

# SAVE International VMA Guide - Valid VMA Exam Camp Pdf

## Overview



## Education



## CVS Certification

- Obtain 40 Professional Development Units (PDUs) every two years \*
- Self-report completed hours using an affidavit form
- Submit documentation of PDUs upon random annual audits

\* A minimum of 70% must be from Educational related courses. A maximum of 30% may come from Membership and Services Related areas.

## VMA Certification

- VMAS will be required to complete one SAVE e-learning course per year to maintain their certification

More details regarding the SAVE certification program changes will be communicated as they become available. Please contact SAVE International at [info@value-eng.org](mailto:info@value-eng.org) if you have any questions.

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>> **SAVE International VMA Guide** <<

## From VMA Guide to Value Methodology Associate, Quickest Way for Passing

Creativity is coming from the passion and love of knowledge. Every day there are many different new things turning up. So a wise and diligent person should absorb more knowledge when they are still young. At present, our VMA study prep has gained wide popularity among different age groups. Most of them are consistently learning different things. Therefore, we sincerely wish you can attempt to our VMA Test Question. Practice and diligence make perfect. Every one looks forward to becoming an excellent person. You will become the lucky guys after passing the VMA exam.

## SAVE International Value Methodology Associate Sample Questions (Q33-Q38):

### NEW QUESTION # 33

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

**Answer: A**

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 # 34

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.

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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 # 35

Which of the following best defines an activity?

- A. A specific task, action, or operation with a high level of abstraction
- **B. A task, action, or operation that describes how a function is performed**
- C. A task, action, or operation that describes why a function is performed
- D. A specific task, action, or operation that is generic and changes viewpoints

### Answer: B

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).

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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 # 36

The primary objective of the Information phase is to:

- A. Create a cost model
- **B. Understand the subject**
- C. Obtain the voice of the customer
- D. Transform information

**Answer: B**

Explanation:

The Information Phase is the first phase of the Value Methodology (VM) Job Plan, as outlined in the VMF 1 course (Core Competency #3: Value Methodology Job Plan). According to SAVE International's Value Methodology Standard, "the primary objective of the Information Phase is to obtain a thorough understanding of the subject of the VM study by gathering and analyzing data on project scope, costs, constraints, objectives, and stakeholder needs." This phase establishes the foundation for the entire study by ensuring the team fully understands the project, its goals, and its constraints before proceeding to function analysis. While obtaining the voice of the customer (e.g., through focus panels, as noted in Question 34) and creating cost models are activities within this phase, the overarching objective is to understand the subject comprehensively.

- \* Option A (Understand the subject) is correct, as it directly aligns with the primary objective of the Information Phase per VM standards (also noted in Question 14).
- \* Option B (Obtain the voice of the customer) is incorrect because, while this is an activity within the Information Phase, it is not the primary objective; the broader goal is understanding the subject.
- \* Option C (Create a cost model) is incorrect because cost modeling is a specific activity within the Information Phase, not the primary objective.
- \* Option D (Transform information) is incorrect because transforming information occurs later (e.g., during Function Analysis or Development), not as the primary goal of the Information Phase.

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SAVE International, "Value Methodology Standard and Body of Knowledge," available at <https://www.value-eng.org>, detailing the Information Phase's objective to understand the study subject.

SAVE International, VMF 1 Core Competency #3 (Value Methodology Job Plan), emphasizing the role of the Information Phase in understanding the subject (as noted in Question 14).

## NEW QUESTION # 37

In SWOT analysis:

- **A. Opportunities and threats are external attributes.**
- B. Strengths and weaknesses are helpful attributes.
- C. Strengths and opportunities are internal attributes.
- D. Threats and strengths are harmful 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 # 38

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