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## SAVE International Value Methodology Associate Sample Questions (Q50-Q55):

### NEW QUESTION # 50

In SWOT analysis:

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

**Answer: A**

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.

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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 # 51

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

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

**Answer: A**

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 # 52

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

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

**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 # 53

Which is the correct order of steps in establishing evaluation criteria?

- A. Identify context, define criteria, determine range/scale, determine importance
- **B. Identify context, define criteria, determine importance, determine range/scale**
- C. Define criteria, identify context, determine importance, determine range/scale
- D. Define criteria, identify context, determine range/scale, determine importance

**Answer: B**

Explanation:

The Evaluation Phase of the Value Methodology (VM) Job Plan involves assessing ideas using established criteria, as taught in the VMF 1 course (Core Competency #7: Evaluation and Selection of Alternatives).

According to SAVE International's Value Methodology Standard, "establishing evaluation criteria follows a logical sequence: first,

identify the context of the study (e.g., project goals, constraints); then define the criteria (e.g., cost, performance, risk); next, determine the importance of each criterion (e.g., weighting, as noted in Question 11); and finally, determine the range or scale for measurement (e.g., 1-5 scale for scoring)." This process ensures that criteria are relevant, prioritized, and measurable, enabling systematic evaluation (e.

g., using coarse-medium-fine filters, as in Question 33).

- \* Identify context: Understand the study's goals and constraints (e.g., budget limits).

- \* Define criteria: List specific criteria (e.g., cost savings, quality).

- \* Determine importance: Assign weights to criteria (e.g., cost is 40% of the score).

- \* Determine range/scale: Set a measurement scale (e.g., 1-10 for each criterion).

- \* Option A (Identify context, define criteria, determine importance, determine range/scale) is correct, as it follows the logical sequence for establishing evaluation criteria.

- \* Option B (Identify context, define criteria, determine range/scale, determine importance) is incorrect because determining importance (weighting) should precede setting the range/scale to ensure the scale reflects the criteria's relative importance.

- \* Option C (Define criteria, identify context, determine range/scale, determine importance) is incorrect because the context must be identified first to ensure criteria are relevant.

- \* Option D (Define criteria, identify context, determine importance, determine range/scale) is incorrect because defining criteria before identifying the context risks missing the study's specific needs.

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SAVE International, "Value Methodology Standard and Body of Knowledge," available at <https://www.value-eng.org>, detailing the steps for establishing evaluation criteria in the Evaluation Phase.

SAVE International, VMF 1 Core Competency #7 (Evaluation and Selection of Alternatives), emphasizing the sequence for setting evaluation criteria (consistent with Question 33).

## NEW QUESTION # 54

Which of the following are tasks during the development of VM proposals? (Choose 3 answers)

- A. State the disposition of the proposal
- B. Address technical feasibility
- C. Validate the proposal
- D. Determine costs
- E. Assess time and schedule impacts

**Answer: B,D,E**

Explanation:

The Development Phase of the Value Methodology (VM) Job Plan involves refining selected ideas into actionable proposals, as taught in the VMF 1 course (Core Competency #3: Value Methodology Job Plan).

According to SAVE International's Value Methodology Standard, "during the Development Phase, the VM team develops proposals by addressing technical feasibility, assessing time and schedule impacts, determining costs, identifying risks, and providing implementation plans." These tasks ensure that proposals are practical, cost-effective, and ready for presentation to stakeholders.

- \* A. Address technical feasibility: Correct, as the team must ensure the proposal can be implemented technically (e.g., does the design work?).

- \* B. Assess time and schedule impacts: Correct, as the team evaluates how the proposal affects the project timeline (e.g., delays or accelerations).

- \* D. Determine costs: Correct, as cost modeling is a key task (as noted in Question 9), providing stakeholders with financial impacts of the proposal.

- \* C. State the disposition of the proposal: Incorrect, as stating the disposition (e.g., accepted, rejected) occurs after the Presentation Phase, when stakeholders decide on the proposal, not during Development.

- \* E. Validate the proposal: Incorrect, as validation (e.g., testing or final confirmation) typically occurs during implementation or post-study, not during Development, which focuses on creating the proposal.

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SAVE International, "Value Methodology Standard and Body of Knowledge," available at <https://www.value-eng.org>, detailing tasks in the Development Phase like technical feasibility, time impacts, and cost determination.

SAVE International, VMF 1 Core Competency #3 (Value Methodology Job Plan), emphasizing Development Phase tasks (consistent with Question 9).

## NEW QUESTION # 55

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