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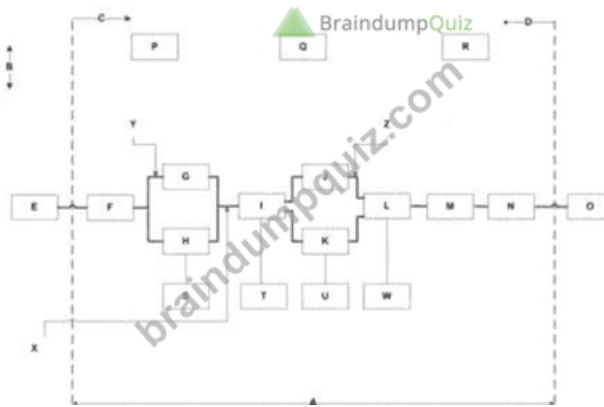
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## SAVE International Value Methodology Associate Sample Questions (Q54-Q59):

### NEW QUESTION # 54

"When" is represented by which of the following letters?



- A. B
- B. C
- C. D
- **D. A**

**Answer: D**

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 specific directions indicating the logic of the functions:

\* The horizontal axis represents the "how-why" logic (critical path), where moving left answers "why" and moving right answers "how."

\* The vertical axis represents the "when" direction, indicating functions that occur simultaneously or continuously while the critical path functions are performed (e.g., all-the-time functions, as noted in Question 27).

According to SAVE International's Value Methodology Standard, "in a FAST diagram, the 'when' direction is shown by vertical relationships, indicating functions that are concurrent or supporting the critical path." In the diagram:

\* The critical path (horizontal, marked by Y in Question 3) runs from E to F to G to J to L to M to N to O.

\* Scope lines are labeled B (left) and D (right), as identified in Question 30.

\* Vertical arrows (e.g., Z in Question 3, pointing to J-K) indicate the "when" direction, showing functions that occur simultaneously with the critical path functions.

\* As a horizontal line at the bottom of the diagram, but in FAST diagramming, the vertical axis (and its bounding lines) is associated with the "when" direction. The options (A, B, C, D) include A as the bottom horizontal line, which, in some FAST diagram interpretations, can be seen as marking the boundary of the "when" direction (vertical relationships).

\* C (noted in Question 30) is an arrow pointing left, representing the "why" direction, not "when." Given the options, A is the closest representation of the "when" direction, as it aligns with the vertical axis's boundary, which defines the space where "when" relationships (simultaneous functions) are shown. In standard FAST diagramming, the "when" direction is vertical, and A, as the bottom horizontal line, frames the vertical space where these relationships are depicted (e.g., S, T, U, K).

\* Option A (A) is correct, as it represents the boundary of the vertical axis, which is associated with the "when" direction in FAST diagrams.

\* Option B (B) is incorrect because B is a scope line (left vertical), which defines the study's boundary, not the "when" direction.

\* Option C (C) is incorrect because C is an arrow indicating the "why" direction (left), not "when."

\* Option D (D) is incorrect because D is the right scope line, not related to the "when" direction.

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SAVE International, VMF 1 Core Competency #2 (Function Analysis), defining the "when" direction in FAST diagrams as vertical, indicating simultaneous functions.

SAVE International, "Value Methodology Standard," section on Function Analysis, describing FAST diagramming conventions, including the "when" direction as vertical relationships.

## NEW QUESTION # 55

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

- D. Hypothesis, Observation, Experimentation, Conclusion

**Answer: B**

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 # 56

Which function represents the specific goals or needs for which the subject scope exists?

- A. Secondary
- B. Lower Order
- C. Basic
- **D. Higher Order**

**Answer: D**

Explanation:

In Value Methodology's Function Analysis, functions are classified based on their role in the system, as taught in the VMF 1 course (Core Competency #2). According to SAVE International's Value Methodology Standard, the higher-order function "represents the specific goals or needs for which the subject scope exists—it answers 'why' the system or project is needed." In a FAST diagram, the higher-order function is located to the left of the basic function, just inside the left scope line, as seen in Question 18 (Function E). It defines the overarching objective or customer need that justifies the existence of the system (e.g., for a car, the higher-order function might be "provide mobility," while the basic function is "transport passengers").

\* Option A (Basic) is incorrect because the basic function is the primary purpose of the system within the scope (e.g., "transport passengers"), not the overarching goal.

\* Option B (Lower Order) is incorrect because "lower-order" is not a standard term in VM; it may refer to functions to the right of the basic function, which are more specific, not goal-oriented.

\* Option C (Higher Order) is correct, as it represents the specific goals or needs for which the subject scope exists, per VM standards.

\* Option D (Secondary) is incorrect because secondary functions support the basic function and do not represent the overarching goals.

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SAVE International, VMF 1 Core Competency #2 (Function Analysis), defining higher-order functions as the goals or needs of the

system.

SAVE International, "Value Methodology Standard," section on Function Analysis, describing the role of higher-order functions in FAST diagrams.

#### NEW QUESTION # 57

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

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

**Answer: B**

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.

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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 # 58

Which of the following is a basic function of a bicycle?

- A. Move People
- **B. Provide Transportation**
- C. Transport Mass
- D. Transport Goods

**Answer: B**

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. For a bicycle, the basic function is the most general and essential action it performs. According to SAVE International's Value Methodology Standard, functions should be defined in broad, measurable terms (e.g., verb-noun format) to capture the core purpose.

The basic function of a bicycle is to "provide transportation," as this encompasses its primary role of enabling movement for people

or goods.

\* Option A (Transport Mass) is incorrect because "mass" is too vague and not specific to the bicycle's purpose; it could apply to any object being moved.

\* Option B (Move People) is incorrect because, while a bicycle often moves people, this is a secondary function-bicycles can also transport goods (e.g., in cargo bikes), so it's not the most fundamental function.

\* Option C (Provide Transportation) is correct because it captures the bicycle's primary purpose in the broadest sense, covering both people and goods, aligning with VM's focus on defining basic functions at a high level.

\* Option D (Transport Goods) is incorrect because transporting goods is a specific use case, not the bicycle's primary function, which is broader.

:

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 # 59

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