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575	9,9
600	10,3
625	10,7
650	11,1
675	11,6
700	12,0
725	12,4
750	12,9
775	13,3
800	13,7
825	14,1
850	14,6
875	15,0
900	15,4
925	15,9
950	16,3
975	16,7
1000	17,1
1025	17,6
1050	18,0
1075	18,4
1100	18,9
1125	19,3
1150	19,7
1175	20,1
1200	20,6
1225	21,0
1250	21,4
1275	21,9
1300	22,3
1325	22,7
1350	23,1
1375	23,6
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SAVE International Value Methodology Associate Sample Questions (Q51-Q56):

NEW QUESTION # 51
Identify which are key data used to transform information for a product value study:

- A. Customer requirements, overhead cost, competitive analysis, sample components, packaging requirements, warranty information
- B. Customer demographics, overhead cost, drawings, competitive analysis, sample components, labor reports
- C. Design objectives, original cost estimate, drawings, specifications, resource models, customer demographics
- D. Flow diagrams, latest cost estimate, labor reports, drawings, site plan, regulatory requirements

Answer: C

Explanation:
The Information Phase of the Value Methodology (VM) Job Plan involves gathering and transforming data to understand the subject of the study, as taught in the VMF 1 course (Core Competency #3: Value Methodology Job Plan). According to SAVE International's Value Methodology Standard, "key data for a product value study typically includes design objectives, cost estimates, drawings, specifications, and resource models, which are transformed to define functions, costs, and constraints." These data types are essential for a product- focused study (as opposed to a process or construction project), enabling the VM team to:
* Understand the product's purpose (design objectives).
* Analyze costs (original cost estimate, before optimization).
* Review technical details (drawings, specifications).
* Assess resource use (resource models).Customer demographics may provide context but are not core to transforming information for a product value study.
* Option A (Flow diagrams, latest cost estimate, labor reports, drawings, site plan, regulatory requirements): This is more suited for a process or construction project (e.g., flow diagrams, site plan), not a product value study.
* Option B (Customer requirements, overhead cost, competitive analysis, sample components, packaging requirements, warranty

information): While customer requirements and sample components are relevant, competitive analysis, packaging, and warranty are secondary; overhead cost is too specific and not a core data type for transformation.

* Option C (Design objectives, original cost estimate, drawings, specifications, resource models, customer demographics): This is correct, as it includes the core data types for a product value study (design objectives, cost estimate, drawings, specifications, resource models), though customer demographics are less critical but acceptable as context.

* Option D (Customer demographics, overhead cost, drawings, competitive analysis, sample components, labor reports): This includes less relevant data (customer demographics, competitive analysis, labor reports) and misses key items like design objectives and specifications.

* Option C (Design objectives, original cost estimate, drawings, specifications, resource models, customer demographics) is correct, as it best aligns with the key data needed for a product value study.

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SAVE International, "Value Methodology Standard and Body of Knowledge," available at https://www.value- eng.org, detailing data types for the Information Phase in product value studies.

SAVE International, VMF 1 Core Competency #3 (Value Methodology Job Plan), emphasizing key data for transforming information (consistent with Question 39).

NEW QUESTION # 52

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

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

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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 # 53

What is the correct order for the three levels of filters used for evaluating ideas during the Evaluation Phase?

* A. Coarse, Fine, Medium

- B. Coarse, Medium, Fine
- C. Medium, Coarse, Fine
- D. Medium, Fine, Coarse

Answer: B

Explanation:
The Evaluation Phase of the Value Methodology (VM) Job Plan involves assessing ideas generated during the Creative Phase to select the most viable ones for further development, as taught in the VMF 1 course (Core Competency #7: Evaluation and Selection of Alternatives). According to SAVE International's Value Methodology Standard, the Evaluation Phase uses a three-level filtering process to systematically narrow down ideas: "Ideas are evaluated using a coarse, medium, and fine filter approach to progressively refine the list of alternatives."
* Coarse Filter: Initial screening to eliminate clearly unfeasible ideas (e.g., those that violate constraints or are impractical).
* Medium Filter: More detailed evaluation using criteria like cost, performance, and risk to shortlist ideas with potential.
* Fine Filter: In-depth analysis, often using tools like weighted evaluation matrices (as noted in Question
11), to select the best ideas for development.
This order-Coarse, Medium, Fine-ensures a logical progression from broad elimination to detailed selection, aligning with the VMF 1 curriculum's focus on systematic evaluation.
* Option A (Medium, Coarse, Fine) is incorrect because starting with a medium filter skips the initial broad screening.
* Option B (Coarse, Medium, Fine) is correct, as it matches the standard three-level filtering process in VM.
* Option C (Medium, Fine, Coarse) is incorrect because it reverses the logical progression of filtering.
* Option D (Coarse, Fine, Medium) is incorrect because the fine filter should be the last step, not followed by a medium filter.
:
SAVE International, "Value Methodology Standard and Body of Knowledge," available athttps://www.value- eng.org, detailing the coarse-medium-fine filtering process in the Evaluation Phase.
SAVE International, VMF 1 Core Competency #7 (Evaluation and Selection of Alternatives), emphasizing the three-level filtering approach for idea evaluation.

NEW QUESTION # 54
What is a function of a teacup?

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

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, 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 tocontain 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.
:
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 # 55

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

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

Answer: B

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 athttps://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 # 56

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