

QUALIFICATION JOURNEY

Qualification Journey

From leading your first team to leading through a client project

BSB40520 Certificate IV in Leadership and Management

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From leading your first team to leading through a client project

Nobody is promoted into leadership already able to do it. The first weeks are spent discovering that the things which made you good at the work are not the things that make you good at leading people doing the work.

You have just been promoted at Orion Consulting, a professional services firm of 150 people. Sophia Martinez, Director of Consulting, gives you four people and a report due in four weeks. None of them reported to you last month.

Across the qualification you lead that team, then turn the same attention on your own work, then on how the work itself is done, then on the meetings and operational plans that turn decisions into action, and finally across a client project where the people you need do not report to you at all.

The workplace stays the same throughout. The people, the projects and the policies are consistent. What changes is how much you are trusted with.

The 5 clusters at a glance

#	Cluster	Units
1	Leadership Foundations and Team Effectiveness	BSBLDR411, BSBXTW401
2	Develop Personal Work Priorities	BSBPEF402
3	Critical Thinking and Innovation	BSBSTR401, BSBCRT411
4	Meetings and Operations	BSBOPS405, BSBOPS402
5	Relationship and Communication Leadership	BSBTWK401, BSBLDR413, BSBLDR414, BSBCMM412, BSBXCM401

How the clusters build one portfolio

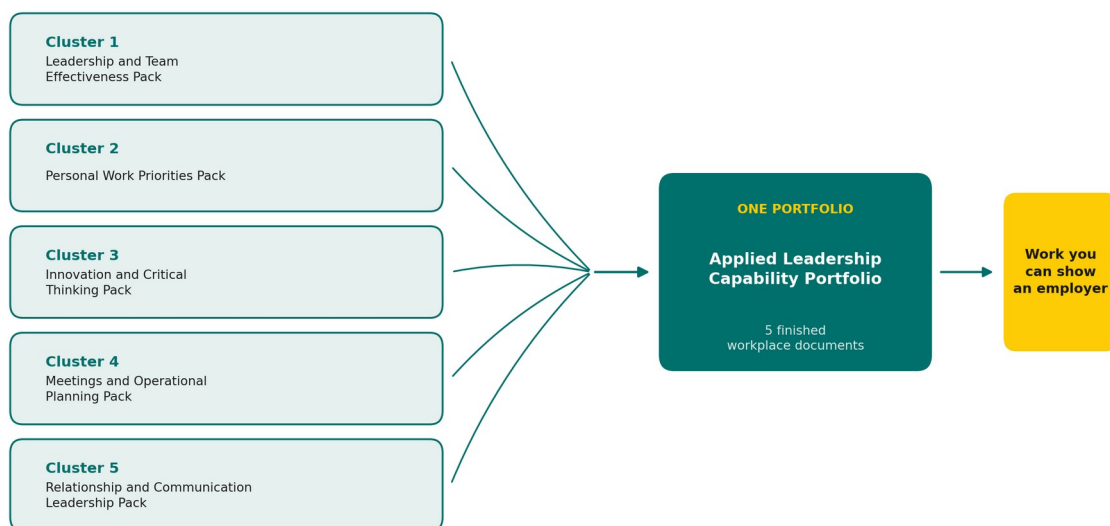


Diagram 1: Each cluster produces work that carries into the next

The projects that shape the journey

Orion initiative	What it is
The organisation: Orion Consulting	A business consulting and professional services firm of 150 employees that helps other organisations improve how they work. Its own stated challenges include uneven team effectiveness, strained workplace relationships and inconsistent communication across departments. You are appointed into the middle of that.
The team: four people, mixed experience	Sarah Reed and Daniel Brooks are junior analysts still building their technical confidence. Ava Johnson and Benjamin Hall are consultants who have been doing this longer than you have led. The gap between those two pairs is the reason the leadership matters.
The oversight: Orion Leadership Team	Responsible for strategic direction, organisational performance, leadership capability and continuous improvement. Your development as a leader sits with them, and the improvements you propose in later stages go to them.

Cluster 1: Leadership Foundations and Team Effectiveness

Learner role: Emerging Team Leader

BSBLDR411 Demonstrate leadership in the workplace

BSBXTW401 Lead and facilitate a team

Cluster focus

What does this team actually have to produce, and by when?

Who owns which part, and what does good look like for each of them?

How do I know something is going wrong while there is still time to fix it?

What do I do when two people on my team are both right and in conflict?

Cluster purpose

A team cannot meet a standard nobody gave them. Most of what looks like poor performance is an expectation that was held in one person's head and never said out loud.

This cluster is about saying it: the goal, the roles, the standard, the support available and when progress will be checked. Then it is about what you do when somebody misses anyway, which is the part that actually tests whether you can lead.

Workplace context

You are leading four people through a capability report due in four weeks. Two are still developing, two are more experienced than you are at the work, and none of them reported to you last month. The learner contributes by:

- setting a team goal that can be measured rather than only agreed with
- allocating responsibilities so every part of the work has one owner
- stating the standard: quality, timing, communication and behaviour
- briefing the team and genuinely inviting questions rather than announcing
- monitoring progress at planned points rather than at the deadline
- coaching a team member who is not meeting the standard, without lowering it
- addressing tension between two people early and on the work, not the person
- reflecting on what your leadership changed, using evidence

What you produce

Work product	What it shows
A leadership and team plan	You can set direction rather than pass on a deadline
A team briefing and meeting record	You can brief people and record what was agreed
A leadership activity journal	You can show what you actually did as a leader
Coaching and conflict records	You can handle the two hardest conversations
A leadership reflection	You can judge your own leadership on evidence

Deliverable: Leadership and Team Effectiveness Pack

Cluster outcome

By completing this cluster, learners demonstrate that they can lead and facilitate a team: setting expectations, monitoring performance, coaching, resolving conflict and reflecting on their own leadership.

Cluster 2: Develop Personal Work Priorities

Learner role: Emerging Team Leader

BSBPEF402 Develop personal work priorities

Cluster focus

*What am I actually responsible for this week, including the things nobody wrote down?
What is genuinely urgent, and what only feels urgent because someone asked loudly?
What do I do when a new priority arrives and the week is already full?
What would somebody who works with me say about how I manage my time?*

Cluster purpose

Leading a team while doing your own work is the point at which most new leaders come unstuck. The team work is visible and gets done. Your own work slides, and then the slide becomes the thing your manager notices.

This cluster turns the same discipline you applied to the team onto yourself: what the work is, what matters most, what you do when it changes, and what you learn from asking someone how you are handling it.

Workplace context

A single week: client reports, enquiries to answer, a project tracker to keep current, a team meeting to run, and then a status summary requested mid-week that nobody planned for. The learner contributes by:

- listing every task, deadline, responsibility and barrier, including the unwritten ones
- rating work by urgency and importance rather than by who asked most recently
- building a realistic schedule with buffer time and stated dependencies
- monitoring what was completed, what slipped, and why
- adjusting the schedule when a new priority lands, rather than abandoning it
- communicating a change of plan early, to the people it affects
- seeking feedback on your own work practice and acting on it

What you produce

Work product	What it shows
A work tasks and priority review	You can see the whole week, not just the loud parts
A weekly work schedule	You can plan work that survives contact with a Tuesday
Progress monitoring entries	You can track yourself honestly
A record of schedule adjustments	You can change a plan without losing it
A feedback record and outcomes review	You can be told something and use it

Deliverable: Personal Work Priorities Pack

Cluster outcome

By completing this cluster, learners demonstrate that they can plan, manage, monitor and review their own work priorities, and use feedback to improve their personal work practice.

Cluster 3: Critical Thinking and Innovation

Learner role: Team Leader

BSBSTR401 Promote innovation in team environments

BSBCRT411 Apply critical thinking to work practices

Cluster focus

Which recurring annoyance is actually a problem worth solving?

What evidence do I need before I recommend anything, and where is it?

How do I compare two options without picking the one I already preferred?

How do I get a team to contribute ideas rather than wait to be told?

Cluster purpose

Every workplace has problems everybody complains about and nobody investigates. The difference between a complaint and an improvement is evidence, and someone willing to gather it before proposing a fix.

This cluster is also about the harder half: getting other people to contribute. A team that has learned its ideas go nowhere stops offering them, and the leader is usually the reason.

Workplace context

Two things keep going wrong at Orion. Information is lost when work is handed between departments, and client reports come back needing rework because everyone formats them differently. The learner contributes by:

- choosing an issue narrow enough to solve and real enough to matter
- gathering evidence from records, colleagues, examples and procedures
- considering perspectives from people the change would affect
- setting the comparison criteria before looking at the options
- evaluating solutions against those criteria rather than against preference
- running sessions where a team contributes and tests improvement ideas
- reviewing whether the improvement actually improved anything

What you produce

Work product	What it shows
A workplace issue analysis	You can tell a problem from a complaint
A solution evaluation	You can compare options without pre-choosing
A decision record	You can show why one option won
Innovation activity records	You can get ideas out of other people
An innovation review	You can judge whether a change worked

Deliverable: Innovation and Critical Thinking Pack

Cluster outcome

By completing this cluster, learners demonstrate that they can apply critical thinking to work practices and promote innovation in a team environment.

Cluster 4: Meetings and Operations

Learner role: Team Leader

BSBOPS405 Organise business meetings

BSBOPS402 Coordinate business operational plans

Cluster focus

What is this meeting for, and would an email do it better?

What has to reach people before the meeting for it to be worth holding?

What resources does this plan actually need, and what happens if one is short?

How will anyone know whether the plan is working before it has finished?

Cluster purpose

This is the unglamorous half of leadership and the half that decides whether anything happens. Decisions made in a meeting nobody recorded are decisions that get made again three weeks later.

The same is true of an operational plan. Resources that were assumed rather than confirmed, and measures that were written but never looked at, are how a plan quietly stops being followed while everyone still believes in it.

Workplace context

You coordinate two different meetings and support the implementation of an operational plan, with resources to confirm, contingencies to prepare and performance to report on. The learner contributes by:

- setting a meeting purpose that separates decision from discussion from information
- meeting the notice, agenda, papers, minutes and distribution requirements
- recording decisions and actions with owners and dates
- identifying the human and physical resources a plan actually requires
- preparing contingencies for the resource most likely to fall short
- monitoring performance measures during delivery rather than after
- identifying corrective action and reporting it with a recommendation

What you produce

Work product	What it shows
Meeting notices, agendas and papers	You can make a meeting worth attending
Minutes and distribution records	You can make a decision stick
Resource requirements and contingencies	You can plan for what is short
Operational plan monitoring	You can see a plan drifting
A performance report with recommendations	You can tell a manager what to do

Deliverable: Meetings and Operational Planning Pack

Cluster outcome

By completing this cluster, learners demonstrate that they can organise business meetings and coordinate the implementation, monitoring and reporting of business operational plans.

Cluster 5: Relationship and Communication Leadership

Learner role: Team Leader

- BSBTWK401** Build and maintain business relationships
- BSBLDR413** Lead effective workplace relationships
- BSBLDR414** Lead team effectiveness
- BSBCMM412** Lead difficult conversations
- BSBXCM401** Apply communication strategies in the workplace

Cluster focus

How do I influence people who do not report to me and do not have to help?
What does this audience need, and is it the same thing I want to tell them?
How do I prepare for a conversation I would rather not have?
What do I do when the relationship and the deadline are pulling opposite ways?

Cluster purpose

The final stage removes your authority and leaves you the harder half. Across a client project you work with people from other departments, an external client and a team whose priorities are not yours, and none of them can be instructed.

It also asks for the thing most leaders avoid longest: a prepared, documented, followed up difficult conversation about performance or behaviour, held properly rather than hinted at until the problem solves itself or does not.

Workplace context

You lead across the Aspire Retail Marketing Transformation, a client project running with the consulting team, the marketing department, the project office and the client themselves. The learner contributes by:

- building one internal and one external working relationship deliberately
- leading through role confusion, competing deadlines and interdepartmental tension
- setting team objectives and monitoring performance against them more than once
- giving feedback that changes what somebody does
- preparing, leading, documenting and following up two difficult conversations

- choosing written, meeting or one-to-one communication by what the situation needs
- reviewing communication feedback and adjusting how you communicate

What you produce

Work product	What it shows
Relationship records and interaction logs	You can build a relationship on purpose
Team objectives and monitoring records	You can lead performance, not just people
Difficult conversation plans and records	You can hold the conversation you dread
A communication strategy review	You can find out your communication missed
A final leadership and communication review	You can say what you would do differently

Deliverable: Relationship and Communication Leadership Pack

Cluster outcome

By completing this cluster, learners demonstrate that they can build business relationships, lead effective workplace relationships and team effectiveness, lead difficult conversations and apply communication strategies in the workplace.

Qualification outcome

By completion, learners hold an Applied Leadership Capability Portfolio containing 5 workplace evidence packs.

Evidence pack	What it contains
Leadership and Team Effectiveness Pack	• Leadership and team plan • Team briefing and meeting record • Leadership activity journal • Coaching and feedback evidence • Conflict resolution record • Leadership reflection and improvement plan
Personal Work Priorities Pack	• Work tasks and priority review • Weekly work schedule • Progress monitoring entries • Schedule adjustments • Feedback record • Work outcomes review
Innovation and Critical Thinking Pack	• Workplace issue analysis • Solution evaluation • Decision record • Innovation activity records • Feedback summary • Innovation review
Meetings and Operational Planning Pack	• Meeting plans, notices and agendas • Supporting papers • Minutes and distribution records • Resource requirements • Contingency plans • Operational plan monitoring and performance reports
Relationship and Communication Leadership Pack	• Relationship records and interaction logs • Team objectives • Performance monitoring records • Difficult conversation plans and records • Communication strategy review • Final leadership and communication review

The full learner journey

The learner role changes once, and it changes when the evidence says you have earned it.

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Emerging Team Leader	Emerging Team Leader	Team Leader	Team Leader	Team Leader

The five packs are one story about the same person getting better at the same job. The team you lead in the first stage is the team whose work you improve in the third and whose performance you report on in the fourth.

This is the Certificate IV half of a longer leadership progression. The Diploma of Leadership and Management takes the next half, so someone completing both moves through it once without repeating a stage.

BSB40520 Certificate IV in Leadership and Management is a nationally recognised qualification and a common step into team leader and supervisor roles. Completing a qualification does not guarantee employment, and job titles and requirements vary between employers.

Your workplace option

You can complete every stage using the Orion Consulting simulation, or your own workplace where you lead or support a team and your assessor approves it.

Start when you are ready

Delivered online with SmartCoach™ support alongside a qualified trainer.

Ask us for the Cluster 1 learning and assessment sample to see the teaching before you decide.

Course page: [Certificate IV in Leadership and Management](#)

Questions: Questions about the course or enrolment are answered by a qualified trainer.

This resource describes the qualification experience. Exact requirements are set out in each assessment document.