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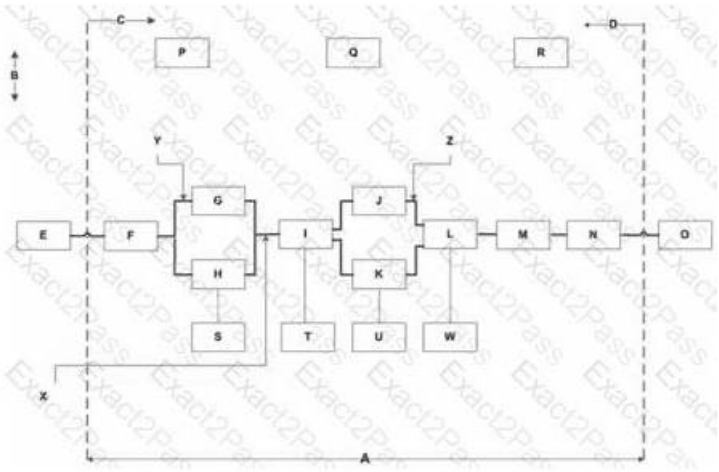

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SAVE International Value Methodology Associate Sample Questions (Q17-Q22):

NEW QUESTION # 17
Which function represents the specific goals or needs for which the subject scope exists?

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

Answer: B

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, thehigher-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.
:
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 # 18
In which phase does one work to obtain a thorough understanding of the subject of the VM study?

- A. Creativity Phase
- B. Information Phase
- C. Evaluation Phase
- D. Presentation Phase

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, starting with the Information Phase. According to VMF 1 Core Competency #3 (Value Methodology Job Plan), the Information Phase is where the VM team works to
"obtain a thorough understanding of the subject of the study by gathering and analyzing data on project scope, costs, constraints, objectives, and stakeholder needs." This phase involves collecting all relevant information-such as drawings, specifications, cost data, and performance requirements-to establish a baseline for the study, ensuring the team fully understands the project before proceeding to function analysis.
* Option A (Information Phase) is correct, as it is explicitly defined as the phase for gaining a thorough understanding of the VM study's subject.
* Option B (Creativity Phase) is incorrect because this phase focuses on generating ideas, not gathering information.
* Option C (Evaluation Phase) is incorrect because this phase involves assessing ideas, which occurs after the subject is already understood.
* Option D (Presentation Phase) is incorrect because this phase involves communicating recommendations, not studying the subject.
:
SAVE International, "Value Methodology Standard and Body of Knowledge," available athttps://www.value- eng.org, detailing the Information Phase in the VM Job Plan.
SAVE International, VMF 1 Core Competency #3 (Value Methodology Job Plan), emphasizing the role of the Information Phase in understanding the study subject.

NEW QUESTION # 19
In SWOT analysis:

- A. Threats and strengths are harmful attributes.
- B. Opportunities and threats are external attributes.
- C. Strengths and opportunities are internal attributes.
- D. Strengths and weaknesses are helpful attributes.

Answer: B

Explanation:
SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) is a tool sometimes used in Value Methodology, particularly during the Information Phase or Evaluation Phase, to assess the context of a project or product, as taught in the VMF 1 course (Core Competency #3: Value Methodology Job Plan). According to SAVE International's Value Methodology Standard, "SWOT analysis evaluates internal and external factors:
Strengths and Weaknesses are internal attributes of the system or organization, while Opportunities and Threats are external attributes from the environment."
* Strengths: Internal, helpful attributes (e.g., strong design team).
* Weaknesses: Internal, harmful attributes (e.g., high production costs).
* Opportunities: External, helpful attributes (e.g., market demand).
* Threats: External, harmful attributes (e.g., regulatory changes).
This framework helps the VM team identify factors that could impact the study's success, such as external opportunities to leverage or threats to mitigate.
* Option A (Strengths and opportunities are internal attributes) is incorrect because opportunities are external, not internal.
* Option B (Threats and strengths are harmful attributes) is incorrect because strengths are helpful, not harmful.
* Option C (Strengths and weaknesses are helpful attributes) is incorrect because weaknesses are harmful, not helpful.
* Option D (Opportunities and threats are external attributes) is correct, as both are external factors in SWOT analysis.
:
SAVE International, VMF 1 Core Competency #3 (Value Methodology Job Plan), noting the use of SWOT analysis to assess internal and external factors.
SAVE International, "Value Methodology Standard," section on analytical tools, defining SWOT analysis and its categories.

NEW QUESTION # 20
When transforming subject scope information, it is most important that the VM study team have a clear understanding of:

- A. value improvement ideas and performance attributes.
- B. the Pareto chart, risk data, and quality expectations.
- C. the subject's purpose and the objectives of the VM study.
- D. the interests and influence of customers, users, and stakeholders.

Answer: C

Explanation:
Transforming subject scope information occurs during the Information Phase of the Value Methodology (VM) Job Plan, as taught in the VMF 1 course (Core Competency #3: Value Methodology Job Plan).
According to SAVE International's Value Methodology Standard, "when transforming subject scope information, the VM study team must have a clear understanding of the subject's purpose (what it does and why it exists) and the objectives of the VM study (e.g., reduce costs by 15%, improve performance)." This understanding ensures that the team aligns the study with the project's goals and the VM process's aims, setting the foundation for effective function analysis and value improvement. This aligns with the primary objective of the Information Phase-to understand the subject-and the focus of the kickoff meeting on outlining goals and objectives. While stakeholder interests and other data are important, the most critical understanding is of the subject's purpose and study objectives.
* Option A (value improvement ideas and performance attributes) is incorrect because value improvement ideas are developed later (Creativity Phase, Question 49), and performance attributes are a subset of the broader purpose.
* Option B (the subject's purpose and the objectives of the VM study) is correct, as it captures the most important understanding needed during the Information Phase.
* Option C (the Pareto chart, risk data, and quality expectations) is incorrect because these are specific tools or data points, not the most critical understanding; Pareto charts apply later.
* Option D (the interests and influence of customers, users, and stakeholders) is incorrect because, while important, this is a subset of understanding the subject's purpose and study objectives, which are more fundamental.
:
SAVE International, "Value Methodology Standard and Body of Knowledge," available athttps://www.value- eng.org, emphasizing the need to understand the subject's purpose and study objectives in the Information Phase.
SAVE International, VMF 1 Core Competency #3 (Value Methodology Job Plan), highlighting the focus on purpose and objectives (consistent with Questions 39 and 50).

NEW QUESTION # 21

What is a function of a teacup?

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

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, 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 # 22
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