YOUR NEXT INTERVIEW STARTS HERE

The Airline Interview Preparation Workbook

A four-week checklist. Twenty questions.
A clearer answer, one practice session at a time.

01 / PLAN
Choose your focus

02 / SAY IT
Answer aloud

03 / REVIEW
Find one gap

04 / REPEAT
Try again

START IN 10 MINUTES

Turn to page 2. Record one answer, identify one improvement and try again. You can start before you have a complete study plan.

Inside

A practical preparation schedule you can tick off

20 questions across technical, HR, operations and simulator preparation

Timed video interview practice for HireVue preparation

Two worked HR examples with commentary

Fillable worksheets and a personal progress tracker

Built by a line pilot and instructor with transatlantic, North American and Middle Eastern operational experience.

Reader edition / 14 September 2026

START WITH YOUR VIDEO INTERVIEW KIT

Your first 10 minutes

Prepare one answer, say it on camera and choose one improvement. Use your phone for this short exercise, then move to a timed YPI rehearsal.

00-02 / Choose

Start with Q06, your background (page 10). Think of three relevant points from your own experience.

02-04 / Record

Record a short video on your phone without reading a script. Aim for roughly 90 seconds.

04-07 / Review

Read the guidance, then replay your answer. Did you answer directly, give something specific and finish clearly?

07-10 / Repeat

Change one thing and record again. These timings are a practice exercise, not an airline assessment standard.

The one thing I will improve in my next answer

YOUR YPI VIDEO INTERVIEW KIT

Ready for the timed format? Choose your pilot profile, rehearse four questions and get an AI debrief on your spoken answers. See page 15 for the walkthrough and HireVue preparation.

OPEN MY VIDEO INTERVIEW KIT

Free device check. Interview attempts use credits. Your camera stays on your device; AI coaching uses audio, not appearance.

Reader offer: READY15 gives you 15% off your first eligible preparation pass. The 3, 6 and 12-month passes include video interview attempts. New YPI customers only; one use per customer. Excludes monthly plans and standalone video credits; no combined offers.

Explore passes with READY15 selected

Plan: 3-4 I Technical: 5-9 I HR: 10-14 I Video kit: 15
Operations: 16-20 I Simulator: 21-25 I HR workshops: 26-27
Worksheets: 28-29 I Reader offer: 30 I References: 31

Fill this PDF in a compatible reader and save a copy, or print and write by hand.

PLAN / WEEKS 1-2

Your four-week checklist

Start at the stage that matches your preparation. If time is short, prioritise confirmed assessment requirements and your weakest areas.

WEEK 1 / Understand the assessment

- [ ] Confirm the assessment stages using the invitation or recruiter information.
- [ ] Collect the required documents and check any missing items.
- [ ] Find three current airline facts and record their sources and relevance.
- [ ] Record a baseline answer to Q06 and choose two weak areas.

Finish with: A one-page brief: assessment format, airline facts and your two priorities.

WEEK 2 / Refresh and explain

- [ ] Work through Q01-Q05 aloud before reading the guidance.
- [ ] Check uncertain technical points in current approved or official sources.
- [ ] Practise Q11-Q15: explain the decision and the assumptions behind it.
- [ ] Revisit two weak answers on a different day without notes.

Finish with: A short list of technical gaps, with a source and a next action for each.

My next session: date, time and one task

PLAN / WEEKS 3-4

Your four-week checklist

Start at the stage that matches your preparation. If time is short, prioritise confirmed assessment requirements and your weakest areas.

WEEK 3 / Build your own examples

- [ ] List six real events: teamwork, disagreement, pressure, error, leadership and adaptability.
- [ ] Use page 28 to develop one STAR example; keep your own actions visible.
- [ ] Practise Q06-Q10 and compare your structure with pages 26-27.
- [ ] Practise a timed YPI video interview (page 15), or ask a colleague for a mock interview.

Finish with: Two recorded answers and one concrete change based on feedback.

WEEK 4 / Rehearse and prepare

- [ ] Review the published simulator brief and practise Q16-Q20.
- [ ] Check aircraft references and procedures relevant to your assessment.
- [ ] Retest weak answers and update your tracker on page 29.
- [ ] Confirm travel, documents and logistics; protect time for rest.

Finish with: A final checklist of remaining gaps, logistics and realistic practice sessions.

My next session: date, time and one task

Q01 / TECHNICAL

What is balanced V1 and why does it matter?

SUGGESTED ANSWER

Balanced V_1 is the V_1 at which the applicable accelerate-go and accelerate-stop distances are equal for the stated conditions. It expresses the trade-off between continuing with an engine inoperative and rejecting the takeoff.

Within the permitted range, increasing V_1 generally increases accelerate-stop distance and reduces engine-out accelerate-go distance. A balanced solution is not automatically the limiting or selected solution: runway distances, obstacles, braking limits and other constraints can determine the result.

Distinguish VEF, the assumed engine-failure speed, from V_1, by which the first stopping action must begin. Recognition and reaction are accounted for between them. Do not treat V_1 as the point at which to start considering whether to stop. Use approved aircraft performance data. [1]

WHAT TO LISTEN FOR

Explain the distance trade-off, then separate engine failure recognition from the first reject action. Avoid describing balanced field length as the minimum runway for every case.

TRY IT ALOUD

Explain what generally happens to accelerate-stop and accelerate-go distance when V1 increases. Then explain why the selected V1 need not be balanced.

My next improvement

Q02 / TECHNICAL

What are the four takeoff segments after an engine failure?

SUGGESTED ANSWER

For a conventional transport-category twin, the four-segment description is a useful way to explain the one-engine-inoperative takeoff path. It is not a substitute for the approved aircraft profile.

First segment: from the screen-height region to gear retraction, using the required takeoff speed schedule; a positive gross climb gradient is required with the gear extended. Do not describe this as a planned acceleration segment.

Second segment: gear retracted, takeoff configuration, at V_2; the twin-engine gross climb requirement is 2.4%. V_2 is reached by 35 ft and maintained as close as practical, but not below V_2, to 400 ft in the certification path.

Third segment: accelerate and retract high-lift devices at the applicable acceleration height. Level acceleration is a common explanatory model, not a universal requirement for every profile.

Final segment: clean configuration, final takeoff speed and maximum continuous thrust; the twin-engine gross climb requirement is 1.2%. The certification takeoff path extends to 1,500 ft or completion of the transition to en-route configuration and speed, whichever is higher. Gross certification gradients are not net obstacle-clearance margins. [1]



Sequence only; not a flight-path drawing. Use the approved aircraft profile.

WHAT TO LISTEN FOR

Give configuration, speed and thrust with the gradients. Keep certification requirements separate from the operator's obstacle-driven departure profile.

TRY IT ALOUD

Cover the answer. Walk through the four configurations in order, then separate certification gradients from operational obstacle clearance.

Q03 / TECHNICAL

Explain the difference between a warm front and a cold front, and the associated weather.

SUGGESTED ANSWER

A warm front forms as advancing warm air rises over cooler air. It often brings widespread layered cloud, prolonged precipitation and deteriorating ceilings or visibility ahead of the surface front.

A cold front forms as advancing cold air lifts warmer air. A relatively narrow band of showers, cumulonimbus, turbulence or windshear may occur when moisture and instability support convection. Conditions behind the front may improve, but this is not guaranteed.

The actual weather depends on moisture, stability, frontal activity and local conditions. For flight preparation, compare the forecast with current observations and consider icing, convective avoidance, fuel and alternate options rather than relying on a fixed cloud sequence.

WHAT TO LISTEN FOR

Connect the weather to your plan: what would change your route, departure time or alternate?

TRY IT ALOUD

Choose a forecast front. Name two weather threats and explain what information you would check before changing your plan.

My next improvement

Q04 / TECHNICAL

What is the relationship between angle of attack and stall speed?

SUGGESTED ANSWER

A stall occurs when the wing exceeds its critical angle of attack. It can occur at different airspeeds, attitudes and load factors; airspeed alone does not define the aerodynamic limit.

For a given configuration and comparable aerodynamic conditions, increasing weight or load factor raises the speed at which that limit is reached. Critical angle of attack should not be described as one universal number: configuration, contamination and aerodynamic conditions can change stall behaviour.

For a coordinated, level turn, load factor is approximately 1/cos(bank angle). With other conditions unchanged, stall speed scales with the square root of load factor. At 60 degrees of bank in level flight, the load factor is 2 and stall speed is about 41% higher. Bank angle alone does not imply that load factor in every manoeuvre. [2]

WHAT TO LISTEN FOR

State the assumptions behind a numerical example. In a recovery discussion, refer to the aircraft's approved procedure and the need to reduce angle of attack.

TRY IT ALOUD

Explain why the 60-degree-bank example assumes a coordinated, level turn. What assumption would you state before giving the number?

My next improvement

Q05 / TECHNICAL

How does the bleed air system work and what are its primary uses?

SUGGESTED ANSWER

On a conventional pneumatic aircraft, bleed air is taken from engine compressor stages and regulated before use. An APU or ground source may supply some functions, subject to aircraft limitations.

Depending on the type, uses include air conditioning and pressurisation, pneumatic engine starting, thermal anti-icing and pressurisation of certain reservoirs or tanks. The architecture and available sources vary by aircraft.

Extraction affects engine performance and must be reflected in approved performance calculations. Anti-ice selection follows the applicable conditions and procedures; it is not traded away to improve performance when required.

Some aircraft use more electrical systems in place of conventional pneumatic functions. Describe the architecture of the aircraft you are discussing and verify details against its FCOM.

WHAT TO LISTEN FOR

Name the air source, its users and one operational consequence. Avoid applying one aircraft's system layout to every type.

TRY IT ALOUD

Name the bleed-air source, two users and one performance consequence for an aircraft you know. Verify the details in its FCOM.

My next improvement

Q06 / HR & COMPETENCY

Can you walk us through your background and what brought you to aviation?

ANSWER FRAMEWORK

Use three short parts: your relevant background, the experience that developed your interest and skills, and why this role is the next logical step.

Choose details that help the interviewer understand your current capability. For example, connect a training milestone or operational responsibility to something the advertised role requires.

Practise a version of roughly 90 seconds, then adjust to the time available. End with a specific, researched reason for applying. Use your own history rather than a generic aviation origin story.

WHAT TO LISTEN FOR

Record one attempt. Remove details that do not help explain your suitability or motivation.

TRY IT ALOUD

Record your introduction: relevant background, evidence of development, then why this role. Remove one detail that does not help the listener.

My next improvement

Q07 / HR & COMPETENCY

Tell me about a time you disagreed with your captain.

ANSWER FRAMEWORK

Choose a real disagreement and explain the operational context without identifying or criticising a colleague. If you have no captain example, say so and offer a relevant training or teamwork example.

Situation and task: what was happening, what needed to be achieved, and what was your responsibility? Keep this part brief.

Action: describe what you personally observed, how you raised it and how you listened or escalated when necessary. In a safety-related example, explain the applicable procedure and the timely action taken.

Result and learning: give the actual outcome and what changed afterwards. Do not invent a successful result or a colleague's praise. A useful answer can include a difficult outcome if you explain your judgement and learning honestly.

WHAT TO LISTEN FOR

Respectful communication and appropriate assertiveness can coexist. Make your own action visible in the answer.

TRY IT ALOUD

Choose a real disagreement. Write one sentence for the context and three describing your actions. See the worked example on page 26.

My next improvement

Q08 / HR & COMPETENCY

How do you handle pressure and high-stress situations?

ANSWER FRAMEWORK

Explain your approach before, during and after a demanding situation, then illustrate it with a real event.

Before: preparation, rest and a threat-focused briefing help reduce avoidable workload. During: protect aircraft control, prioritise time-critical tasks, use SOPs and share work explicitly.

If workload exceeds your capacity, say how you ask for support, simplify the plan or request time when appropriate. Do not claim that pressure never affects you.

After: debrief what helped, what did not and one change you made. A concrete example is more informative than saying that you thrive under pressure.

WHAT TO LISTEN FOR

Describe an observable action you took under pressure, not just a personality trait.

TRY IT ALOUD

Name a specific moment when workload rose. Explain what you prioritised, how you shared work and what you changed afterwards.

My next improvement

Q09 / HR & COMPETENCY

Why do you want to work for this airline specifically?

ANSWER FRAMEWORK

Connect the airline's current operation, the role and your own experience. Select two or three specific points you can discuss naturally.

You might discuss its route structure, fleet, training approach or the responsibilities in the vacancy. Verify the information before the interview and distinguish published facts from your impressions.

Explain why those features matter to you and what you can contribute. Avoid assumptions about rapid promotion or an airline's internal culture unless you have a reliable basis for them.

WHAT TO LISTEN FOR

For every fact about the airline, add a sentence explaining its relevance to your application.

TRY IT ALOUD

Connect one verified airline fact to your motivation and one real example of what you can contribute. See page 27.

My next improvement

Q10 / HR & COMPETENCY

What is your greatest weakness?

ANSWER FRAMEWORK

Choose a genuine development area and explain its impact, the feedback you received, what you changed and the evidence of progress.

For example, if your briefings used to be too detailed, explain how you learned to prioritise threats and decisions. Use that example only if it reflects your own experience.

Do not replace an honest answer with a disguised strength or conceal a material competence issue. If the development area concerns operational performance, explain the training, supervision and safeguards involved.

Finish with what you still monitor. Improvement does not require claiming that the issue has disappeared completely.

WHAT TO LISTEN FOR

A credible answer includes a specific change in behaviour and evidence that it helped.

TRY IT ALOUD

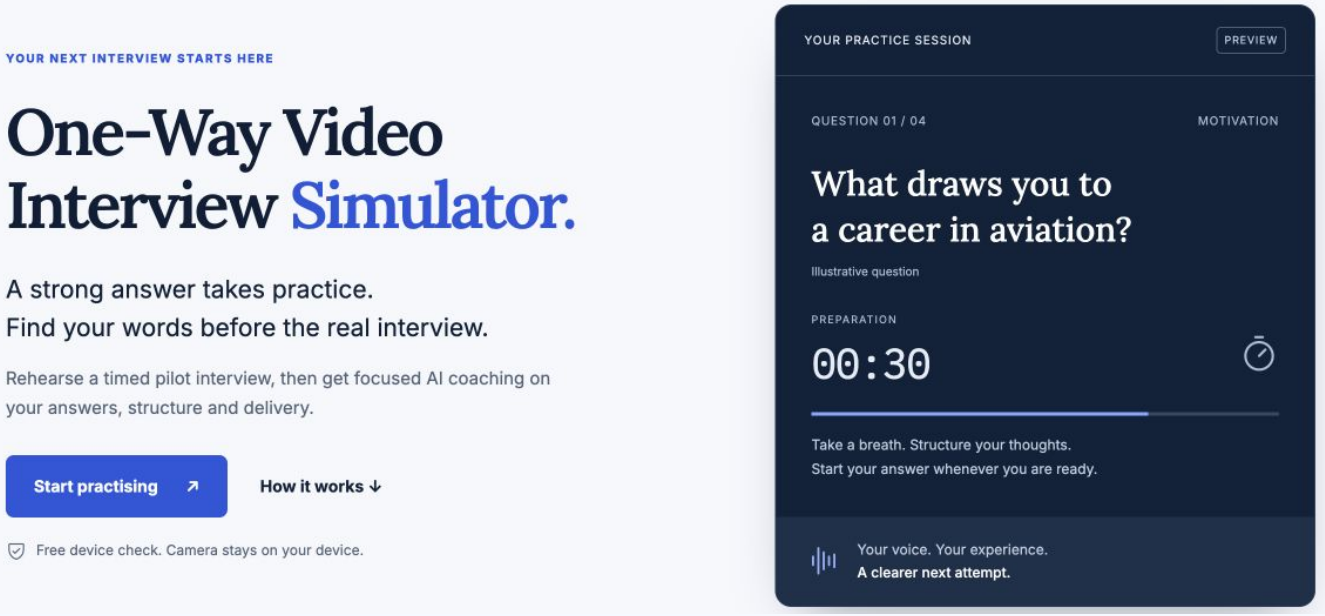
Name a genuine development area, the change you made and evidence of progress. Include what still needs attention.

My next improvement

PUT YOUR HR PREPARATION INTO PRACTICE

Prepare for your HireVue interview

You know your answers. Now practise delivering them on camera with the YPI One-Way Video Interview Simulator.



Capture of the YPI public preview. The question shown is illustrative.

4 QUESTIONS Per attempt	**30 SECONDS** Preparation	**90 SECONDS** Maximum per answer	**AI DEBRIEF** Focused feedback

1. Choose your profile. Cadet / low-hour, experienced first officer, command upgrade or direct-entry captain.

2. Rehearse under time pressure. Prepare, then answer in one take. Each accepted answer is final within that attempt.

3. Make the feedback useful. Review your transcript, strengths and improvement points. Bring one change back to your workbook.

PRACTISE MY VIDEO INTERVIEW

Sign in to check your available attempts. Practice uses credits; the device check is free. See the site for current access options.

Your camera stays on your device. Only audio is uploaded for transcription and AI coaching; video and appearance are not analysed.

Independent preparation using original YPI questions. YPI is not affiliated with or endorsed by HireVue. HireVue is a trademark of HireVue, Inc. Feedback is coaching, not a prediction of selection.

Q11 / OPERATIONAL DECISIONS

In IMC, the approach becomes unstable at 800 ft. Your SOPs require stabilisation by 1,000 ft and a go-around if stability is lost below that gate. The captain is flying. What do you do?

SUGGESTED ANSWER

Under these stated SOPs, I call for a go-around promptly using the prescribed callout. The approach is below the stabilisation gate and no longer meets the criteria.

As pilot monitoring, I monitor the response and carry out my go-around duties. If there is no appropriate response, I escalate in accordance with the operator's intervention procedure; an immediate safety threat may require taking control as trained.

Once the flight path and workload permit, we communicate with ATC, reassess the next approach or diversion and debrief the event.

The answer depends on the scenario's stated gate and SOPs. The 800 ft figure alone is not a universal rule for every VMC or IMC approach.

WHAT TO LISTEN FOR

Name the breached criterion and the required response. Do not introduce a delay to negotiate a mandatory go-around.

TRY IT ALOUD

Practise your first sentence, then explain your monitoring and escalation duties under the stated SOPs.

My next improvement

Q12 / OPERATIONAL DECISIONS

How do you prepare for a flight to an unfamiliar airport?

SUGGESTED ANSWER

Start with current charts, NOTAMs, weather and operator airport information. Check any qualification or special briefing requirements before accepting the operation.

Review terrain, runway characteristics, approach and missed-approach procedures, navigation requirements and relevant limitations. Consider runway conditions, landing performance and realistic diversion options.

In the crew briefing, focus on the threats that change decisions: an unusual procedure, terrain constraint, likely windshear, equipment limitation or complex taxi route.

Agree on the approach, monitoring duties and contingency plan. A colleague's experience is useful context, but it does not replace current published information.

WHAT TO LISTEN FOR

Turn each relevant threat into a mitigation or decision point instead of reading the chart aloud.

TRY IT ALOUD

Pick an airport. Identify three relevant threats and pair each with a mitigation or a decision point.

My next improvement

Q13 / OPERATIONAL DECISIONS

During cruise, you receive a TCAS RA. What do you do?

SUGGESTED ANSWER

Respond promptly to the RA using the aircraft's approved procedure, unless doing so would jeopardise safety. A corrective RA requires a change; a preventive RA may require maintaining the indicated safe vertical-speed range. Do not assume every RA commands a climb or descent.

Use the approved flight-guidance or manual response for the installed system. Follow updated guidance and do not manoeuvre opposite to the RA. Conflicting ATC instructions do not override it; advise ATC as soon as workload permits.

Do not assume the other aircraft has received an opposite RA. Coordination depends on compatible, operating equipment.

After the conflict is resolved, promptly return towards the current clearance as appropriate, advise ATC and follow reporting procedures. Follow the aircraft procedure for higher-priority warnings, such as stall, terrain or windshear warnings. [3]

WHAT TO LISTEN FOR

Distinguish preventive and corrective guidance. Mention aircraft-specific automation and the priority of other immediate safety warnings.

TRY IT ALOUD

Explain preventive versus corrective RA guidance, then identify where to verify the response for your installed system.

My next improvement

Q14 / OPERATIONAL DECISIONS

Your fuel state is lower than planned at top of descent. What actions do you take?

SUGGESTED ANSWER

Recalculate fuel expected at landing using the actual position, consumption, weather and likely delays. Investigate the discrepancy, consider a leak or system problem if indicated, and compare suitable landing options. Protect final reserve rather than waiting for it to be reached.

MINIMUM FUEL: when committed to a particular aerodrome, advise ATC if a change to the existing clearance could lead to landing below planned final reserve. This is not an emergency declaration and does not itself confer priority.

MAYDAY MAYDAY MAYDAY FUEL: declare an emergency when predicted usable fuel at landing at the nearest aerodrome where a safe landing can be made is below planned final reserve. Do not wait until the fuel on board itself falls below that amount.

Coordinate the decision with the other pilot, request appropriate assistance and follow the operator's fuel procedures. Being below the original fuel plan alone does not define either declaration. [4]

WHAT TO LISTEN FOR

Separate actual fuel on board from predicted landing fuel. State the landing assumption and the threshold for each declaration.

TRY IT ALOUD

Explain why being below planned fuel does not by itself define a declaration. State the landing assumption for each threshold.

My next improvement

Q15 / OPERATIONAL DECISIONS

A passenger becomes seriously ill during flight. How do you handle it?

SUGGESTED ANSWER

Ask cabin crew for a concise report and have them follow their first-aid procedures. Use available medical professionals and ground medical support in accordance with company procedures.

Assess a diversion with the captain, considering the medical advice, time to suitable care, airport facilities, weather, fuel and landing performance. Medical support informs the decision; the commander retains responsibility for operating the aircraft.

Communicate the urgency to ATC as appropriate, coordinate cabin preparation and arrange medical assistance on arrival. Use the applicable urgency or distress procedure when warranted by the situation.

Maintain aircraft control and clear task sharing throughout. Record the relevant times and actions through the company's reporting process.

WHAT TO LISTEN FOR

Explain how medical advice and operational constraints inform the decision, rather than promising an automatic diversion in every case.

TRY IT ALOUD

List the information you need from the cabin, medical support and flight planning to assess a diversion.

My next improvement

Q16 / SIMULATOR PREPARATION

What do examiners actually evaluate during a sim assessment?

SUGGESTED ANSWER

Start with the assessment brief: the expected aircraft knowledge, manoeuvres, procedures and handling standards vary by airline and role.

Prepare to demonstrate aircraft control, procedural discipline, monitoring, communication, workload management and sound decisions. Handling accuracy matters alongside CRM; neither compensates automatically for unsafe performance in the other.

A deviation should be detected, communicated when useful and corrected promptly. The significance depends on its nature, severity and the applicable standard.

Practise the expected profile and ask for clarification about unfamiliar simulator conventions before starting. Do not assume that a screening is identical to a licence proficiency check.

WHAT TO LISTEN FOR

Use the published brief as your preparation checklist. Avoid universal claims about how every airline scores an assessment.

TRY IT ALOUD

Read your assessment brief. List what is confirmed, what is unclear and what you need to ask before the session.

My next improvement

Q17 / SIMULATOR PREPARATION

What must be your first action when you encounter a failure in flight?

SUGGESTED ANSWER

Protect aircraft control and a safe flight path first. The pilot flying stays focused on flying while the pilot monitoring supports identification, monitoring and the required actions.

Use the applicable procedure for immediate actions and memory items. Some events need time-critical actions alongside aircraft control; aviate, navigate, communicate is a priority framework, not a reason to delay those actions.

Confirm the problem and apply the appropriate checklist or ECAM/EICAS procedure with the required cross-checks. Divide tasks clearly so both pilots do not become absorbed in troubleshooting.

Communicate and reassess the plan as workload permits. Request assistance or declare urgency or distress when appropriate to the event.

WHAT TO LISTEN FOR

State who flies and who handles the procedure. Explain priorities without turning them into an inflexible sequence.

TRY IT ALOUD

Describe who flies and who handles the procedure. Explain how time-critical actions fit alongside aircraft control.

My next improvement

Q18 / SIMULATOR PREPARATION

How should you brief an approach during a sim assessment?

SUGGESTED ANSWER

Follow the operator's briefing format and adapt its depth to the threats and complexity of the approach.

Confirm the approach and runway, navigation setup, relevant constraints and minima, and the target speed calculated under the aircraft procedure. Avoid adding a correction twice if it is already included in Vapp.

Brief the missed approach and any aircraft-specific go-around considerations. Identify relevant threats and agree on mitigations, stabilisation criteria and intervention duties.

Use a short interactive briefing with clear decisions and an opportunity for the other pilot to clarify. There is no universal 60- or 90-second maximum; completeness and shared understanding matter.

WHAT TO LISTEN FOR

Explain what could change the plan and who will monitor it. Keep routine detail proportionate to the scenario.

TRY IT ALOUD

Using a current chart and the relevant briefing format, practise an approach briefing with two threats and agreed mitigations.

My next improvement

Q19 / SIMULATOR PREPARATION

Why should you memorise pitch and power settings for your aircraft type before a sim assessment?

SUGGESTED ANSWER

Known pitch and power references can provide a useful starting point for manual flight, especially when workload is high. They do not replace monitoring airspeed, flight path and aircraft response.

Prepare references for the aircraft, configuration and conditions you will use. Mass, altitude and other factors affect the settings required, so one memorised pair is not valid for every approach.

Use training material or an instructor to complete your notes: level flight clean - pitch and thrust; landing configuration - pitch and thrust; go-around - the approved initial technique.

Apply the aircraft's procedure, observe the response and make timely corrections. Avoid both chasing instruments and waiting passively while a significant deviation develops.

WHAT TO LISTEN FOR

Bring verified references and understand their limits. Do not guess aircraft-specific settings.

TRY IT ALOUD

Identify the training source for your aircraft references. List the configurations and conditions you still need to verify.

My next improvement

Q20 / SIMULATOR PREPARATION

During the sim assessment, you make an error. How do you handle it?

SUGGESTED ANSWER

Recognise the error and prioritise the action needed to restore a safe flight path or correct procedure. Communicate concisely when it helps the other pilot understand what is happening.

Correct using the applicable procedure and reassess the situation. If the deviation meets a go-around or other mandatory action criterion, take that action rather than trying to rescue the exercise.

Once corrected, return attention to the next task. Avoid letting embarrassment consume monitoring capacity.

In the debrief, describe the event honestly, its cause as you understand it and a practical improvement. Do not assume that any single error is automatically harmless or that recovery guarantees a pass.

WHAT TO LISTEN FOR

Show awareness, appropriate correction and learning. The seriousness of an error depends on what happened, not simply how many errors occurred.

TRY IT ALOUD

Choose a real training error. Describe recognition, correction and learning without excusing the error or claiming a guaranteed pass.

My next improvement

HR WORKSHOP / Q07

Show what you actually did

Fictional training example. The candidate has no airline captain example. This illustrates structure; replace it with a real event from your own experience.

A WEAK ANSWER

"I disagreed with someone, but I stayed professional. We talked about it and everything worked out. Communication is important."

This gives no context, personal action or observable outcome.

A stronger answer

SITUATION + TASK

"I have not flown as an airline first officer yet, but I can offer a training example. During a simulator preparation session, my partner wanted to spend almost all our time on handling. I thought we also needed to rehearse our briefings and task sharing. We had one hour available and needed to agree how to use it."

ACTION

"I asked which handling tasks they were most concerned about, then explained the feedback I had received on my briefings. I suggested that we rehearse one briefing together and protect the remaining time for the handling exercise. We agreed on that plan and each stated what we wanted the other to observe."

RESULT + LEARNING

"We completed both activities. My partner pointed out that I was listing chart details without explaining the threats, so I rewrote my briefing notes. In our next session, I started by asking us both to name our priorities. I learned to make the disagreement specific and agree on a practical plan."

WHY THIS WORKS

The candidate is honest about experience, explains the disagreement without blame, describes personal actions and gives a specific learning point. A difficult outcome can also work if reported honestly.

My real event and the action I want the interviewer to understand

HR WORKSHOP / Q09

Make your motivation specific

Fictional airline and candidate. The operating details below belong only to this example; they are not claims about a real airline.

A WEAK ANSWER

"You are a leading airline with a great reputation. I have always wanted to work here, and I think it would be good for my career."

The same answer could be sent to almost any airline.

A stronger answer

"I am applying to Example Air for two main reasons. Your published first-officer vacancy describes a short-haul operation with regular multi-sector duties. I enjoy the preparation and coordination involved in successive sectors, and I want to develop in that kind of operation.

Your advertised role also places emphasis on teamwork and standard procedures. In my recent multi-crew training, I learned how much clearer task sharing improved our sessions. After feedback on my briefings, I started focusing on the main threats and asking my partner to confirm our plan.

Those experiences do not make me a finished airline pilot, but they explain the fit I see. I would bring a habit of preparing carefully, using feedback and working openly with the other pilot. I would like to develop those habits within your operation."

WHY THIS WORKS

Two stated features of the role are linked to personal motivation and evidence. It avoids unsupported claims about internal culture, prestige or rapid promotion.

One verified airline fact + source + date checked

Why it matters to me + real evidence of what I can contribute

Before the interview, verify the vacancy and airline information again. Use your own experience; do not adopt the fictional candidate's history.

REUSABLE WORKSHEET

Build your own STAR answer

Use this for a real past event. For motivation or self-introduction, use the different structures on pages 10 and 13.

Question / competency / date of the event

S - Situation: what was happening? Keep the context brief.

T - Task: what was my responsibility?

A - Action: what did I personally observe, say and do? Why?

R - Result: what actually happened? What evidence do I have?

Learning: what changed in my later behaviour?

- [ ] I can distinguish my actions from what the team did.
- [ ] The details and outcome are true; I have removed identifying information.

PERSONAL REVIEW / REUSABLE WORKSHEET

Track practice, not confidence

These are personal practice markers, not an airline scoring system or a prediction of selection.

USE THE SAME REVIEW EACH TIME

Mark each dimension: 0 = missing or unclear; 1 = partial or prompted; 2 = clear and independent. For factual or procedural answers, verify accuracy separately; fluency cannot establish correctness.

Directness: Did I answer the actual question?

Specificity: Did I give a relevant example, principle or stated assumption?

Structure: Could a listener follow my reasoning?

Reflection: Could I identify a limitation, lesson or next improvement?

Question + date I Directness / Specificity / Structure / Reflection (0-2 each)

Accuracy check: what I verified, the source and any unresolved point

Feedback: one thing that worked + one thing to change

Next attempt: date + one specific change

My 20-question practice tracker

Tick after answering aloud, reviewing the guidance and identifying your next improvement. A tick means practised, not mastered.

- ☐ Q01
- ☐ Q02
- ☐ Q03
- ☐ Q04
- ☐ Q05
- ☐ Q06
- ☐ Q07
- ☐ Q08
- ☐ Q09
- ☐ Q10
- ☐ Q11
- ☐ Q12
- ☐ Q13
- ☐ Q14
- ☐ Q15
- ☐ Q16
- ☐ Q17
- ☐ Q18
- ☐ Q19
- ☐ Q20

YOUR GUIDE-READER OFFER

Ready for your next step?

Turn your next practice session into a preparation routine with YPI.

READY15 / 15% OFF YOUR FIRST PREPARATION PASS

Choose a 3, 6 or 12-month pass to unlock the Premium question library and included video interview attempts. The button below selects READY15 automatically; Stripe shows the final discounted total before payment.

CHOOSE MY PASS WITH 15% OFF

For new YPI customers making their first purchase. One use per customer. Excludes Pro Monthly and standalone video-credit packs. Cannot be combined with another offer.

Choose what you need to practise

BUILD YOUR KNOWLEDGE

Explore technical questions, HR and CRM, simulator preparation and type-specific topics in the Premium library. Choose a weak topic and practise explaining the reasoning behind your answer.

DELIVER YOUR ANSWERS ON CAMERA

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References and scope

Workbook proposal: 14 September 2026. Technical answer text retained from the 9 September 2026 editorial revision. The four-segment visual is a sequence summary, not an operational flight profile. Video interview features checked against the YPI public page on 14 September 2026.

[1] Takeoff performance - Q01 and Q02

EASA CS-25: CS 25.107, 25.109, 25.111 and 25.121. Certification concepts must be distinguished from the aircraft's approved operational performance calculation.

Open official reference

[2] Stall and angle of attack - Q04

FAA Pilot's Handbook of Aeronautical Knowledge, Chapter 5, Aerodynamics of Flight; FAA Angle of Attack Awareness. Use aircraft guidance for configuration and contamination effects.

Open official reference

[3] ACAS / TCAS - Q13

FAA AC 90-120, Operational Use of Airborne Collision Avoidance Systems, 20 November 2024, sections 2.8 and 3.3-3.5.

Open official reference

[4] In-flight fuel management - Q14

EASA Easy Access Rules for Air Operations, Revision 24, March 2026: CAT.OP.MPA.185 and associated guidance. The wording here addresses commercial aeroplane operations.

Open official reference

SCOPE

This independent interview study aid is not an operating manual or an airline-approved assessment standard. Use current AFM/FCOM/QRH, operator SOPs and applicable rules for operational decisions. Requirements vary with the aircraft, operator, role and assessment format.

The HR workshops are fictional teaching examples. Use your own history and report outcomes honestly. The worksheets and timing suggestions are preparation tools, not assessment criteria or a guarantee of selection.

YPI Video Interview Simulator: current format, features and access

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