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## SAVE International Value Methodology Associate Sample Questions (Q25-Q30):

### NEW QUESTION # 25

Which of the following best describes a VM study?

- A. A workshop that applies the VM facilitated by a CVS
- B. An analysis of a completed project design by a VM team
- C. A structured effort by a multidisciplinary team using the VM
- D. An improvement process similar to Lean Six Sigma

Answer: C

Explanation:

A Value Methodology (VM) study is a core concept in the VMF 1 course (Core Competency #1: Value Methodology Overview). According to SAVE International's Value Methodology Standard, a VM study is defined as "a structured effort by a multidisciplinary team using the Value Methodology 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." This definition emphasizes the structured nature of the VM Job Plan, the use of a multidisciplinary team (as noted in Question 24), and the focus on improving value through systematic analysis. This aligns with the description in Question 4, where a VM study was described as a structured effort using the VM process, but here the emphasis on a multidisciplinary team is key.

\* Option A (An analysis of a completed project design by a VM team) is incorrect because VM studies are not limited to completed designs; they can be applied at any stage of the project lifecycle, with the greatest impact early on (as noted in Questions 21 and 25).

\* Option B (An improvement process similar to Lean Six Sigma) is incorrect because, while VM shares goals with Lean Six Sigma (e.g., improving efficiency), it is a distinct methodology focused on function analysis and value optimization, not process variation reduction.

\* Option C (A workshop that applies the VM facilitated by a CVS) is incorrect because, while VM studies are often conducted as workshops and may be facilitated by a Certified Value Specialist (CVS), a CVS is not required (as clarified in Question 4), and "workshop" is too narrow a description for a VM study.

\* Option D (A structured effort by a multidisciplinary team using the VM) is correct, as it best captures the essence of a VM study per SAVE International's definition, emphasizing the structured process and multidisciplinary team.

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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 effort by a multidisciplinary team.

SAVE International, VMF 1 Core Competency #1 (Value Methodology Overview), emphasizing the structured, team-based nature of VM studies (consistent with Question 4).

## NEW QUESTION # 26

Which of the three levels of filters used for evaluating ideas during the Evaluation Phase applies an evaluation matrix technique?

- A. Reasonable
- **B. Fine**
- C. Coarse
- D. Medium

**Answer: B**

Explanation:

The Evaluation Phase of the Value Methodology (VM) Job Plan involves assessing ideas using a three-level filtering process, as taught in the VMF 1 course (Core Competency #7: Evaluation and Selection of Alternatives). According to SAVE International's Value Methodology Standard, the three levels of filters are Coarse, Medium, and Fine (as confirmed in Question 33). The standard further specifies that "the Fine filter applies detailed evaluation techniques, such as an evaluation matrix, to select the best ideas for development by scoring them against weighted criteria." An evaluation matrix (e.g., a weighted matrix, as noted in Question 11) is a tool where ideas are scored based on criteria like cost, performance, and risk, with weights reflecting their importance (as in Question 51). This detailed, quantitative approach is used in the Fine filter to make final selections after the Coarse (initial screening) and Medium (shortlisting) filters have narrowed down the ideas.

\* Option A (Fine) is correct, as the Fine filter uses an evaluation matrix technique for detailed idea selection.

\* Option B (Reasonable) is incorrect because "Reasonable" is not one of the three filter levels; the correct levels are Coarse, Medium, and Fine.

\* Option C (Medium) is incorrect because the Medium filter involves a more general assessment (e.g., comparing ideas against criteria), not the detailed matrix technique.

\* Option D (Coarse) is incorrect because the Coarse filter is for initial screening (eliminating unfeasible ideas), not detailed evaluation with a matrix.

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SAVE International, "Value Methodology Standard and Body of Knowledge," available at <https://www.value-eng.org>, detailing the Fine filter's use of an evaluation matrix in the Evaluation Phase.

SAVE International, VMF 1 Core Competency #7 (Evaluation and Selection of Alternatives), emphasizing the three-level filtering process and the Fine filter's techniques (consistent with Questions 11 and 33).

## NEW QUESTION # 27

The Development Phase involves which of the following steps?

- A. Prioritize ideas
- B. Assign ideas to VM study team members
- C. Determine verb-noun combinations for ideas
- **D. Model the cost of ideas**

**Answer: D**

Explanation:

The Development Phase of the Value Methodology (VM) Job Plan, as outlined in the VMF 1 course and SAVE International's Value Methodology Standard, involves refining the most promising ideas selected during the Evaluation Phase into actionable proposals. According to VMF 1 Core Competency #3 (Value Methodology Job Plan), the Development Phase includes "developing detailed proposals for the selected alternatives, including cost estimates, implementation plans, and risk assessments to ensure feasibility." A key step in this phase is modeling the cost of ideas to provide stakeholders with a clear understanding of the financial impact of the proposed changes, ensuring the ideas improve value (function/cost).

\* Option A (Assign ideas to VM study team members) is incorrect because assigning ideas occurs during the Creative or Evaluation Phase, not Development.

\* Option B (Prioritize ideas) is incorrect because prioritization happens in the Evaluation Phase, before Development.

\* Option C (Model the cost of ideas) is correct, as the Development Phase focuses on creating detailed proposals, which includes costing out the ideas to validate their value improvement potential.

\* Option D (Determine verb-noun combinations for ideas) is incorrect because verb-noun combinations are used in the Function Analysis Phase to define functions, not in Development.

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SAVE International, "Value Methodology Standard and Body of Knowledge," available at <https://www.value-eng.org>, detailing the Development 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 # 28

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

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

**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). 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 # 29

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. Install screws, separate spaces, secure space
- C. Rotate door, support load, grasp handle
- D. Connect spaces, construct frame, attract user

**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.

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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 # 30

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