

Professional Learning Through Work (Final Report)

Student ID:

Course:

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1.0 Introduction and Context

The report considers a work-based learning project that was conducted with the collaboration of Tesla, a global corporation that is involved with electric vehicles and renewable energy. It is also no secret that Tesla tries to accelerate the transition of the world to the sustainable energy system by launching new technologies, like electric vehicles, battery storage systems, and solar energy products (Maradin et al., 2022). The organisation is also associated with being very devoted to the environment and supply chain responsibility.

The business project was intended to study the existing sustainability policies at Tesla and analyse the environmental nature of the supply chain operations of Tesla. The most important goal of the project was to seek the methods of improving the sustainability reporting, operations, and strategic environmental programs. This project served an important organisational need, which is that sustainability practices are transparent, measurable and consistent with the changing global environmental expectations.

In addition to the business goal, the project sought to build the important employability skills such as research and analytical ability, writing in the workplace, and problem-solving. This report reviews the professional practice outcomes of the project first and then undergoes an academic review within the context of theory and practice. At the end of the report, a critical self-reflection and general review of the overall learning outcomes are provided.

2.0 Professional Practice Review: Evidence of Output and Development

2.1 Business Project Review

SMART Objectives

Objective	Specific	Measurable	Achievable	Relevant	Time-bound
<i>Sustainability Policy Review</i>	Analyse Tesla's sustainability policies and environmental commitments.	Review at least 3 official sustainability reports and related documents.	Achieved through desk research and sustainability	Supports evaluation of Tesla's environmental strategy.	Completed within the first 3 weeks of the project.

			ty data analysis.		
<i>Supply Chain Impact Analysis</i>	Examine environmental impacts within Tesla's supply chain operations.	Identify at least three key environmental risks or improvement areas.	Conducted using industry reports and secondary research sources.	Helps understand sustainability challenges in supply chain management.	Completed by week 6 of the project.
<i>Recommendation Development</i>	Develop practical recommendations to improve sustainability reporting and practices.	Produce a final report with at least 3 actionable recommendations.	Based on analysis findings and sustainability frameworks.	Supports organisational sustainability improvement.	Finalised within the 80-hour project timeline.

Progress Against Milestones

The project was developed in various milestones. The first literature and policy review was completed in full during the first project stage. The sustainability reports, the supply chain documentation, and the environmental commitments of Tesla were examined to obtain the understanding of the current practices.

The second milestone was to analyse environmental risks and sustainability challenges in Tesla supply chain. This goal was achieved partially because of insufficient access to internal operational data. Nonetheless, the analysis was supported with secondary sources including sustainability reports and industry standards.

The last milestone was to generate recommendations and findings in an elaborate report. This has been achieved and recommendations made on how to make sustainability reporting, the management of suppliers and improvement of environmental performance indicators.

Evidence of Outcomes

The principal deliverables of the project were the development of a detailed sustainability assessment report and the identification of the major opportunities to enhance environment management. The project produced a number of deliverables, which included an analysis of sustainability initiatives at Tesla, a comparison of the best practices in the industry, and an action list, which was supposed to go into improving the sustainability performance.

Challenges and Solutions (STAR Method)

A significant difficulty was experienced in the process of data collection. The case entailed low access to internal operation information in reference to the Tesla supply chain. These limitations were to be overcome by doing a true sustainability assessment.

The decision made to overcome this difficulty was to use secondary sources of research namely the corporate sustainability reports, academic publications, and industry benchmarking reports. This method enabled the project to proceed and at the same time retain an analytical credibility. What came about was the successful accomplishment of a sustainability examination backed by dependable sources of secondary data.

Outcomes and Future Implications

The project has also been a useful source of information on the sustainability practices of Tesla and where the environmental performance can be improved. The recommendations focused on the need to enhance supply chain transparency, increase sustainability reporting measures, and heighten environmental tracking of suppliers (Sari & Muslim, 2024). To the organisation, the findings indicate that continuous improvement is crucial in the sustainability governance and offers a structure through which future research and application can be made.

2.2 Employability Skills Review

Skills Selected

Three employability skills were outlined at the start of the project, which included research and analytical skills, professional communication, and problem-solving ability. These were regarded as the necessary skills to make the sustainability evaluation project successful and in order to be ready to take future career opportunities in business and sustainability management.

Distance Travelled

My research and analytical skills before commencing the project were mostly founded on academic coursework. However, despite having some experience with analysing theoretical case studies, I was not well exposed to analysing sustainability strategies in a real organisational setting. Throughout the project, I have gained greater analytical skills through the examination of sustainability policies, analysis of environmental data, and the comparison of Tesla performance with international sustainability policies.

Another aspect that improved in the project is communication skills. My early style of communication involved academically writing. The project enabled me to understand how to explain complex concepts of sustainability in a well-understood and professional way that could be understood by business stakeholders. The formation of structured reports and the explanation of findings in a condensed manner positively contributed to my skills in effective communication in a professional environment.

Problem-solving skills were also acquired during the project. In one instance, I was required to find other research approaches when there were constraints in data availability and change the process of analysis. This experience enhanced my skills of dealing with challenges in a pragmatic and strategic manner.

Performance Feedback

The project process feedback indicated several areas that should be improved. Among them was the necessity to reduce the size of findings presentation, and concentrate on the recommendation, not on overly descriptive analysis. This feedback made me rewrite some parts of the report so that lessons learnt were directly related to practical organisational implications.

There was also another point of feedback, which was the enhancement of the bridge between business strategy and sustainability analysis. The introduction of additional strategic thinking helped me to make the recommendations more relevant.

Employability Impact

The acquisition of these skills has a great impact on my career readiness. Analytical and research skills are very useful in occupations that are associated with sustainability management, consulting and supply chain analysis. Good communication skills will enable

me to clearly present the complex ideas to the stake holders, but an improved problem-solving skills will enable me to respond appropriately to business situations in the real world.

Overall, the project has helped me be more confident and prepared to operate in professional environments, where analytical thinking and the sense of sustainability are becoming increasingly important.

3.0 Academic Review: Linking Theory to Practice

3.1 Academic Evaluation of the Business Project

A number of academic models were used in the project to assist in order to analyse and make decisions. These were the SMART goal framework, SWOT analysis and the stakeholder theory.

The project planning phase involved the application of the SMART framework to make sure that the objectives were specific, measurable, achievable, relevant, and time bound (Adeoye & Adong, 2023). This framework allowed to keep the project on track and made the evaluation tasks based and within the timeframe of 80 hours. The SMART framework also assisted in efficient management of the project by setting specific goals that assisted in tracking the progress of the project with reference to the milestones.

The sustainability strategy of Tesla was analyzed according to SWOT analysis. The identified strengths were the good brand reputation of Tesla in clean energy innovation and its dedication to eradicate carbon emissions by using electric vehicles (Hsu, 2023). The weaknesses were a lack of transparency in certain aspects of the supply chain environmental reporting. The opportunities included increasing the standards of supplier sustainability and the implementation of more specific environmental performance indicators. Such threats as the intensifying regulatory oversight and heightened stakeholder demands concerning the sustainability of the supply chain were present (Sathiyar et al., 2022).

The project was also subject to the stakeholder theory since the goals of sustainability are relevant to a great number of stakeholders such as customers, investors, suppliers, regulators, and neighbouring communities (Marcon Nora et al., 2023). The discussion has pointed out that the only way to establish trust with such stakeholders is to ensure open sustainability reporting. The sustainability activities of Tesla must thus strike the right

balance between environmental performance, stakeholder expectations and regulatory requirements.

The use of these frameworks assisted in the application of theories into business knowledge. The structured models facilitated more systematic analysis of sustainability practices of Tesla and increased the validity of the recommendations as compared to just descriptive analysis.

3.2 Academic Evaluation of Skills Development

Kolb Experiential Learning Cycle can be used to explain the development of employability skills during the project. According to the model suggested by Kolb, learning is achieved by four processes, concrete experience, reflective observation, abstract conceptualisation, and active experimentation (Wijnen-Meijer et al., 2022).

The tangible experience was used during the project when I completed the sustainability analysis and generated recommendations. This project experience in the field gave direct exposure to organisational sustainability practice.

The second phase was the reflective observation, which implied the review of my research methods effectiveness and the assessment of the extent to which the project goals were being met. Consideration of the problems like inaccessibility to the internal data enabled me to realize the aspects that had to be improved.

The third stage was abstract conceptualisation which included connecting the project experience to the academic theories and sustainability models. This step assisted in transferring the real-life experiences into theory.

The last phase was active experimentation where lessons learned were applied in enhancing analytical skills, modes of communication, and problem-solving strategies.

The **Shannon-Weaver model of communication** is another way that can be used to explain communication development since it focuses on the clarity of message that is passed between sender and receiver (Sianipar et al., 2024). Throughout the project, I was able to learn how to minimize communication barriers by wrapping information in an organized and succinct manner.

In general, both experiential learning theory and communication theory can be integrated to understand how the project has enhanced significant development of professional skills.

4.0 Critical Self-Reflection

The section critically examines my learning experience during the project using the Reflective Cycle by Gibbs. The model by Gibbs has six steps description, feelings, evaluation, analysis, conclusion and action plan (Nurlatifah, et al., 2023).

The project entailed undertaking an assessment of the policies and practices on sustainability and environmental supply chains in Tesla. My task was to consult some of the sustainability projects done and evaluate their effect on the environment and give suggestions to the management on how to enhance them. This involved independent research, analytical ability and synthesising data across two or more sources.

I was motivated and a bit confused at the beginning of the project, and I was not sure what the work entails. The concept of sustainability analysis in a big global organisation is through the lenses of complexity, and my initial response was that I would not be able to produce any significant insights based on publicly available information. Nevertheless, my self-confidence grew along with the project process when I became more acquainted with the sustainability reports and industry standards in Tesla.

The application of academic knowledge in a real-world scenario was among the positive aspects of the project. Sustainability frameworks, supply chain management, and corporate social responsibility became a more appropriate notion when related to an actual organisation. This has been a lesson of how theoretical knowledge can help in guiding practical decision making in business.

But there were adversities as well in the project. The greatest challenge was the restricted access to internal company data. It first rendered the complete environmental evaluation of the Tesla supply chain challenging. To address this challenge, I changed my research strategy to a more flexible one that would be based on secondary data and comparisons in the industry.

It was a learning experience that made me strong and flexible. Rather than considering the limitation as an obstacle, I came to learn how to change the research strategy and find alternative sources of information.

The other learning outcome was to receive and respond to feedback. Feedback highlighted the importance of being more explicit on the presentation of recommendations and the need to enhance the bond between sustainability analysis and business strategy (Thun et al., 2024). At first, this feedback was rather difficult as I was to rewrite several parts of the report. Nevertheless, the consideration of the feedback provided helped me comprehend how professional reports should focus on clarity and the practical relevance.

My professional identity was also developed during the project. My participation in a sustainability-related project allowed me to reinforce my intention of becoming an employee in a responsible company and taking care of the environment. It has helped me be more conscious when it comes to organisations integrating sustainability in its strategic operations.

Lastly, the project had been a good experience with regards to practicing research skills, coping with hardships, and reflective learning. It also enhanced my trust in doing complex analytical works.

To develop in the future, I would like to enhance my abilities in quantitative data analysis and become more familiar with the frameworks of sustainability reporting, including ESG metrics. The emerging capabilities will also improve my contribution to sustainability initiatives in my professional capacities.

5.0 Conclusion

The present report provided a critical assessment of the professional learning project at Tesla that involved an evaluation of sustainability policies and environmental supply chain practices. The project managed to attain its major goals basing on an analysis of Tesla sustainability strategies, determining the environmental issues in its supply chain and making suggestions to enhance the transparency and sustainability performance. These results demonstrate the significance of perpetual control and sustainability governance enhancement in international organisations.

Besides providing business insights, the project also assisted in the improvement of employability skills. The development of research and analytical skills due to the analysis of

sustainability reports and industry statistics and communications skills due to the writing of structured professional reports were enhanced. The ability to solve problems was also developed due to the ability to adjust the research strategies in case there were difficulties with data access.

The presence of academic methods like SMART objectives, SWOT analysis, and the experiential learning model, proposed by Kolb, facilitated the relationship between the theoretical and practical knowledge. Overall, the project shows that work-based learning experiences may help to improve professional competence and enhance the reflective practice and prepare people to be employed in the future as sustainability managers and business strategy analysts.

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