

# Training Standard

## 【Core】

### 1 General Provision

#### 1.1 Purpose

The purpose of this standard is to develop and foster human resources by defining basic training requirements and by implementing training in a planned, efficient manner for effective quality control practice.

#### 1.2 Scope

This standard applies to trainings conducted by facilities.

#### 1.3 Types of Training

Facilities identify trainings necessary to perform quality assurance activities and implement a training system.

Types, descriptions and examples of the trainings are as follows:

No.	Type	Description	Example
1	Common training	Training commonly required for associates to develop competencies such as knowledge and skills.	<ul style="list-style-type: none"> <li>• New associate training</li> <li>• TQM training</li> <li>• Quality control training</li> </ul>
2	Section training	Training to develop competencies such as key points, techniques and skills based on the characteristics and operational needs of each section for effective implementation of operations.	<ul style="list-style-type: none"> <li>• Assembly: Knowledge, skills and techniques in assembling (tightening torque control, handling procedures for abnormal situations).</li> <li>• Inspection: Knowledge and techniques required for performing completion inspections of parts and assembled units. (regulatory requirements for parts and products, acceptance criteria for inspection results, handling instructions for inspection equipment, etc).</li> <li>• Purchasing: Quality requirements of purchased parts, knowledge of contracts, etc., and knowledge and skills, etc. necessary to guide suppliers (General Agreement for Purchase of Parts, SQM, supplier quality audit, etc.).</li> </ul>

For quality control training, implement as based on Attachment-1 “Basic Requirements of Quality Control Training.”

## 2 System

### 2.1 Organization

- 2.1.1 The head of facility appoints a section that supervises human resource trainings and developments for the entire facility (hereinafter referred to as “supervising section”).
- 2.1.2 The supervising section forms organizations (committee, etc.) necessary to supervise training at the facility.
- 2.1.3 The supervising section may delegate roles and authorities to concerned sections depending on the type of training.

### 2.2 Roles

The roles of sections in relation to training are as follows:

Organization	Roles	Responsible Person	Responsible Person's Authority
Supervising Section	<ul style="list-style-type: none"> <li>• Develops a detailed training system according to its needs.</li> <li>• Develops a framework for a comprehensive training system of its own facility.</li> <li>• Develops, facilitates and manages the implementation of plans for common training.</li> <li>• Implements common training as a supervising section.</li> <li>• Manages common training results.</li> <li>• Saves training records of common training.</li> </ul>	Head of administration section	<ul style="list-style-type: none"> <li>• Approves training plans.</li> <li>• Appoints instructors.</li> <li>• Checks activity status.</li> <li>• Evaluates effectiveness.</li> </ul>
Each Section	<ul style="list-style-type: none"> <li>• Develops, facilitates, and manages the implementation of training plans.</li> <li>• Selects trainees.</li> <li>• Conducts trainings of its own section.</li> <li>• Manages training results.</li> <li>• Manages and saves individuals' training records.</li> <li>• Saves training records.</li> </ul>	Head of each section	<ul style="list-style-type: none"> <li>• Approves training plans.</li> <li>• Checks activity status.</li> <li>• Selects trainees</li> <li>• Evaluates effectiveness.</li> </ul>

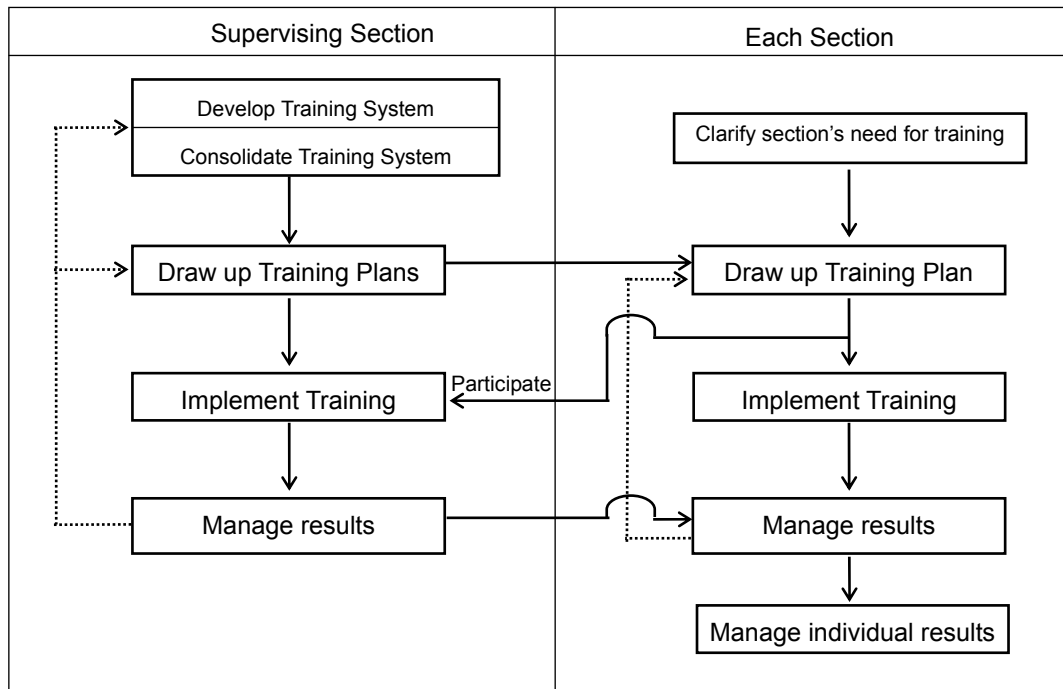
## 3 Procedures

## 3.1 Management System

Legend → Normal flow

.....→ Feedback flow

Management framework for the training is as follows:



## 3.2 Training Plan

- 3.2.1 The supervising section draws up an annual training plan for common training, obtains approval from a responsible person and distributes the plan to concerned sections.
- 3.2.2 The head of each section develops and promotes its own section's annual training plans using the annual plan for common training prepared by the supervising section.
- 3.2.3 The head of each section draws up and promotes specialized training plans that meet the needs of associates who engage in operations or processes requiring a particular specialized knowledge, experience and skills.

Sectional training plans are developed taking into account of conditions such as fluctuations in production, manpower and plans for new model introduction.

## 3.3 Implementation of Training

- 3.3.1 The supervising section and other sections conduct trainings based on their respective annual training plans.
- 3.3.2 Each section conducts trainings necessary for associates engaging in operations and processes.

- 3.3.3 The supervising section and other sections may omit or modify training curriculum for associates whom the head of the section concerned deems that he or she has a clear understanding of the training.
- 3.3.4 The supervising section and other sections engage associates who have completed training in work after having verified by comprehension exams or proficiency level criteria that they have a clear understanding of the training and an ability to perform tasks thoroughly.
- 3.3.5 The supervising section and other sections define and conduct evaluation procedures and methods for evaluating the effectiveness of training.

### 3.4 Result Management

- 3.4.1 The supervising section and other sections manage results of annual training plans and obtain approval from the head of the section concerned.
- 3.4.2 The supervising section and other sections analyze data from training results and reflect them on the annual training plan for the following year.
- 3.4.3 The supervising section and other sections save records of training implementation date, subject, trainee, etc.

### 3.5 Maintain Records of Individuals

Each section saves training records of the individuals.

No.	Type of Training	Maintain results of the individuals
1	Common training	Record and maintain the following information on training per completion of training. <ul style="list-style-type: none"> <li>▪ Name of trainee</li> <li>▪ Title of training, completion date, etc.</li> </ul>
2	Section training	Record the following information per section. <ul style="list-style-type: none"> <li>▪ Name of trainee</li> <li>▪ Title of training, completion date, etc.</li> <li>▪ Applicable operation or process.</li> <li>▪ Names of instructors and persons who judged the trainee's proficiency level.</li> </ul>

## 4 Supplementary Provisions

### 4.1 Application of the Standard

Matters relating to establishment, revision or implementation of this standard are outlined in G-HQS [Quality Management Standards Control Standard]

Attachment-1Basic Requirements of Quality Control Training

<u>Training</u>	<u>Subject associates</u>	<u>Training period</u>	<u>Curriculum</u>	<u>Instructor</u>
<u>Quality Control Training Orientation (new hire training)</u>	<u>All associates (newly hired associates including non-regulators)</u>	<u>When hired (prior to start working)</u>	<u>Based on requirements defined by the facility (each section).</u>	
<u>Quality Control Training Beginner Course (QC-J)</u>	<u>All full-time associates (newly hired employees)</u>	<u>Approximately from after 6 months to within a year</u>	<u>At a minimum, include the following items based on QC-J textbook issued by the Quality Audit &amp; Compliance Division of Honda Motor Co., Ltd. (hereinafter referred to as "HQ"):</u> <ul style="list-style-type: none"> <li><u>• Honda Philosophy</u></li> <li><u>• Quality</u></li> <li><u>• Management of Work (PDCA, 5W2H)</u></li> <li><u>• The View of Work (5S, Standardization, RCC (Reporting, Communicating and Consulting), Activity Based on Fact)</u></li> <li><u>• Seven Tools for QC</u></li> </ul>	<u>Those that completed QC-J and QC-F and approved by the head of the administrative and affiliated sections</u>
<u>Quality Control Training Intermediate Course (QC-F)</u>	<u>Mid-level associates engaged in production, quality operations (Ex: Team leader Quality staff New model staff Purchasing staff)</u>	<u>Approximately within a year from being selected as applicable to subject associates (associates with about 3-5 years working experience)</u>	<u>At a minimum, include the following items based on QC-F textbooks issued by HQ:</u> <ul style="list-style-type: none"> <li><u>• Basics of Quality Control</u></li> <li><u>• Process Assurance Methods</u></li> <li><u>• Statistical Approach: Populations and Samples</u></li> <li><u>• Normal distribution, statistic calculation, defective rate</u></li> <li><u>• Control Chart: X-R Chart</u></li> <li><u>• Prevention and Recurrence Prevention: Analysis Report (Five Realities Principle Sheet)</u></li> <li><u>• Process Control: Process Capability Study (Cp/Cpk), Process Quality Control (PQCT), Operation Standard, Change point control (IPP)</u></li> </ul>	<u>Those that completed QC-F and approved by the head of the administrative and affiliated sections</u>

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