

# SOPs 101 Training

**Program:** SOPs 101 Training

**Instructor:** [Instructor Name]

**Session Time:** 60 minutes

**Learning Environment:** Classroom (In-person or Virtual)

**Estimated Class Size:** [Size of Group]

**Intended Audience:** Employees with little to no experience in SOPs in a meat processing plant

## Learning Outcomes

- Understand the purpose and importance of Standard Operating Procedures (SOPs) in a workplace.
- Identify the structure and sections of a typical SOP.
- Explain the benefits of SOPs for operational efficiency, consistency, and compliance.

## Time Breakdown

### 5 Minutes – Pre-training Engagement

**Purpose:** Build rapport, establish the importance of the session, and prepare learners for active participation.

**Activity:** Quick ice-breaker: Ask participants to share one experience they have had with following instructions at work (any type of instructions). This can be something simple like following a recipe, a manual, etc.

**Instructor Role:** Welcome participants, set the tone, and introduce the topic of SOPs.

**Learner Role:** Participate in the ice-breaker, introducing themselves and contributing a response.

### Presenter Prompts / Talking Points:

- “Following instructions correctly is crucial in food safety – even a small misstep can have big consequences.”
- “Can anyone share a time when unclear instructions caused confusion or mistakes at work?”

- “Today, we’ll learn how SOPs help us avoid those issues by providing clear, consistent guidance.”

## 7 Minutes – Setting the Tone and Learning Outcomes

**Purpose:** Connect the content to learners’ lives and work.

**Activity:** Name each of the learning objectives for today’s training. Explain what everyone should walk away with.

Briefly introduce SOPs: “These are the detailed instructions that help ensure consistency, safety, and quality in our daily operations. Today, we’ll learn why they are crucial in a workplace setting.”

Relate SOPs to real-life examples (i.e., “Think about when you follow a recipe. That recipe is an SOP for cooking. In our workplace, SOPs are similarly important for every task.”)

**Instructor Role:** Share real-world examples and explain the importance of SOPs.

**Learner Role:** Listen and contribute to the discussion, making connections to their own experiences.

**Presenter Prompts / Talking Points:**

- “Just like a recipe, an SOP tells us the exact steps to follow for consistent results.”
- “Why do you think it’s important to have these instructions written down rather than relying on memory?”
- “SOPs also help protect us by ensuring safety steps are never missed.”

## 10 Minutes – Activating Existing Knowledge

**Purpose:** Build upon the learners’ prior experiences or knowledge.

**Activity:** Ask learners: “What do you think happens if we don’t follow a clear procedure at work?”

Invite a few responses to gauge the level of understanding of the importance of SOPs.

Transition into explaining how SOPs help avoid mistakes, ensure safety, and streamline operations.

**Instructor Role:** Facilitate discussion and clarify misunderstandings.

**Learner Role:** Share thoughts and ideas, engage in the conversation.

**Presenter Prompts / Talking Points:**

- “Skipping steps or improvising can lead to inconsistent product quality or safety risks.”
- “Have you seen any examples where not following a procedure caused problems?”

- “SOPs serve as a safeguard to keep everyone on the same page.”

## 10 Minutes – Knowledge Sharing

**Purpose:** Convey essential knowledge about SOPs.

**Activity:** Present a visual breakdown of a typical SOP (e.g., Purpose, Scope, Definitions, Responsibilities, Procedure, References).

Discuss the components and structure of an SOP with a focus on how each section contributes to overall understanding and compliance.

**Instructor Role:** Present the information using slides or a handout, providing examples and answering questions.

**Learner Role:** Take notes, ask questions, and contribute thoughts as needed.

**Presenter Prompts / Talking Points:**

- “The Purpose section explains why this SOP exists and what it aims to achieve.”
- “Scope defines where and when the SOP applies – not all SOPs cover every situation.”
- “Clear Responsibilities tell us who should do each step, so no confusion happens on the floor.”

## 15 Minutes – Learning Activity: Understanding SOPs

**Purpose:** Engage learners in practicing the content.

**Activity:** Provide trainees with a simplified SOP (e.g., a household or everyday task of some kind).

Ask each team member to read a section of the SOP and identify verbiage they may add to it to make it more complete (e.g., purpose, steps, safety measures).

**Instructor Role:** Facilitate group work, monitor discussions, and provide guidance as needed. Ask leading questions to get trainees to share their experiences and opinions.

**Learner Role:** Work to analyze the SOP, discuss, and share findings with the group. Share thoughts on how much easier life would be if some household tasks were all done the same way by everyone.

**Presenter Prompts / Talking Points:**

- “How does labeling these sections help you understand the SOP better?”
- “Can you think of any safety steps that must be clearly stated in SOPs to prevent accidents?”
- “Can you imagine life if everyone in your household did tasks the same way?”

## 15 Minutes – Learning Activity: Practicing Comprehension of SOP elements

**Purpose:** Engage learners in practicing the content.

**Activity:** Assign team members to groups of 2-3 and give them a work-related SOP without the labeled elements (purpose, scope, work instructions, etc), only the specific content for an existing SOP.

Ask each pair to review the SOP and identify key sections (e.g., purpose, steps, safety measures). The group should label each section with what they believe it to be.

After 10 minutes, regroup as a class and have each pair share their results.

**Instructor Role:** Facilitate group work, monitor discussions, and provide guidance as needed.

**Learner Role:** Work in pairs to analyze the SOP, discuss, and share findings with the group.

### **Presenter Prompts / Talking Points:**

- “Discuss why it might be challenging to identify some sections without labels.”
- “What language or keywords helped you decide on each section’s label?”
- “How could labeling SOPs more clearly improve compliance on the floor?”

## 5 Minutes – Homework and Next Steps

**Purpose:** Encourage reflection and reinforce learning outcomes.

**Activity:** To be finished prior to the next weekly training - each team member (or pairs of two) will be asked to write an SOP for a process in their department that would benefit from being standardized.

They should also be prepared to discuss how this will contribute to product quality, compliance and worker safety. "

**Instructor Role:** Stress that this project will be a document that goes into rotation - supervisors will actually be creating tools that their teams can use on the floor. If it's not useful on the shop floor, it's not worth creating.

**Learner Role:** Finishing their homework on time, asking for help, budgeting admin time to work on the assignment on the clock.

### **Presenter Prompts / Talking Points:**

- “Following SOPs can help avoid confusion and reduce stress on the job.”
- “Consistent procedures mean everyone knows what to expect and can work more safely.”

- “How might SOPs help new employees get up to speed faster?”

### 5 Minutes – Session Evaluation and Closing

**Purpose:** Collect feedback on the session and provide closure.

**Activity:** AClose the session with a brief summary of key takeaways and thank the learners for their participation.

**Instructor Role:** Provide the evaluation forms and thank the learners.

**Learner Role:** Complete the evaluation and reflect on what was learned.

**Presenter Prompts / Talking Points:**

- “Thank you all for your participation today—your feedback is valuable to improve future sessions.”
- “Remember, SOPs are tools to help you work safely and efficiently.”
- “Keep practicing and referring to SOPs daily—they’re a key part of our success.”