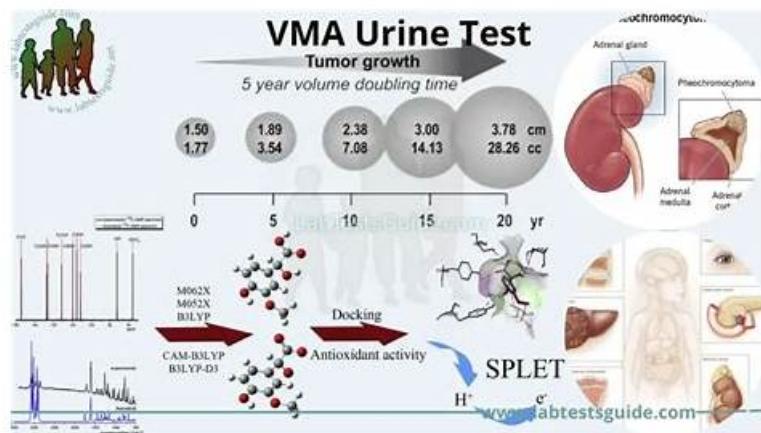


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## SAVE International Value Methodology Associate Sample Questions (Q16-Q21):

### NEW QUESTION # 16

Risks associated with a project, product, or process typically impact:

- A. Schedule, cost, or performance
- B. Time, function, or attributes
- C. Cost, requirements, or results
- D. Resources, regulations, or time

**Answer: A**

Explanation:

Risk management is a critical aspect of Implementation Planning in Value Methodology (VM), as it ensures that VM proposals can be successfully executed, as taught in the VMF 1 course (Core Competency #8: Implementation Planning). According to SAVE International's Value Methodology Standard, "risks associated with a project, product, or process typically impact schedule, cost, or performance." This is often referred to as the "project management triangle"

or "triple constraint," a fundamental concept in project management that VM adopts when assessing risks during the Development and Presentation Phases.

\* Schedule: Risks that cause delays (e.g., late delivery of materials).

\* Cost: Risks that increase expenses (e.g., unexpected cost overruns).

\* Performance: Risks that affect quality or functionality (e.g., a proposed solution failing to meet requirements).

The VMF 1 curriculum emphasizes that VM teams must identify and mitigate risks in these three areas to ensure the feasibility of their recommendations, making this the most relevant framework for understanding risk impacts in a VM context.

\* Option A (Schedule, cost, or performance) is correct, as it directly aligns with the standard risk impact areas in VM and project management.

\* Option B (Cost, requirements, or results) is incorrect because, while cost is relevant, "requirements" and "results" are less specific than "schedule" and "performance" in the context of VM risk management.

\* Option C (Resources, regulations, or time) is incorrect because, while time (schedule) is relevant, resources and regulations are more specific factors that contribute to broader impacts on schedule, cost, or performance.

\* Option D (Time, function, or attributes) is incorrect because, while time (schedule) is relevant,

"function" and "attributes" are not standard risk impact categories in VM; performance is the broader term used.

:

SAVE International, "Value Methodology Standard and Body of Knowledge," available at <https://www.value- eng.org>, section on risk management, referencing the impact of risks on schedule, cost, and performance.

SAVE International, VMF 1 Core Competency #8 (Implementation Planning), emphasizing the project management triangle (schedule, cost, performance) in risk assessment.

## NEW QUESTION # 17

A Random Function Identification table contains:

- A. Costs, time, and risks
- B. Inputs, objectives, and sequence
- C. Components, resources, and criteria
- D. Elements, functions, and classifications

### Answer: D

Explanation:

Random Function Identification is a technique used in Value Methodology's Function Analysis phase to identify and organize functions before creating a Function Analysis System Technique (FAST) diagram, as taught in the VMF 1 course (Core Competency #2). According to SAVE International's Value Methodology Standard, Random Function Identification involves "listing all functions of a system or project in a table, typically including the elements (components or parts), their associated functions (in verb-noun format), and their classifications (e.g., basic, secondary, higher-order)." This table helps the VM team systematically identify and categorize functions during the early stages of analysis, ensuring all functions are captured before structuring them in a FAST diagram.

\* Option A (Inputs, objectives, and sequence) is incorrect because inputs and objectives are part of the Information Phase, and sequence is addressed in FAST diagramming, not in the Random Function Identification table.

\* Option B (Costs, time, and risks) is incorrect because these are related to cost analysis or implementation planning, not function identification.

\* Option C (Elements, functions, and classifications) is correct, as it aligns with the purpose of the Random Function Identification table in VM.

\* Option D (Components, resources, and criteria) is incorrect because resources and criteria are not part of function identification; criteria are used in the Evaluation Phase.

:

SAVE International, VMF 1 Core Competency #2 (Function Analysis), which includes Random Function Identification as a precursor to FAST diagramming.

SAVE International, "Value Methodology Standard," section on Function Analysis, describing the Random Function Identification table as listing elements, functions, and classifications.

## NEW QUESTION # 18

Which function is located to the left of the left vertical line in a FAST diagram?

- A. Lower Order Function
- B. Basic Function

- C. Higher Order Function
- D. Secondary Function

### Answer: C

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). FAST diagrams map the relationships between functions, with the horizontal axis showing the "how-why" logic (critical path) and vertical lines called scope lines defining the study's boundaries. According to SAVE International's Value Methodology Standard, "the left vertical line in a FAST diagram is a scope line, and the function immediately to its right is typically the higher-order function, which represents the overarching goal or need for the system." The function to the left of the left scope line is outside the study's scope and often represents an even broader objective or external assumption that drives the higher-order function. However, in standard FAST diagramming, the higher-order function is the closest function to the left scope line within the scope, and functions to the left of the scope line (e.g., P in the diagram from Question 30) are external.

In the context of the VMA exam and VMF 1, the question likely tests the understanding of the higher-order function's position relative to the scope line. As established in Question 18, Function E (just inside the left scope line B) is the higher-order function. Functions to the left of the left scope line (e.g., P) are typically external assumptions or broader objectives, but the options provided (A, B, C, D) refer to standard function classifications within the FAST framework. The higher-order function (C) is the most relevant choice, as it is the function closest to the left scope line within the study's scope, and the question may be interpreted as asking for the function type associated with that position.

- \* Option A (Basic Function) is incorrect because the basic function is typically more central on the critical path, not at the far left.
- \* Option B (Secondary Function) is incorrect because secondary functions are vertical (supporting the critical path), not on the main path near the left scope line.
- \* Option C (Higher Order Function) is correct, as the higher-order function is located just to the right of the left scope line (e.g., Function E), and the question may be interpreted in this context based on standard FAST conventions.
- \* Option D (Lower Order Function) is incorrect because lower-order functions are to the right of the basic function, representing more specific outcomes, not near the left scope line.

SAVE International, VMF 1 Core Competency #2 (Function Analysis), defining the position of the higher-order function in FAST diagrams.

SAVE International, "Value Methodology Standard," section on Function Analysis, describing FAST diagramming conventions, including the role of scope lines and higher-order functions.

### NEW QUESTION # 19

Which phase enables the VM team to select viable ideas?

- A. Presentation
- B. Evaluation
- C. Function Analysis
- D. Development

### Answer: B

Explanation:

The Value Methodology (VM) Job Plan, as outlined in the VMF 1 course and SAVE International's Value Methodology Standard, consists of six phases, one of which is the Evaluation Phase, where the VM team selects viable ideas. In the Evaluation Phase, the team assesses ideas generated during the Creative Phase to determine their feasibility, cost impact, and alignment with project goals. According to the VMF 1 Core Competency #3 (Value Methodology Job Plan), the Evaluation Phase involves "evaluating the ideas for their potential to improve value, using criteria such as cost savings, performance, quality, and feasibility, to select the most viable alternatives for further development." Tools like weighted evaluation matrices may be used to rank ideas systematically.

- \* Option A (Function Analysis) is incorrect because this phase focuses on identifying and analyzing functions, not selecting ideas.
- \* Option B (Presentation) is incorrect because this phase involves communicating recommendations to stakeholders, after ideas have already been selected and developed.
- \* Option C (Evaluation) is correct, as it is the phase where the VM team filters and selects viable ideas based on defined criteria.
- \* Option D (Development) is incorrect because this phase involves refining selected ideas into actionable proposals, which happens after the Evaluation Phase.

SAVE International, "Value Methodology Standard and Body of Knowledge," available at <https://www.value-eng.org>, detailing the Evaluation Phase in the VM Job Plan.

SAVE International, "Value Methodology Associate (VMA) Certification," <https://www.value-eng.org/page>

/VMA, referencing VMF 1 Core Competency #3 (Value Methodology Job Plan).

### NEW QUESTION # 20

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

**Answer: A**

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 # 21

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