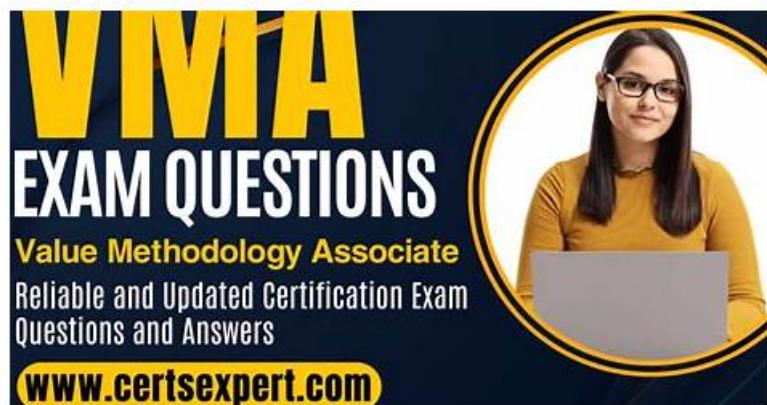


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SAVE International Value Methodology Associate Sample Questions (Q14-Q19):

NEW QUESTION # 14

Which is the correct order of steps in establishing evaluation criteria?

- A. Identify context, define criteria, determine importance, determine range/scale
- B. Identify context, define criteria, determine range/scale, determine importance
- C. Define criteria, identify context, determine range/scale, determine importance
- D. Define criteria, identify context, determine importance, determine range/scale

Answer: A

Explanation:

The Evaluation Phase of the Value Methodology (VM) Job Plan involves assessing ideas using established criteria, as taught in the VMF 1 course (Core Competency #7: Evaluation and Selection of Alternatives).

According to SAVE International's Value Methodology Standard, "establishing evaluation criteria follows a logical sequence: first, identify the context of the study (e.g., project goals, constraints); then define the criteria (e.g., cost, performance, risk); next, determine the importance of each criterion (e.g., weighting, as noted in Question 11); and finally, determine the range or scale for measurement (e.g., 1-5 scale for scoring)." This process ensures that criteria are relevant, prioritized, and measurable, enabling systematic evaluation (e).

g., using coarse-medium-fine filters, as in Question 33).

- * Identify context: Understand the study's goals and constraints (e.g., budget limits).
- * Define criteria: List specific criteria (e.g., cost savings, quality).
- * Determine importance: Assign weights to criteria (e.g., cost is 40% of the score).
- * Determine range/scale: Set a measurement scale (e.g., 1-10 for each criterion).
- * Option A (Identify context, define criteria, determine importance, determine range/scale) is correct, as it follows the logical sequence for establishing evaluation criteria.
- * Option B (Identify context, define criteria, determine range/scale, determine importance) is incorrect because determining importance (weighting) should precede setting the range/scale to ensure the scale reflects the criteria's relative importance.
- * Option C (Define criteria, identify context, determine range/scale, determine importance) is incorrect because the context must be identified first to ensure criteria are relevant.
- * Option D (Define criteria, identify context, determine importance, determine range/scale) is incorrect because defining criteria before identifying the context risks missing the study's specific needs.

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SAVE International, "Value Methodology Standard and Body of Knowledge," available at <https://www.value- eng.org>, detailing the steps for establishing evaluation criteria in the Evaluation Phase.

SAVE International, VMF 1 Core Competency #7 (Evaluation and Selection of Alternatives), emphasizing the sequence for setting evaluation criteria (consistent with Question 33).

NEW QUESTION # 15

What function must a pen or pencil perform?

- A. Color surface
- B. Write documents
- C. Convey message
- D. **Mark surface**

Answer: D

Explanation:

Function Analysis in Value Methodology involves identifying and classifying functions using verb-noun combinations, as taught in the VMF 1 course (Core Competency #2). The basic function of an item is its primary purpose-what it must do to fulfill its intended use. According to SAVE International's Value Methodology Standard, "functions should be defined in broad, measurable terms (verb-noun format) to capture the core purpose." For a pen or pencil, the basic function is the most fundamental action it performs.

A pen or pencil must mark surface, as this captures the essential action of leaving a visible trace (e.g., ink or graphite) on a surface (e.g., paper), which is the core purpose of both tools, regardless of their specific use (writing, drawing, etc.).

* Option A (Write documents) is incorrect because writing documents is a specific application, not the basic function; a pen can also draw or mark without writing a document.

* Option B (Color surface) is incorrect because coloring implies adding color, which is not the primary function of a standard pen or pencil (e.g., a pencil typically uses graphite, not color).

* Option C (Mark surface) is correct, as it defines the basic function of a pen or pencil in the broadest, most fundamental terms, encompassing all uses (writing, drawing, marking).

* Option D (Convey message) is incorrect because conveying a message is a higher-level outcome, not the basic function; a pen can mark a surface without conveying a message (e.g., a random scribble).

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SAVE International, VMF 1 Core Competency #2 (Function Analysis), which includes defining basic functions using verb-noun combinations.

SAVE International, "Value Methodology Standard," section on Function Analysis, emphasizing the identification of basic functions as the core purpose of an item.

NEW QUESTION # 16

Functions on a FAST diagram's function logic path follow:

- A. When-Why logic
- B. And-Or logic
- C. How-When logic
- D. **How-Why logic**

Answer: D

Explanation:

The Function Analysis System Technique (FAST) diagram is a key tool in Value Methodology's Function Analysis phase, as taught in the VMF 1 course (Core Competency #2). The function logic path in a FAST diagram is the horizontal sequence of functions, often referred to as the critical path (as identified in Question

3 with arrow Y). According to SAVE International's Value Methodology Standard, "the function logic path in a FAST diagram follows a How-Why logic: moving to the right answers 'how' a function is performed, and moving to the left answers 'why' a function exists." This logic helps trace the relationships between functions, starting from the higher-order function (e.g., Function E, as noted in Question 18) on the left to more specific functions on the right (e.g., Function O).

* How: Moving right along the path (e.g., from E to F to G) explains how the preceding function is achieved.

* Why: Moving left (e.g., from O to N to M) explains why the succeeding function is needed.

In the diagram, the critical path (E-F-G-J-L-M-N-O) follows this How-Why logic, as confirmed in earlier questions (e.g., Question 3). The "when" direction (vertical, as noted in Question 36) and "and-or" logic (used at junctions for concurrent or alternative functions) are not the primary logic of the function logic path.

* Option A (When-Why logic) is incorrect because the "when" direction is vertical, indicating simultaneous functions, not the horizontal logic path.

* Option B (How-Why logic) is correct, as it matches the standard logic of the function logic path in a FAST diagram.

* Option C (How-When logic) is incorrect because the "when" direction does not apply to the horizontal logic path.

* Option D (And-Or logic) is incorrect because "and-or" logic applies to junctions (e.g., gates for concurrent or alternative functions), not the main logic path.

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SAVE International, VMF 1 Core Competency #2 (Function Analysis), defining the How-Why logic of the function logic path in FAST diagrams.

SAVE International, "Value Methodology Standard," section on Function Analysis, describing FAST diagramming conventions, including the How-Why logic of the critical path.

NEW QUESTION # 17

Which of the following best describes a VM study?

- A. Is undertaken after the design is completed
- B. Must be led by a Certified Value Specialist
- C. Is considered a business improvement best practice
- D. **It is a structured effort using the VM process to improve value**

Answer: D

Explanation:

A Value Methodology (VM) study is a structured effort that applies the VM process to improve the value of a project, product, or process by optimizing the function-to-cost ratio. According to SAVE International's Value Methodology Standard, a VM study is defined as "a systematic application of recognized techniques by a multi-disciplined team to identify the functions of a project or process, establish a worth for each function, and develop alternatives to achieve those functions at the lowest overall cost while maintaining performance." The VMF 1 course emphasizes that a VM study follows the six-phase VM Job Plan (Information, Function Analysis, Creative, Evaluation, Development, and Presentation) to systematically improve value, making it a structured effort.

* Option A (structured effort using the VM process) directly aligns with SAVE International's definition of a VM study, focusing on the systematic application of the VM process to enhance value.

* Option B (must be led by a Certified Value Specialist) is incorrect because, while a Certified Value Specialist (CVS) often leads VM studies, the VMF 1 course and VMA certification allow non-CVS team members to participate in and contribute to VM studies under guidance, meaning it's not a requirement.

* Option C (undertaken after the design is completed) is incorrect because VM studies can be conducted at various stages of a project lifecycle-concept, design, or implementation-not only after the design is completed. The VMF 1 course highlights that early application of VM yields the greatest benefits.

* Option D (business improvement best practice) is a broader statement and not specific to the definition of a VM study, though VM can contribute to business improvements. It does not best describe a VM study compared to Option A.

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SAVE International, "Value Methodology Standard and Body of Knowledge," available at <https://www.value-eng.org>, defining a VM study as a structured process to improve value.

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

NEW QUESTION # 18

Which of the following are tasks during the development of VM proposals? (Choose 3 answers)

- A. Determine costs
- B. Validate the proposal
- C. State the disposition of the proposal
- D. Address technical feasibility
- E. Assess time and schedule impacts

Answer: A,D,E

Explanation:

The Development Phase of the Value Methodology (VM) Job Plan involves refining selected ideas into actionable proposals, as taught in the VMF 1 course (Core Competency #3: Value Methodology Job Plan).

According to SAVE International's Value Methodology Standard, "during the Development Phase, the VM team develops proposals by addressing technical feasibility, assessing time and schedule impacts, determining costs, identifying risks, and providing implementation plans." These tasks ensure that proposals are practical, cost-effective, and ready for presentation to stakeholders.

* A. Address technical feasibility: Correct, as the team must ensure the proposal can be implemented technically (e.g., does the design work?).

* B. Assess time and schedule impacts: Correct, as the team evaluates how the proposal affects the project timeline (e.g., delays or accelerations).

* D. Determine costs: Correct, as cost modeling is a key task (as noted in Question 9), providing stakeholders with financial impacts of the proposal.

* C. State the disposition of the proposal: Incorrect, as stating the disposition (e.g., accepted, rejected) occurs after the Presentation Phase, when stakeholders decide on the proposal, not during Development.

* E. Validate the proposal: Incorrect, as validation (e.g., testing or final confirmation) typically occurs during implementation or post-study, not during Development, which focuses on creating the proposal.

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SAVE International, "Value Methodology Standard and Body of Knowledge," available at <https://www.value-eng.org>, detailing tasks in the Development Phase like technical feasibility, time impacts, and cost determination.

SAVE International, VMF 1 Core Competency #3 (Value Methodology Job Plan), emphasizing Development Phase tasks (consistent with Question 9).

NEW QUESTION # 19

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