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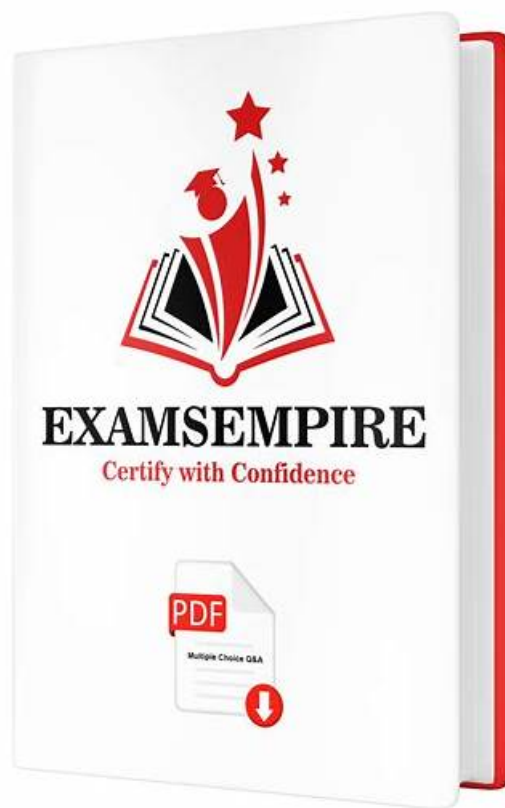
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The Value Methodology Associate (VMA) certification has become a basic requirement to advance rapidly in the information technology sector. Since Value Methodology Associate (VMA) actual dumps are vital to prepare quickly for the examination. Therefore, you will need them if you desire to ace the Value Methodology Associate (VMA) exam in a short time.

SAVE International Value Methodology Associate Sample Questions (Q37-Q42):

NEW QUESTION # 37
Which phase enables the VM team to select viable ideas?

- A. Function Analysis
- B. Presentation
- C. Development
- D. Evaluation

Answer: D

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, one of which is the Evaluation Phase, where the VM team selects viable ideas. In the Evaluation Phase, the team assesses ideas generated during the Creative Phase to determine their feasibility, cost impact, and alignment with project goals. According to the VMF 1 Core Competency #3 (Value Methodology Job Plan), the Evaluation Phase involves "evaluating the ideas for their potential to improve value, using criteria such as cost savings, performance, quality, and feasibility, to select the most viable alternatives for further development." Tools like weighted evaluation matrices may be used to rank ideas systematically.
* Option A (Function Analysis) is incorrect because this phase focuses on identifying and analyzing functions, not selecting ideas.
* Option B (Presentation) is incorrect because this phase involves communicating recommendations to stakeholders, after ideas have already been selected and developed.
* Option C (Evaluation) is correct, as it is the phase where the VM team filters and selects viable ideas based on defined criteria.
* Option D (Development) is incorrect because this phase involves refining selected ideas into actionable proposals, which happens after the Evaluation Phase.
:
SAVE International, "Value Methodology Standard and Body of Knowledge," available at https://www.value- eng.org, detailing the Evaluation 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 # 38
Function E is the:

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

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). FAST diagrams map the relationships between functions of a system, with the horizontal axis showing the "how- why" logic (critical path) and the vertical axis showing supporting functions. Functions are classified as basic, secondary, required secondary, or higher-order based on their position and role in the diagram. According to SAVE International's Value Methodology Standard, "the basic function is the primary purpose of the system, typically found on the critical path; higher-order functions are the reasons why the basic function exists, located to the left of the basic function; secondary functions support the basic function and are often vertical; and required secondary functions are necessary to achieve the basic function." In the FAST diagram:
* The critical path (horizontal, marked by Y in an earlier question) runs from E to F to G to J to L to M to N to O, representing the main sequence of functions.
* Scope lines (B and D) define the study's boundaries, as identified in Question 15.
* Function E is positioned at the far left of the critical path, just inside the left scope line (B).
In FAST diagramming:
* The basic function is the primary purpose of the system, typically located near the center or right of the critical path within the scope lines. Here, it would likely be a function like J or L, which is central to the system's purpose.
* The higher-order function is the reason "why" the basic function exists and is located to the left of the basic function, often at or near the left scope line. Function E, being the leftmost function on the critical path, answers "why" the subsequent functions (F, G, etc.) exist, making it the higher-order function.
* Secondary functions (e.g., S, T, U, K) are vertical, supporting the critical path, and are not on the main horizontal sequence.
* Required secondary functions are secondary functions essential to the basic function, but E is on the critical path, not a vertical

supporting function.

Thus, Function E, as the leftmost function on the critical path, is the higher-order function, representing the overarching objective or need that the system fulfills.

* Option A (Secondary Function) is incorrect because secondary functions are off the critical path (e.g., S, T, K), while E is on the critical path.
* Option B (Required Secondary Function) is incorrect because E is not a secondary function; it is on the main path, not a supporting vertical function.
* Option C (Basic Function) is incorrect because the basic function is typically more central on the critical path, not at the far left.
* Option D (Higher Order Function) is correct, as E's position at the left of the critical path indicates it is the higher-order function, answering "why" the system exists.
:
SAVE International, VMF 1 Core Competency #2 (Function Analysis), which includes the use of FAST diagrams to classify functions as basic, secondary, or higher-order.
SAVE International, "Value Methodology Standard," section on Function Analysis, describing FAST diagramming conventions, including the positioning of higher-order functions to the left of the basic function.

NEW QUESTION # 39
Which of the following best defines an activity?

* A. A task, action, or operation that describes why a function is performed
* B. A specific task, action, or operation with a high level of abstraction
* C. A specific task, action, or operation that is generic and changes viewpoints
* 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).
:
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 # 40
All-the-time functions are:

* A. Undesirable
* B. A drain on resources
* C. Continuous
* D. Outside the study scope

Answer: C

Explanation:

In Value Methodology's Function Analysis, functions are classified based on their characteristics, as taught in the VMF 1 course (Core Competency #2: Function Analysis). According to SAVE International's Value Methodology Standard, "all-the-time functions are those that occur continuously or are always active during the operation of the system." In a FAST diagram, all-the-time functions are often shown vertically (e.g.,

"when" direction) alongside the critical path, indicating they are ongoing while the main functions are performed. For example, in a car, "provide safety" (e.g., through seatbelts) is an all-the-time function because it is always active when the car is in use. This aligns with the FAST diagramming convention of showing simultaneous functions.
* Option A (Outside the study scope) is incorrect because all-the-time functions are within the scope if they are part of the system's operation, though they may be supporting functions.
* Option B (A drain on resources) is incorrect because all-the-time functions are not necessarily resource- intensive; they are simply continuous.
* Option C (Continuous) is correct, as it matches the definition of all-the-time functions in VM.
* Option D (Undesirable) is incorrect because all-the-time functions are not inherently undesirable; they may be essential (e.g., "provide safety").
:
SAVE International, VMF 1 Core Competency #2 (Function Analysis), defining all-the-time functions as continuous in FAST diagramming.
SAVE International, "Value Methodology Standard," section on Function Analysis, describing all-the-time functions as those that occur continuously during system operation.

NEW QUESTION # 41
When transforming the VM study subject's cost information, the potential for achieving major savings is:

* A. Greatest during the early phases of the project lifecycle
* B. Enhanced when outputs are included in calculations
* C. Improved when costs are aligned with scope increases
* D. Increased when the VM proposals improve performance

Answer: A

Explanation:
Transforming cost information in a Value Methodology (VM) study involves analyzing and optimizing costs to improve value, often through cost models or financial analysis, as taught in the VMF 1 course (Core Competency #1: Value Methodology Overview). According to SAVE International's Value Methodology Standard, "the potential for achieving major savings is greatest during the early phases of the project lifecycle, such as planning or conceptual design, when decisions about scope, design, and requirements are made." This principle is based on the "cost influence curve," which shows that the ability to influence costs is highest early in the project, before costs are locked in by detailed design or implementation. Applying VM early allows the team to make fundamental changes (e.g., rethinking functions or materials) that yield significant savings, whereas later phases (e.g., construction or operation) offer less flexibility and higher change costs.
* Option A (Greatest during the early phases of the project lifecycle) is correct, as it aligns with VM's emphasis on early intervention for maximum cost savings, as seen in Question 21.
* Option B (Increased when the VM proposals improve performance) is incorrect because, while performance improvements can enhance value, the greatest potential for savings is tied to timing, not performance.
* Option C (Enhanced when outputs are included in calculations) is incorrect because including outputs may improve analysis accuracy, but it does not directly address the timing of savings potential.
* Option D (Improved when costs are aligned with scope increases) is incorrect because scope increases often raise costs, whereas VM aims to reduce costs while maintaining or improving function.
:
SAVE International, "Value Methodology Standard and Body of Knowledge," available at https://www.value- eng.org, emphasizing early application of VM for major savings.
SAVE International, VMF 1 Core Competency #1 (Value Methodology Overview), highlighting the cost influence curve and early intervention benefits.

NEW QUESTION # 42
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