Flowchart Reflection

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The purpose of this reflection is to examine the development and revision of my flowchart action plan created for a workplace training focused on improving the accuracy and efficiency of employee expense-report submissions. Throughout this course, feedback from my instructor and peers, combined with new insights about instructional design, learning theory, and evaluation, informed several refinements to both the structure and the content of the flowchart. This reflection describes the target audience and performance problem, explains the influence of the ADDIE model and Cognitivism on design decisions, and discusses the importance of evaluation and feedback in the ongoing improvement of the training.

The target audience for this training includes employees who regularly submit expense reports and the accounting staff responsible for reviewing and approving them. The training stems from a clearly defined performance problem: frequent submission errors, missing receipts, incorrect categorization, and other inaccuracies that delay reimbursements and increase workload. Because this problem affects both the individuals completing the reports and those processing them, the training needed to be practical, clear, and grounded in real workplace behaviors. Understanding the context and needs of this audience also guided choices around pacing, clarity, and the types of activities included.

The ADDIE instructional design model played a central role in shaping the training. The Analysis phase helped clarify the root issues and identify precisely what learners needed to be able to do differently. The Design and Development phases guided the creation of measurable learning objectives and the selection of engagements that aligned with those objectives. Implementation considerations ensured the training remained feasible for a workplace setting, while Evaluation reinforced the cyclical nature of improvement. This evaluation component

ultimately led me to revise the flowchart into a circular progression to visually emphasize continuous refinement. ADDIE provided a systematic backbone that kept the training focused and aligned.

Cognitivism also had a strong influence on the design choices. Expense reporting is a cognitive task that requires accurate categorization, adherence to policy, and recall of sequenced steps. Cognitivism emphasizes the organization of information in working memory, the importance of reducing cognitive overload, and the value of structured, meaningful practice. These principles shaped decisions such as breaking content into manageable segments, using simulations to mirror the real process, and providing immediate feedback. Activities were designed to strengthen learners' mental models, reinforce correct procedures, and prevent overload by presenting information clearly and sequentially.

Post-course evaluation plays a critical role in determining whether the training produces lasting improvement. While in-course assessments allow adjustments during learning, post-course evaluation measures the real impact of the training on workplace performance. For this training, meaningful post-course data include the reduction of errors, improved processing times, and increased confidence in submitting accurate reports. These metrics help determine whether the training needs refinement or whether additional supports are necessary.

Ongoing improvement should be supported by both quantitative and qualitative data. Quantitative data, such as error rates, approval timelines, or assessment scores, provide clear indicators of performance change. However, qualitative data like open-ended survey responses or reflection prompts offer insight into learner experiences that numbers alone cannot capture. Peer feedback during this course emphasized the value of integrating learner reflection into the training, which I now recognize as a valuable way to gather ongoing qualitative input. Such data

can bring attention to confusing steps, unclear explanations, or system frustrations that might otherwise go unnoticed.

This design and revision process reinforced the value of reflection, alignment, and careful structure. Instructor feedback encouraged me to simplify the flowchart so it functioned as a concise visual snapshot rather than a narrative-heavy tool. Peer feedback encouraged me to integrate reflection opportunities, prompting a deeper consideration of how learners monitor and assess their own understanding. Overall, this process helped me recognize how theory, design models, and evaluation work together to create effective training experiences. It also demonstrated that instructional design is inherently iterative: improvements emerge through thoughtful revision, feedback, and ongoing analysis.

Conclusion

Building and revising the flowchart action plan provided a deeper understanding of how instructional design principles translate into practical training tools. The process revealed the importance of grounding design decisions in both the needs of the audience and the performance problem, while also aligning activities and assessments with a clear theoretical and model-based framework. Incorporating feedback helped refine the clarity and structure of the flowchart and strengthened the overall training design. This experience emphasized that high-quality training does not emerge from a single pass; it develops through deliberate cycles of reflection, evaluation, and improvement. The final flowchart represents a more focused, coherent, and responsive training plan that can continue to evolve as new data and insights emerge.

Appendix

Employee Expense Reporting Online Training Flowchart

Employee Expense Reporting Online Training Flowchart

Goal
Employees accurately and efficiently complete expense reports in compliance with policy.

Performance Problem
Frequent report errors, missing receipts, and approval delays.

Learner Data
Surveys show confusion about expense categories and documentation.

Learning Theory: Cognitivism
• Structured, step-by-step learning.
• Clear sequencing and feedback loops.

Instructional Design Model: ADDIE
Analysis → Design → Development → Implementation → Evaluation.

Learning Objectives
1. Identify allowable and non-allowable expenses according to company policy.
2. Accurately enter expense data and upload required documentation in the reporting system.

Engagements
Engagement 1:
Interactive Simulation

Engagement 2:
Scenario Discussion Board

Reflection/Self-Check
• Brief prompt after activities
• Confirms understanding before assessment

Assessments
Assessment 1:
Formative Policy Quiz

Assessment 2:
Performance Task – Mock Expense Report

Evaluation & Continuous Improvement
• Track post-training error rates and submission times.
• Revise content based on performance data.