for you?"
- "...that's one way forward. Lucas, what sequence would you suggest?"
- "...but let's check – Mia, are you comfortable with this approach?"

06 After Sharing Information

- "...that's what I know about it. David, do you have different information?"
- "...from my experience. Nina, what have you seen?"
- "...that's just my perspective. Paul, what's been your experience?"

What else you can **SAY**

REFERENCING THE COMPANY

Speaking as if you understand and embody the company's values shows **commercial awareness and strategic thinking**.

Reference their values directly in discussions: "This solution supports (airline's) commitment to sustainability" or "That approach aligns with (company's) focus on operational excellence." You're showing you've done your homework

Connect decisions to their strategic priorities: "Given (airline's) expansion into Asian markets, we should consider..." or "Since (company) is investing heavily in digital transformation, this option makes sense." This demonstrates you know their bigger picture.

Use their language and terminology: If they call passengers "guests" or talk about "delivering journey experiences," use those exact phrases. Mirror the language from their website, reports, and recruitment materials.

Frame problems through their lens: "From (airline's) perspective, the reputation risk here is significant" or "This could strengthen (company's) position as a premium carrier."

The key is authenticity: Drop these references naturally when they're relevant, not as a checkbox exercise. One well placed reference to their values when making a decision is worth more than five generic mentions.

Before your assessment, study their **annual report, values statement, and recent press releases**. Know their main competitors, their strategic challenges, and what makes them different. When you naturally weave this understanding into your contributions, you stand out as someone who **genuinely** wants to work there and you look like a future colleague helping their company succeed. You would normally showcase this information in an interview but it's just as worth showcasing in group assessments naturally.



Things that you can DO

There are three practical things you can do that significantly impact how assessors score your performance.

Body Language

is your silent communication tool. Nodding when someone speaks, turning your body toward them, maintaining appropriate eye contact these show you're actively listening and demonstrates emotional intelligence and helps others feel valued and included. When people feel heard, they contribute more, and the group performs better.

Tactical Notetaking

helps you track different people's opinions and perspectives, which is crucial when you later say "as Rachel mentioned earlier" or "building on Tom's point about safety." Keep it simple jot down each person's main stance or concern, not everything they say.

Time Management

goes beyond just checking your watch. It's about creating structured opportunities to demonstrate leadership. You can suggest time allocations for different discussion phases, ensure everyone gets speaking time before decisions are made.

TIME MANAGEMENT

Time management creates natural leadership moments throughout the exercise

Define the total time upfront by confirming with the group: "So we have 30 minutes total, is that right?" This shows initiative and gets everyone aligned from the start.

Segment the time into phases and suggest allocations: "Should we spend 10 minutes understanding the problem, 15 discussing solutions, and keep 5 for our final decision?"

Call the midway point to prompt a natural reset: "We're 15 minutes in are we happy with progress or should we adjust our approach?" showing situational awareness.

Track time even if someone else is timekeeper. People forget and get absorbed in discussion. Having backup timekeeping means you can support them: "Just to support Sarah who's keeping time we have 5 minutes remaining."

Give clear countdowns in the final stretch: "Five minutes left everyone" then "Two minutes we need to start concluding."

Always protect the final two minutes for summary and alignment: "Let's use these last two minutes to confirm we're all in agreement on our decision." Never let the group debate until the very last second.

Things that you can **DO**

BODY LANGUAGE

Your body language speaks before you do. It's how you make others feel heard and valued, and assessors are watching these non verbal signals constantly.

Turn your full body toward speakers shoulders and torso, not just your head. This shows genuine engagement and respect.

Maintain strong but natural eye contact with the person speaking, occasionally scanning the group. When bringing someone in, make direct eye contact with them.

Nod when people make points to show you're processing their ideas. This validates their contribution and encourages more input.

Lean slightly forward during discussions to demonstrate active engagement. Pull back only when taking notes or giving someone else the floor.

Use open palm gestures when speaking. Keep hands visible and relaxed. Gesture with open hands rather than pointing directly at people.

Smile naturally and frequently when people contribute, when you agree, when the group progresses. This keeps energy positive and makes you approachable.

These behaviours create an atmosphere where people **want to contribute.**

TACTICAL NOTE TAKING

Note-taking is about tracking key information that helps you bring others in and shows you've been listening throughout.

Map names to opinions quickly at the start. Draw a simple diagram with names and jot their initial stance or concern next to each person. "Tom - safety focus" or "Rachel - cost worried"

Capture unique perspectives when someone raises a distinct angle or concern, make a quick note. You'll use this later: "Going back to Emma's point about weather delays..."

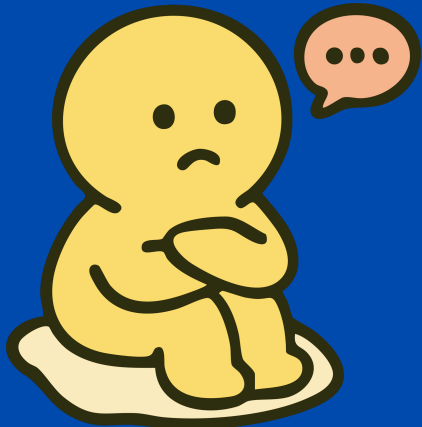
Write down specific proposals people make. If James suggests a three phase approach, note "James - 3 phases". This lets you build on ideas and credit people accurately.

Use shorthand and symbols don't write sentences. Arrows for connections, asterisks for important points, question marks for uncertainties. Speed is essential!

Put your pen down regularly to engage fully. Take notes during natural pauses, when others are discussing between themselves. **Never write** while someone is directly addressing you.



Handling difficult characters





The Dominator



The dominator talks continuously and seems unaware that others exist in the room. They repeat their points, and can derail the entire exercise. **Everyone** else is thinking exactly what you're thinking "this person needs to let others speak." The assessors see it too, and they're watching to see who's brave enough to manage the situation constructively.

You need to interrupt. Yes, it feels uncomfortable, but it's leadership. Trust your instincts if you're feeling the group needs redirection, act on it. The key is interrupting positively.

POSITIVE INTERRUPTION TECHNIQUES:

"That's really valuable, and I'd love to hear Emma's take on this too Emma, what do you think?"

"Great point, before we go further, let's get everyone's initial thoughts. Tom, what's your view?"

"I can see you're passionate about this and it's helpful. Let's quickly check where everyone else stands so we can move forward together."

"Excellent input let me just capture that (write it down) and Sarah, how does this fit with your earlier concern?"

"That's one strong option. Should we hear the other approaches before we commit to it? Michael, what were you thinking?"

"You've raised several points there. Let's take the first one Rachel, does that address your question from earlier?"

"I appreciate your thoroughness. Given we have 15 minutes left, should we hear from those who haven't spoken yet?"

Each interruption acknowledges their contribution first then immediately redirects to others. **You're expanding the discussion.** This shows the assessors you can manage difficult personalities and still engage a group.

The dominator often doesn't realise their impact, and these techniques help them contribute more effectively too.



The Silent



The silent one sits quietly perhaps taking notes, nodding occasionally, rarely speaks unless directly asked and even then, their responses are brief.

They might be overwhelmed or unsure how to jump into a fast moving discussion. Some are introverts processing internally, others lack confidence, and some might be from cultures where jumping into discussion is considered rude. Whatever the reason, their silence means the group loses potentially valuable input.

TECHNIQUES TO BRING THEM IN:

"Alex, you've been taking notes what have we missed so far?"

"Sophie, I noticed you nodding at that point what's your perspective?"

"Ben, based on your background, how would you approach this?"

"Emma, we'd really value your thoughts on this before we move forward."

"David, you looked like you wanted to add something earlier what were you thinking?"

"Hannah, which of these options makes most sense to you?"

"James, what's your gut feeling on the right priority here?"

Make it easy for them: Give them a specific focus rather than an open question. Instead of "What do you think?" try "**James, what's the biggest risk you see with option A?**"

Companies increasingly value **inclusive leaders** who can draw out diverse perspectives. The quiet analytical thinker might spot the fatal flaw everyone else missed. The reserved team member might have the most innovative solution.

By bringing them in, you're demonstrating that you can build psychologically safe environments where all team members can contribute. That's exactly what companies need leaders who ensure **critical safety concerns get voiced** even from the quietest crew member.



The Overconfident



Sometimes a confident person proposes something and everyone immediately agrees, maybe the idea sounds good on the surface or the group just wants to avoid conflict. The discussion moves to implementation before anyone's properly evaluated the proposal.

This is dangerous in aviation where unchallenged assumptions lead to incidents costing many lives. When you spot the group rushing to consensus without proper analysis, you need to slow things down constructively. Remember the goal isn't to get to an agreement on a solution mainly it is how you open up and encourage discussion.

CONSTRUCTIVE TECHNIQUES

"That's a strong starting point. Can we quickly assess it before committing? What risks are we not seeing?"

"I like this direction. What happens if our main assumption doesn't hold the (mention it)?"

"Good thinking. I'm wondering about the impact on (Something specific) has anyone got concerns there?"

"This could work. One thing I'm considering what if (specific issue)? Should we build in contingency?"

"Great idea. Before we lock it in, what are we assuming about (External factor) that might change?"

Then bring others in if needed:

"Actually, Tom, you've dealt with this before what am I missing?"

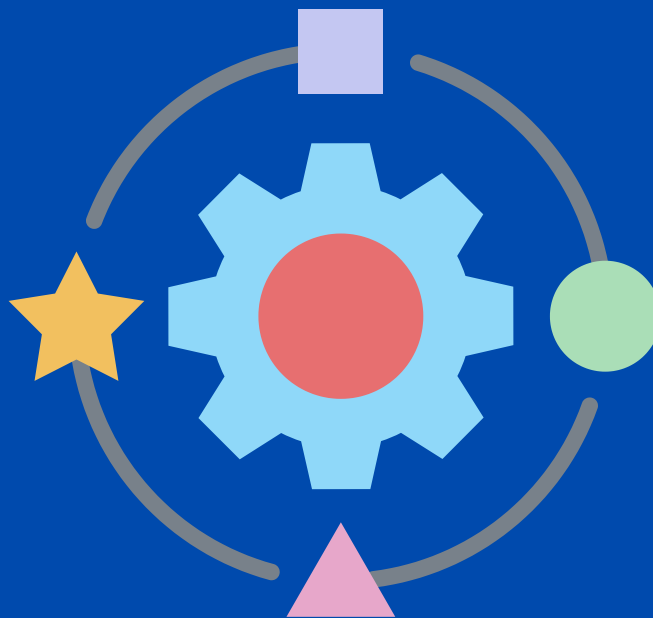
"Sarah, you looked uncertain what's your concern?"

You're showing **YOUR** critical thinking first, then inviting others to build on it. You're taking ownership of the challenge rather than just delegating it. This demonstrates stronger leadership you're not afraid to be the one raising questions.

This shows airlines you won't let dangerous assumptions go unchecked. You're the crew member who speaks up when something doesn't feel right, but you do it in a way that strengthens team decision making



The **C.L.E.A.R** Framework



The **C.L.E.A.R** Framework

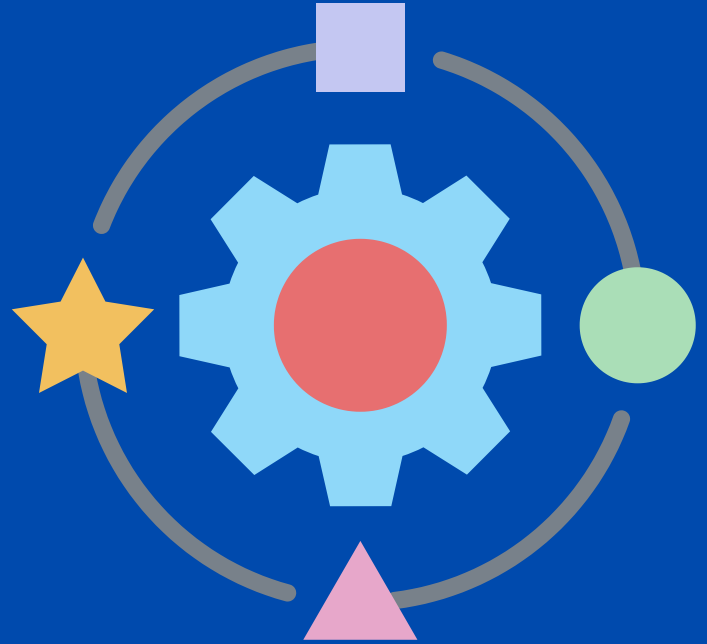
C – Clarify

L – Listen

E – Elevate

A – Add Structure

R – Recap



The **CLEAR framework** is a practical system I developed to help you consistently demonstrate **high value behaviours** during group assessments. It's a mental checklist that keeps you focused on how you're operating in the discussion, rather than just what you're saying.

Most candidates get so caught up thinking about their next clever point that they forget assessors are **scoring behaviours not ideas**. The best idea in the room means nothing if you delivered it poorly or at the expense of team dynamics. **CLEAR** shifts your thinking from "What should I say next?" to "Where can I contribute effectively?"

Group assessments are deliberately messy with time pressure, competing ideas, ambiguous instructions. This chaos is the point. It reveals how you operate under pressure. CLEAR helps you stay intentional rather than reactive when things get chaotic.

The **C.L.E.A.R** Framework

Clarify

Seek clarity when things are vague. Confirm what the task actually is, what success looks like, what constraints matter most. **"Just to clarify, are we choosing one option or ranking all three?"** or **"Are we prioritising cost or customer experience here?"** others are probably thinking the same questions and prevents the group wasting time.

Listen

Paraphrase points to show understanding. Build on what others say. Ask follow up questions. **"So your main concern is the timeline?"** or **"That links to what Sarah mentioned earlier about resources."** This proves you're not just waiting for your turn. Also use the body language techniques in this guide to showcase listening non verbally.

Elevate

This is your golden ticket. Make the group stronger by elevating quiet people by bringing them in the conversation, or by connecting different ideas, or helping someone refine their thought. **"Tom, we haven't heard your perspective yet"** or using the examples for "The Silent" or "Bringing others in"

Add structure

Organise the chaos. Suggest ways to move forward, propose decision criteria, manage time checkpoints. **"Should we shortlist to two options then decide?"** or **"We have ten minutes left shall we evaluate these against our criteria?"** This shows you can bring order to high workload which is essential in aviation.

Recap

Create alignment before decisions are made. Summarise agreements, highlight remaining issues, confirm understanding. **"So we're aligned on safety and timeline, but still discussing cost implications"** or **"Before we decide, let me confirm we're all comfortable with option B?"** You are ensuring that no one's thoughts are left behind showcasing inclusivity .

The **C.L.E.A.R** Framework

Remember

CLEAR isn't used sequentially. You might clarify early, listen throughout, elevate when you spot imbalance, add structure when discussion drifts, and recap before key decisions. It's situational and dynamic. The goal isn't to tick off each letter it's to have a framework that keeps you demonstrating valuable behaviours consistently when discussions get messy.

Next Steps

Before Your Assessment

- Research your target company's values and recent news
- Practice the CLEAR framework in everyday conversations
- Rehearse those "bringing others in" phrases until they feel natural
- Find a friend to do mock exercises with even 30 minutes helps

You've got this.

Miguel Cabrera Vivas

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