

Latest VMA Test Voucher & VMA Frequent Updates

VMA	10 km	Semi-Marathon	Marathon
12 km/h	1h08min40 à 1h02min30	2h42min18 à 2h30min42	5h51min37 à 5h24min34
12,5 km/h	1h04min00 à 1h00	2h35min48 à 2h24min41	5h37min33 à 5h11min35
13 km/h	1h01min32 à 57min41	2h29min49 à 2h19min07	5h24min34 à 4h59min36
13,5 km/h	59min15 à 55min33	2h24min16 à 2h13min58	5h12min33 à 4h48min30
14 km/h	57min08 à 53min34	2h09min11 à 2h00min34	4h51min40 à 4h25min56
14,5 km/h	55min10 à 51min43	2h04min43 à 1h56min24	4h41min36 à 4h16min45
15 km/h	53min20 à 50min	1h57min13 à 1h48min12	4h19min39 à 4h01min06
15,5 km/h	49min37 à 46min38	1h48min54 à 1h42min05	4h03min47 à 3h46min51
16 km/h	45min10 à 42min36	1h41min26 à 1h35min19	3h46min02 à 3h30min58
16,5 km/h	43min48 à 41min19	1h38min22 à 1h32min26	3h30min11 à 3h16min42
17 km/h	41min31 à 39min12	1h33min05 à 1h27min36	3h18min33 à 3h06min09
17,5 km/h	40min20 à 38min05	1h30min25 à 1h25min06	3h12min53 à 3h00min50
18 km/h	39min12 à 37min02	1h27min55 à 1h22min44	3h07min31 à 2h55min48
18,5 km/h	38min09 à 36min02	1h25min32 à 1h20min30	3h02min27 à 2h51min03
19 km/h	37min09 à 35min05	1h23min17 à 1h18min23	2h57min39 à 2h46min33
19,5 km/h	36min11 à 34min11	1h21min09 à 1h16min22	2h53min06 à 2h42min17
20 km/h	34min53 à 32min58	1h18min08 à 1h13min36	2h46min33 à 2h36min16
20,5 km/h	34min01 à 32min09	1h16min14 à 1h11min48	2h42min29 à 2h32min27
21 km/h	33min13 à 31min23	1h14min25 à 1h10min05	2h38min37 à 2h28min50

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SAVE International Value Methodology Associate Sample Questions (Q39-Q44):

NEW QUESTION # 39

The original VM Job Plan was based on a problem-solving approach. Which is the correct order of the four steps comprising this approach?

- A. Hypothesis, Observation, Experimentation, Conclusion
- B. Observation, Experimentation, Hypothesis, Conclusion
- C. Hypothesis, Experimentation, Observation, Conclusion
- **D. Observation, Hypothesis, Experimentation, Conclusion**

Answer: D

Explanation:

The original Value Methodology (VM) Job Plan, developed by Lawrence D. Miles in the 1940s, was rooted in a problem-solving approach inspired by the scientific method. As outlined in the VMF 1 course (Core Competency #1: Value Methodology Overview), Miles adapted a systematic problem-solving framework to create the VM Job Plan, which later evolved into the six-phase process used today (Information, Function Analysis, Creative, Evaluation, Development, Presentation). The original problem-solving approach, as described in SAVE International's historical documentation of VM, follows the scientific method's four steps: Observation, Hypothesis, Experimentation, and Conclusion.

* Observation: Observe the problem or system (e.g., high costs, inefficiencies) to understand the current state, aligning with the Information Phase.

* Hypothesis: Form a hypothesis about how to improve value (e.g., identifying key functions or alternatives), similar to Function Analysis and Creative Phases.

* Experimentation: Test the hypothesis by developing and evaluating alternatives, akin to the Evaluation and Development Phases.

* Conclusion: Draw conclusions and implement solutions, corresponding to the Presentation Phase.

This order—Observation, Hypothesis, Experimentation, Conclusion—is the standard sequence of the scientific method, which Miles used as the foundation for VM's systematic approach to problem-solving.

* Option A (Hypothesis, Observation, Experimentation, Conclusion) is incorrect because observation must come first to identify the problem.

* Option B (Observation, Experimentation, Hypothesis, Conclusion) is incorrect because hypothesizing should precede experimentation.

* Option C (Hypothesis, Experimentation, Observation, Conclusion) is incorrect because observation must come before forming a hypothesis.

* Option D (Observation, Hypothesis, Experimentation, Conclusion) is correct, as it matches the scientific method's order, which underpins the original VM Job Plan.

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SAVE International, "Value Methodology Standard and Body of Knowledge," available at <https://www.value-eng.org>, historical section on the origins of VM and its problem-solving roots.

SAVE International, VMF 1 Core Competency #1 (Value Methodology Overview), detailing the history of the VM Job Plan and its basis in the scientific method.

NEW QUESTION # 40

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

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

Answer: D

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 # 41

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

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

Answer: D

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.

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SAVE International, "Value Methodology Standard and Body of Knowledge," available at <https://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 # 42

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

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

Answer: A

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.

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SAVE International, "Value Methodology Standard and Body of Knowledge," available at <https://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 # 43

The Pareto Principle as applied in the Value Methodology means:

- A. 20% of elements represent 80% of the cost
- B. 80% of the whole includes 20% of the resources
- C. 20% of risks impact 80% of elements
- D. 80% of functions represent 20% of components

Answer: A

Explanation:

The Pareto Principle, often referred to as the 80/20 rule, is a concept used in Value Methodology to focus efforts on the most impactful areas during cost analysis. In the context of VM, as taught in the VMF 1 course (Core Competency #4: Cost Analysis), the Pareto Principle is applied to identify high-cost areas that offer the greatest potential for value improvement. According to SAVE International's Value Methodology Standard,

"the Pareto Principle in VM states that approximately 20% of the elements (components, functions, or items) typically account for 80% of the total cost." This allows the VM team to prioritize their efforts on the small number of elements that drive the majority of the cost, thereby maximizing value improvement (function

/cost). For example, in a project, a few components (like a specialized motor in a machine) might represent the bulk of the cost, and optimizing those components can yield significant savings.

* Option A (20% of risks impact 80% of elements) is incorrect because the Pareto Principle in VM focuses on cost distribution, not risk impact.

* Option B (20% of elements represent 80% of the cost) is correct, as it directly aligns with the application of the Pareto Principle in VM cost analysis.

* Option C (80% of functions represent 20% of components) is incorrect because it reverses the principle and does not reflect the cost-focused application in VM.

* Option D (80% of the whole includes 20% of the resources) is incorrect because it misapplies the principle and is too vague for VM's specific use of Pareto in cost analysis.

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SAVE International, "Value Methodology Standard and Body of Knowledge," available at <https://www.value-eng.org>, section on cost analysis, referencing the Pareto Principle for identifying high-cost elements.

SAVE International, VMF 1 Core Competency #4 (Cost Analysis), emphasizing the use of the Pareto Principle to focus on high-cost areas.

NEW QUESTION # 44

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