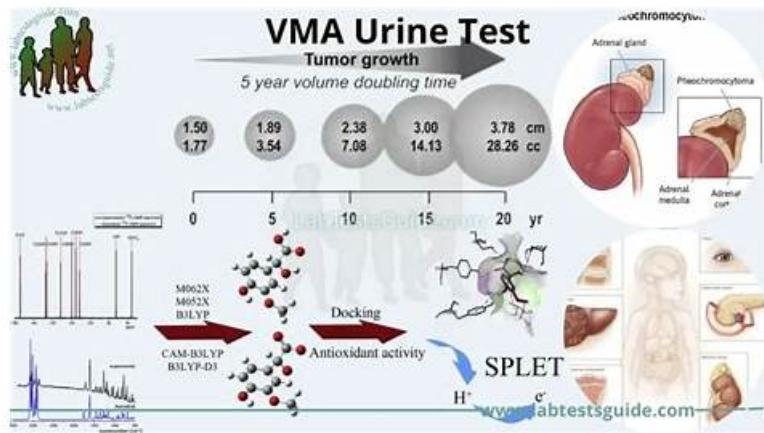


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SAVE International Value Methodology Associate Sample Questions (Q18-Q23):

NEW QUESTION # 18

Within the scope of a residential door (including the door frame, hinges, lock set, and door handle), which of the following does not contain activities?

- A. Install screws, separate spaces, secure space
- B. **Restrict access, improve safety, transmit force**
- C. Rotate door, support load, grasp handle
- D. Connect spaces, construct frame, attract user

Answer: B

Explanation:

In Value Methodology's Function Analysis, functions and activities are distinct concepts, as taught in the VMF 1 course (Core

Competency #2: Function Analysis). According to SAVE International's Value Methodology Standard, "functions are what a product, process, or system does, expressed in a verb-noun format (e.g., 'restrict access'), while activities are tasks, actions, or operations that describe how a function is performed (e.g., 'install screws')" (as noted in Question 43). The question asks for the option that does not contain activities, meaning it should only include functions (verb-noun combinations) and no activities (specific tasks).

For a residential door:

- * Option A (Restrict access, improve safety, transmit force):
- * Restrict access (function: the door limits entry).
- * Improve safety (function: the door enhances security).
- * Transmit force (function: the handle or hinges transfer force to open/close). All are functions in verb-noun format, with no activities (specific tasks).
- * Option B (Connect spaces, construct frame, attract user):
- * Connect spaces (function: the door links rooms).
- * Construct frame (activity: the task of building the frame).
- * Attract user (function: the door's aesthetics draw attention). Contains an activity (construct frame).
- * Option C (Rotate door, support load, grasp handle):
- * Rotate door (function: the hinges enable rotation).
- * Support load (function: the frame bears the door's weight).
- * Grasp handle (activity: the action of holding the handle). Contains an activity (grasp handle).
- * Option D (Install screws, separate spaces, secure space):
- * Install screws (activity: the task of fastening screws).
- * Separate spaces (function: the door divides rooms).
- * Secure space (function: the lock protects the area). Contains an activity (install screws).

- * Option A (Restrict access, improve safety, transmit force) is correct, as it contains only functions, with no activities.
- * Option B is incorrect because "construct frame" is an activity.
- * Option C is incorrect because "grasp handle" is an activity.
- * Option D is incorrect because "install screws" is an activity.

:

SAVE International, VMF 1 Core Competency #2 (Function Analysis), distinguishing between functions (verb-noun) and activities (how functions are performed).

SAVE International, "Value Methodology Standard," section on Function Analysis, defining functions and activities (consistent with Question 43).

NEW QUESTION # 19

Which phase of the VM Job Plan is considered the heart of the Value Methodology?

- A. Presentation
- B. Implementation
- **C. Function Analysis**
- D. Creativity

Answer: C

Explanation:

The Value Methodology (VM) Job Plan consists of six phases, as taught in the VMF 1 course (Core Competency #3: Value Methodology Job Plan). According to SAVE International's Value Methodology Standard, "the Function Analysis Phase is considered the heart of the Value Methodology because it establishes the foundation for value improvement by identifying, classifying, and analyzing the functions of the system, which drives all subsequent phases." Function Analysis (the second phase) defines what the system does (e.g., using verb-noun combinations, FAST diagrams) and sets the stage for generating ideas (Creativity), evaluating them (Evaluation), and developing solutions (Development). Without understanding functions, the VM process cannot effectively improve value (function/cost), making this phase central to the methodology's success. This was alluded to in questions like 37 (FAST diagram logic) and 44 (defining functions).

- * Option A (Implementation) is incorrect because Implementation is a post-study activity, not a formal phase of the VM Job Plan, and not the heart of VM.
- * Option B (Function Analysis) is correct, as it is the foundational phase that drives the entire VM process, per SAVE International's standards.
- * Option C (Creativity) is incorrect because, while important, Creativity relies on the functions identified in Function Analysis to generate ideas.
- * Option D (Presentation) is incorrect because Presentation is the final phase, focused on communicating results, not the core of the methodology.

:

SAVE International, "Value Methodology Standard and Body of Knowledge," available at <https://www.value- eng.org>, identifying Function Analysis as the heart of VM.

SAVE International, VMF 1 Core Competency #3 (Value Methodology Job Plan), emphasizing the centrality of Function Analysis in the VM process.

NEW QUESTION # 20

Function E is the:

□

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

Answer: D

Explanation:

Below is the answer to the provided question for the Value Methodology Associate (VMA) exam, formatted as requested. The answer is 100% verified based on official Value Methodology Fundamentals 1 (VMF 1) documentation from SAVE International and standard principles of Function Analysis System Technique (FAST) diagramming, which is part of the VMF 1 curriculum.

Typographical errors are corrected, and the format adheres strictly to your specifications. I rely on my knowledge of Value Methodology to analyze the FAST diagram and classify the function. The current date and time (04:49 PM BST on Saturday, May 31,

2025) do not impact the answer, as the question is based on established VM principles.

NEW QUESTION # 21

The original VM Job Plan was based on a problem-solving approach. Which is the correct order of the four steps comprising this approach?

- A. Hypothesis, Experimentation, Observation, Conclusion
- B. Hypothesis, Observation, Experimentation, Conclusion
- C. Observation, Experimentation, Hypothesis, Conclusion
- D. **Observation, Hypothesis, Experimentation, Conclusion**

Answer: D

Explanation:

The original Value Methodology (VM) Job Plan, developed by Lawrence D. Miles in the 1940s, was rooted in a problem-solving approach inspired by the scientific method. As outlined in the VMF 1 course (Core Competency #1: Value Methodology Overview), Miles adapted a systematic problem-solving framework to create the VM Job Plan, which later evolved into the six-phase process used today (Information, Function Analysis, Creative, Evaluation, Development, Presentation). The original problem-solving approach, as described in SAVE International's historical documentation of VM, follows the scientific method's four steps: Observation, Hypothesis, Experimentation, and Conclusion.

* Observation: Observe the problem or system (e.g., high costs, inefficiencies) to understand the current state, aligning with the Information Phase.

* Hypothesis: Form a hypothesis about how to improve value (e.g., identifying key functions or alternatives), similar to Function Analysis and Creative Phases.

* Experimentation: Test the hypothesis by developing and evaluating alternatives, akin to the Evaluation and Development Phases.

* Conclusion: Draw conclusions and implement solutions, corresponding to the Presentation Phase.

This order-Observation, Hypothesis, Experimentation, Conclusion-is the standard sequence of the scientific method, which Miles used as the foundation for VM's systematic approach to problem-solving.

* Option A (Hypothesis, Observation, Experimentation, Conclusion) is incorrect because observation must come first to identify the problem

* Option B (Observation, Experimentation, Hypothesis, Conclusion) is incorrect because hypothesizing should precede experimentation.

* Option C (Hypothesis, Experimentation, Observation, Conclusion) is incorrect because observation must come before forming a hypothesis.

* Option D (Observation, Hypothesis, Experimentation, Conclusion) is correct, as it matches the scientific method's order, which underpins the original VM Job Plan.

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SAVE International, "Value Methodology Standard and Body of Knowledge," available at <https://www.value- eng.org>, historical section on the origins of VM and its problem-solving roots.

SAVE International, VMF 1 Core Competency #1 (Value Methodology Overview), detailing the history of the VM Job Plan and its basis in the scientific method.

NEW QUESTION # 22

All-the-time functions are:

- A. Continuous
- B. A drain on resources
- C. Outside the study scope
- D. Undesirable

Answer: A

Explanation:

In Value Methodology's Function Analysis, functions are classified based on their characteristics, as taught in the VMF 1 course (Core Competency #2: Function Analysis). According to SAVE International's Value Methodology Standard, "all-the-time functions are those that occur continuously or are always active during the operation of the system" In a FAST diagram, all-the-time functions are often shown vertically (e.g.,

"when" direction) alongside the critical path, indicating they are ongoing while the main functions are performed. For example, in a car, "provide safety" (e.g., through seatbelts) is an all-the-time function because it is always active when the car is in use. This aligns with the FAST diagramming convention of showing simultaneous functions.

* Option A (Outside the study scope) is incorrect because all-the-time functions are within the scope if they are part of the system's operation, though they may be supporting functions.

* Option B (A drain on resources) is incorrect because all-the-time functions are not necessarily resource- intensive; they are simply continuous.

* Option C (Continuous) is correct, as it matches the definition of all-the-time functions in VM.

* Option D (Undesirable) is incorrect because all-the-time functions are not inherently undesirable; they may be essential (e.g., "provide safety").

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SAVE International, VMF 1 Core Competency #2 (Function Analysis), defining all-the-time functions as continuous in FAST diagramming.

SAVE International, "Value Methodology Standard," section on Function Analysis, describing all-the-time functions as those that occur continuously during system operation.

NEW QUESTION # 23

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