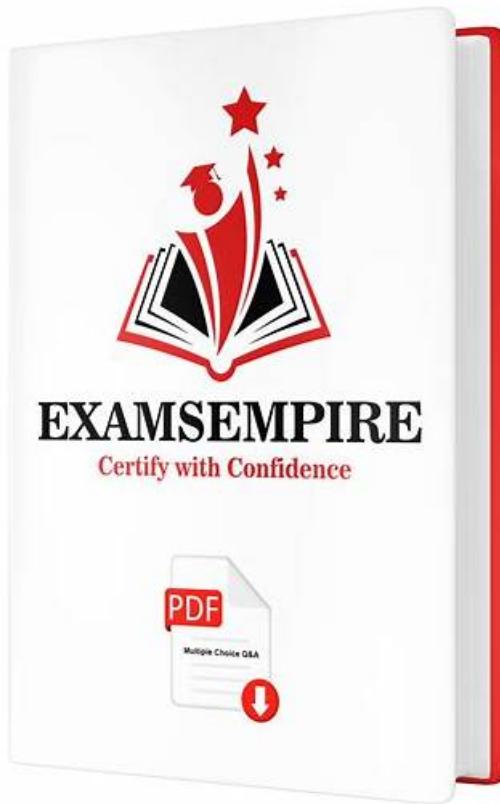


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SAVE International Value Methodology Associate Sample Questions (Q30-Q35):

NEW QUESTION # 30

Function E is the:

- A. Higher Order Function
- B. Basic Function
- C. Required Secondary Function
- D. Secondary Function

Answer: A

Explanation:

The diagram provided is a Function Analysis System Technique (FAST) diagram, a key tool in Value Methodology's Function Analysis phase, as taught in the VMF 1 course (Core Competency #2). FAST diagrams map the relationships between functions of a system, with the horizontal axis showing the "how- why" logic (critical path) and the vertical axis showing supporting functions. Functions are classified as basic, secondary, required secondary, or higher-order based on their position and role in the diagram. According to SAVE International's Value Methodology Standard, "the basic function is the primary purpose of the system, typically found on the critical path; higher-order functions are the reasons why the basic function exists, located to the left of the basic function; secondary functions support the basic function and are often vertical; and required secondary functions are necessary to achieve the basic function." In the FAST diagram:

* The critical path (horizontal, marked by Y in an earlier question) runs from E to F to G to J to L to M to N to O, representing the main sequence of functions.

* Scope lines (B and D) define the study's boundaries, as identified in Question 15.

* Function E is positioned at the far left of the critical path, just inside the left scope line (B).

In FAST diagramming:

* The basic function is the primary purpose of the system, typically located near the center or right of the critical path within the scope lines. Here, it would likely be a function like J or L, which is central to the system's purpose.

* The higher-order function is the reason "why" the basic function exists and is located to the left of the basic function, often at or near the left scope line. Function E, being the leftmost function on the critical path, answers "why" the subsequent functions (F, G, etc.) exist, making it the higher-order function.

* Secondary functions (e.g., S, T, U, K) are vertical, supporting the critical path, and are not on the main horizontal sequence.

* Required secondary functions are secondary functions essential to the basic function, but E is on the critical path, not a vertical supporting function.

Thus, Function E, as the leftmost function on the critical path, is the higher-order function, representing the overarching objective or need that the system fulfills.

* Option A (Secondary Function) is incorrect because secondary functions are off the critical path (e.g., S, T, K), while E is on the critical path.

* Option B (Required Secondary Function) is incorrect because E is not a secondary function; it is on the main path, not a supporting vertical function.

* Option C (Basic Function) is incorrect because the basic function is typically more central on the critical path, not at the far left.

* Option D (Higher Order Function) is correct, as E's position at the left of the critical path indicates it is the higher-order function, answering "why" the system exists.

:

SAVE International, VMF 1 Core Competency #2 (Function Analysis), which includes the use of FAST diagrams to classify functions as basic, secondary, or higher-order.

SAVE International, "Value Methodology Standard," section on Function Analysis, describing FAST diagramming conventions, including the positioning of higher-order functions to the left of the basic function.

NEW QUESTION # 31

How many phases are in the VM Job Plan?

- A. 0
- B. 1
- C. 2
- D. 3

Answer: C

Explanation:

The Value Methodology (VM) Job Plan is a structured, systematic process central to Value Methodology, as defined in the Value Methodology Fundamentals 1 (VMF 1) course and SAVE International's Value Methodology Standard. According to these

sources, the VM Job Plan consists of six phases: Information, Function Analysis, Creative, Evaluation, Development, and Presentation. These phases ensure a disciplined approach to analyzing functions, generating ideas, evaluating alternatives, and presenting value-enhancing recommendations.

* Information Phase: Collect and analyze data on project scope, costs, constraints, and objectives to establish a baseline for the study.

* Function Analysis Phase: Identify, classify, and analyze functions (e.g., basic, secondary) using tools like the Function Analysis System Technique (FAST) to understand their purpose and relationships.

* Creative Phase: Generate a broad range of ideas to improve value through brainstorming or other creative techniques, focusing on alternative ways to perform functions.

* Evaluation Phase: Assess the feasibility, cost impact, and benefits of ideas using criteria like performance, quality, and alignment with project goals.

* Development Phase: Refine the most promising ideas into detailed, actionable proposals, including implementation plans and cost estimates.

* Presentation Phase: Communicate recommendations to stakeholders through reports, presentations, or other deliverables to gain approval and facilitate implementation.

SAVE International's VMF 1 course, which is a prerequisite for the VMA exam, explicitly teaches these six phases as part of Core Competency #3 (Value Methodology Job Plan). The standard is consistent across SAVE International's documentation, including the Value Methodology Standard and certification guidelines.

Options A (3), C (7), and D (8) do not match the official six-phase structure of the VM Job Plan.

:

SAVE International, "Value Methodology Standard and Body of Knowledge," available at <https://www.value-eng.org>, which outlines the six-phase VM Job Plan.

SAVE International, "Value Methodology Associate (VMA) Certification," <https://www.value-eng.org/page/VMA>, referencing the VMF 1 course content and Core Competency #3.

VMF 1 Course Objectives, as described in SAVE International's training materials, emphasizing the six- phase Job Plan structure.

NEW QUESTION # 32

Which of the following best defines an activity?

- A. A task, action, or operation that describes how a function is performed
- B. A specific task, action, or operation that is generic and changes viewpoints
- C. A specific task, action, or operation with a high level of abstraction
- D. A task, action, or operation that describes why a function is performed

Answer: A

Explanation:

In Value Methodology's Function Analysis, the concepts of functions and activities are distinct but related, as taught in the VMF 1 course (Core Competency #2: Function Analysis). According to SAVE International's Value Methodology Standard, "a function is defined as what a product, process, or system does, expressed in a verb-noun format (e.g., 'contain liquid'), while an activity is a task, action, or operation that describes how a function is performed." For example, the function of a teacup might be "contain liquid," and the activity to achieve that function could be "holding the liquid in a ceramic structure." Activities are the actionable steps or processes that enable the function, often identified during the creation of a FAST diagram or Random Function Identification table (as noted in Question 19). The "how" aspect aligns with the How-Why logic of FAST diagrams, where activities detail the practical execution of a function.

* Option A (A task, action, or operation that describes why a function is performed) is incorrect because

"why" relates to the higher-order function or purpose (e.g., Question 20), not the activity, which focuses on "how."

* Option B (A specific task, action, or operation that is generic and changes viewpoints) is incorrect because activities are not about changing viewpoints; they are specific actions to perform a function.

* Option C (A task, action, or operation that describes how a function is performed) is correct, as it aligns with the definition of an activity in VM.

* Option D (A specific task, action, or operation with a high level of abstraction) is incorrect because activities are practical and specific, not abstract; functions are more abstract (e.g., verb-noun format).

:

SAVE International, VMF 1 Core Competency #2 (Function Analysis), distinguishing between functions (what) and activities (how). SAVE International, "Value Methodology Standard," section on Function Analysis, defining activities as the tasks or operations that describe how functions are performed.

NEW QUESTION # 33

The Pareto Principle as applied in the Value Methodology means:

- A. 20% of risks impact 80% of elements
- B. 80% of functions represent 20% of components
- **C. 20% of elements represent 80% of the cost**
- D. 80% of the whole includes 20% of the resources

Answer: C

Explanation:

The Pareto Principle, often referred to as the 80/20 rule, is a concept used in Value Methodology to focus efforts on the most impactful areas during cost analysis. In the context of VM, as taught in the VMF 1 course (Core Competency #4: Cost Analysis), the Pareto Principle is applied to identify high-cost areas that offer the greatest potential for value improvement. According to SAVE International's Value Methodology Standard,

"the Pareto Principle in VM states that approximately 20% of the elements (components, functions, or items) typically account for 80% of the total cost." This allows the VM team to prioritize their efforts on the small number of elements that drive the majority of the cost, thereby maximizing value improvement (function /cost).

For example, in a project, a few components (like a specialized motor in a machine) might represent the bulk of the cost, and optimizing those components can yield significant savings.

* Option A (20% of risks impact 80% of elements) is incorrect because the Pareto Principle in VM focuses on cost distribution, not risk impact.

* Option B (20% of elements represent 80% of the cost) is correct, as it directly aligns with the application of the Pareto Principle in VM cost analysis.

* Option C (80% of functions represent 20% of components) is incorrect because it reverses the principle and does not reflect the cost-focused application in VM.

* Option D (80% of the whole includes 20% of the resources) is incorrect because it misapplies the principle and is too vague for VM's specific use of Pareto in cost analysis.

:

SAVE International, "Value Methodology Standard and Body of Knowledge," available at <https://www.value- eng.org>, section on cost analysis, referencing the Pareto Principle for identifying high-cost elements.

SAVE International, VMF 1 Core Competency #4 (Cost Analysis), emphasizing the use of the Pareto Principle to focus on high-cost areas.

NEW QUESTION # 34

Which type of value is the sum of labor, material, and other resources required to produce the subject?

- A. Exchange Value
- **B. Cost Value**
- C. Esteem Value
- D. Use Value

Answer: B

Explanation:

In Value Methodology, value is defined as the relationship between function and cost (value = function/cost), and different types of value are analyzed to assess worth, as taught in the VMF 1 course (Core Competency #4: Cost Analysis). According to SAVE International's Value Methodology Standard, the types of value include:

* Cost Value: 'The sum of labor, material, overhead, and other resources required to produce the subject.' It represents the actual cost to create or deliver the product or system.

* Use Value: The value of the functions the subject performs (e.g., what it does for the user).

* Esteem Value: The value associated with prestige, aesthetics, or desirability (e.g., brand value).

* Exchange Value: The value of the subject in terms of what it can be exchanged for (e.g., market value).

The question asks for the type of value that is the sum of labor, material, and other resources, which directly matches the definition of Cost Value. For example, the cost value of a car includes the costs of its parts, labor to assemble it, and overhead expenses.

* Option A (Esteem Value) is incorrect because esteem value relates to subjective desirability, not production costs.

* Option B (Exchange Value) is incorrect because exchange value is the market value, not the cost to produce.

* Option C (Use Value) is incorrect because use value reflects the functional utility, not the resource costs.

* Option D (Cost Value) is correct, as it is defined as the sum of resources required to produce the subject.

:

SAVE International, "Value Methodology Standard and Body of Knowledge," available at <https://www.value-eng.org>, defining Cost Value as the sum of production resources.

SAVE International, VMF 1 Core Competency #4 (Cost Analysis), explaining types of value, including Cost Value, in the context of VM studies.

NEW QUESTION # 35

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