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SAVE International Value Methodology Associate Sample Questions (Q59-Q64):

NEW QUESTION # 59

Which of the following functions is a Subject Objective?

- A. Function R
- B. Function O
- C. Function Q
- **D. Function P**

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). In FAST diagramming, the "Subject Objective" refers to the overarching goal or need that the system addresses, often aligned with the higher-order function or an external objective outside the study's scope. According to SAVE International's Value Methodology Standard, "the Subject Objective is typically the highest-level objective for which the subject scope exists, often located to the left of the left scope line, representing an external goal or

assumption." This aligns with the definition of a higher-order function but extends to the external context.

In the FAST diagram:

- * The scope lines are labeled B (left) and D (right), as identified in Question 30.
 - * The critical path (horizontal) runs from E to F to G to J to L to M to N to O, with E being the higher-order function just inside the left scope line.
 - * Functions P, Q, and R are to the left of the left scope line (B), indicating they are outside the study's scope and represent external objectives or assumptions.
 - * Function O is the rightmost function on the critical path, inside the scope, representing a specific outcome, not the Subject Objective.
- The Subject Objective is the broadest external goal, often the "why" behind the higher-order function (E). Among P, Q, and R, Function P is the leftmost, directly to the left of the left scope line (B), making it the most likely candidate for the Subject Objective, as it represents the ultimate external goal driving the system (e.g., a customer need like "enhance security" for a door system).
- * Option A (Function P) is correct, as it is to the left of the left scope line, aligning with the definition of a Subject Objective.
 - * Option B (Function Q) is incorrect because Q is further to the left but not as directly tied to the scope line as P, which is the primary external objective.
 - * Option C (Function R) is incorrect for the same reason as Q; it is external but not the primary Subject Objective.
 - * Option D (Function O) is incorrect because O is inside the scope, on the critical path, representing a specific outcome, not the Subject Objective.

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SAVE International, VMF 1 Core Competency #2 (Function Analysis), defining the Subject Objective as the external goal to the left of the scope line in FAST diagrams.

SAVE International, "Value Methodology Standard," section on Function Analysis, describing FAST diagramming conventions, including the role of external objectives (consistent with Questions 18 and 30).

NEW QUESTION # 60

Which of the following best defines an activity?

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

Answer: D

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).

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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 # 61

The unique aspect of the value methodology is its application to anything that:

- A. is goal-oriented.
- **B. performs a function.**
- C. includes an activity.
- D. is a subject of study.

Answer: B

Explanation:

Value Methodology (VM) is a versatile methodology, as taught in the VMF 1 course (Core Competency #1:

Value Methodology Overview). According to SAVE International's Value Methodology Standard, "the unique aspect of the Value Methodology is its focus on function analysis, making it applicable to anything that performs a function-whether a product, process, system, or service." VM's core principle is to improve value (function/cost) by analyzing what something does (its functions) and finding better ways to achieve those functions at lower cost without sacrificing performance. This focus on functions (e.g., "mark surface" for a pen, Question 38; "contain liquid" for a teacup, Question 44) allows VM to be applied universally to anything with a definable function, distinguishing it from other methodologies like Lean or Six Sigma, which focus on process efficiency or quality.

* Option A (includes an activity) is incorrect because, while activities describe how functions are performed, VM's unique aspect is its focus on functions, not activities.

* Option B (performs a function) is correct, as VM's defining feature is its application to anything with a function, per SAVE International's standards.

* Option C (is goal-oriented) is incorrect because many methodologies are goal-oriented; VM's uniqueness lies in its function-based approach.

* Option D (is a subject of study) is incorrect because being a subject of study is too broad; VM specifically targets subjects that perform functions.

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SAVE International, "Value Methodology Standard and Body of Knowledge," available at <https://www.value-eng.org>, emphasizing VM's unique focus on functions.

SAVE International, VMF 1 Core Competency #1 (Value Methodology Overview), highlighting the applicability of VM to anything that performs a function.

NEW QUESTION # 62

What is a function of a teacup?

- **A. Contain liquid**
- B. Contain tea
- C. Provide container
- D. Allow drinking

Answer: A

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, defined in broad, measurable terms. According to SAVE International's Value Methodology Standard, "functions should be expressed at a level that captures the core purpose of the item, avoiding overly specific or secondary actions." For a teacup, the basic function is the most fundamental action it performs. A teacup's primary purpose is to contain liquid, as this captures the essential role of holding a liquid (e.g., tea, water, or any beverage), which applies to all teacups regardless of the specific liquid or use.

* Option A (Provide container) is incorrect because "provide container" is not a standard verb-noun function format and is too vague; the teacup itself is the container, and the function is what it does (contain liquid).

* Option B (Allow drinking) is incorrect because allowing drinking is a secondary function or outcome; the teacup must first contain liquid before drinking can occur, and not all uses involve drinking (e.g., holding liquid for soaking).

* Option C (Contain tea) is incorrect because, while a teacup often contains tea, this is too specific; a teacup can hold other liquids (e.g., coffee, water), so the basic function is broader.

* Option D (Contain liquid) is correct, as it defines the basic function of a teacup in the most fundamental terms, encompassing all potential uses, similar to how a pen's function was defined as "mark surface" in Question 38.

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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 (consistent with Question 38).

NEW QUESTION # 63

The best study results will usually come from applying the value methodology with:

- A. The current project team
- B. An executive-level task force
- C. A multidisciplinary team with a selected set of skills
- D. A team working in similar disciplines

Answer: C

Explanation:

Value Methodology (VM) relies heavily on effective team dynamics to achieve optimal results, as emphasized in the VMF 1 course (Core Competency #5: Value Team Dynamics). According to SAVE International's Value Methodology Standard, "the best VM study results are typically achieved with a multidisciplinary team with a selected set of skills, bringing diverse perspectives and expertise to analyze functions, generate ideas, and develop solutions." A multidisciplinary team includes members from different disciplines (e.g., engineering, finance, design, operations) relevant to the project, ensuring a comprehensive understanding of the system and fostering innovative solutions through varied viewpoints. The VMF 1 course highlights that such teams are more effective at identifying value improvement opportunities because they combine technical, financial, and operational insights.

* Option A (An executive-level task force) is incorrect because executives may lack the technical expertise needed for detailed function analysis and idea generation, though they may sponsor the study.

* Option B (A team working in similar disciplines) is incorrect because a lack of diversity in perspectives can limit creativity and overlook key opportunities, which a multidisciplinary team avoids.

* Option C (The current project team) is incorrect because the project team may be too close to the problem, potentially leading to bias and a narrower focus, whereas a multidisciplinary team brings fresh perspectives.

* Option D (A multidisciplinary team with a selected set of skills) is correct, as it aligns with VM best practices for achieving the best study results.

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SAVE International, "Value Methodology Standard and Body of Knowledge," available at <https://www.value-eng.org>, emphasizing the importance of multidisciplinary teams in VM studies.

SAVE International, VMF 1 Core Competency #5 (Value Team Dynamics), highlighting the effectiveness of diverse, skilled teams in VM.

NEW QUESTION # 64

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