

SAVE International VMA Fragen und Antworten, Value Methodology Associate Prüfungsfragen



SAVE
Adding Value. Enhancing Ideas.

Jacqueline Fahmy, PhD, PMI-ACP, PSM, PMP, CSSBB, CVS

- Value Methodology trainer / VE studies facilitator/Consultant Approved by SAVE International. www.certified-value-specialist.org www.certified-value-specialist.com
- President of SAVE International Eastern Mediterranean and Africa Chapter
- Immediate past Director of membership for SAVE International (2018 - June 2021).
- President of VEEG Value Engineering Consultants Group (Egypt, Emirates & KSA)
- The first woman Certified Value Specialist from SAVE International / Society of American Value Engineers in Africa and middle East.
- PhD in Value Engineering and Master of Sciences in Project Management.
- Certified PMP Project Management Professional - PMI Project Management Institute
- Certified Six Sigma Black Belt CSSBB - From ASQ American Society for Quality
- Certified Instructor for Value Methodology Fundamentals VMF 1 & 2
- Certified ACP Agile Certified Practitioner from PMI
- Certified PSM Professional Scrum Master
- Approved VE facilitator for SABIC, Saudi Aramco, PART (Kuwait), RAEW (Oman), SWCO (KSA), Dubai Municipality, Abu Dhabi Municipality, Eastern Region Municipality (KSA), and many consultancies around the world.
- 22 years of experience in project management and value engineering in both the public and private sectors. **12 years of experience as a CVS.**
- The team leader of more than 85 VE studies and had conducted more than 117 VE workshops approved from SAVE International.

WhatsApp VEEG +201225222004

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SAVE International Value Methodology Associate VMA Prüfungsfragen mit Lösungen (Q32-Q37):

32. Frage

Risks associated with a project, product, or process typically impact:

- A. Time, function, or attributes
- **B. Schedule, cost, or performance**
- C. Resources, regulations, or time
- D. Cost, requirements, or results

Antwort: B

Begründung:

Risk management is a critical aspect of Implementation Planning in Value Methodology (VM), as it ensures that VM proposals can be successfully executed, as taught in the VMF 1 course (Core Competency #8:

Implementation Planning). According to SAVE International's Value Methodology Standard, "risks associated with a project,

product, or process typically impact schedule, cost, or performance." This is often referred to as the "project management triangle" or "triple constraint," a fundamental concept in project management that VM adopts when assessing risks during the Development and Presentation Phases.

- * Schedule: Risks that cause delays (e.g., late delivery of materials).

- * Cost: Risks that increase expenses (e.g., unexpected cost overruns).

- * Performance: Risks that affect quality or functionality (e.g., a proposed solution failing to meet requirements).

The VMF 1 curriculum emphasizes that VM teams must identify and mitigate risks in these three areas to ensure the feasibility of their recommendations, making this the most relevant framework for understanding risk impacts in a VM context.

- * Option A (Schedule, cost, or performance) is correct, as it directly aligns with the standard risk impact areas in VM and project management.

- * Option B (Cost, requirements, or results) is incorrect because, while cost is relevant, "requirements" and "results" are less specific than "schedule" and "performance" in the context of VM risk management.

- * Option C (Resources, regulations, or time) is incorrect because, while time (schedule) is relevant, resources and regulations are more specific factors that contribute to broader impacts on schedule, cost, or performance.

- * Option D (Time, function, or attributes) is incorrect because, while time (schedule) is relevant, "function" and "attributes" are not standard risk impact categories in VM; performance is the broader term used.

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SAVE International, "Value Methodology Standard and Body of Knowledge," available at <https://www.value-eng.org>, section on risk management, referencing the impact of risks on schedule, cost, and performance.

SAVE International, VMF 1 Core Competency #8 (Implementation Planning), emphasizing the project management triangle (schedule, cost, performance) in risk assessment.

33. Frage

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

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

Antwort: D

Begründung:

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).

34. Frage

What is the objective of the Creativity Phase?

- A. Develop improvement ideas
- B. Select improvement ideas
- **C. Generate improvement ideas**
- D. Prioritize improvement ideas

Antwort: C

Begründung:

The Creativity Phase (also known as the Creative Phase) is the third phase of the Value Methodology (VM) Job Plan, as taught in the VMF 1 course (Core Competency #6: Creative Thinking and Idea Generation).

According to SAVE International's Value Methodology Standard, "the objective of the Creativity Phase is to generate a large quantity of improvement ideas through brainstorming and other creative techniques, focusing on alternative ways to perform the functions identified in the Function Analysis Phase." This phase emphasizes divergent thinking to produce as many ideas as possible without judgment, as supported by the ground rules discussed in Question 10 (e.g., encouraging openness, freewheeling, and recording ideas). The generated ideas are then evaluated in the next phase (Evaluation Phase).

* Option A (Develop improvement ideas) is incorrect because development occurs in the Development Phase, where selected ideas are refined into actionable proposals, not in the Creativity Phase.

* Option B (Select improvement ideas) is incorrect because selection occurs in the Evaluation Phase, not Creativity.

* Option C (Prioritize improvement ideas) is incorrect because prioritization also occurs in the Evaluation Phase (as noted in Question 33 with the coarse-medium-fine filters).

* Option D (Generate improvement ideas) is correct, as it matches the primary objective of the Creativity Phase in the VM Job Plan.

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

SAVE International, VMF 1 Core Competency #6 (Creative Thinking and Idea Generation), emphasizing idea generation as the goal of the Creativity Phase.

35. Frage

What function must a pen or pencil perform?

- A. Write documents
- B. Color surface
- **C. Mark surface**
- D. Convey message

Antwort: C

Begründung:

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. According to SAVE International's Value Methodology Standard, "functions should be defined in broad, measurable terms (verb-noun format) to capture the core purpose." For a pen or pencil, the basic function is the most fundamental action it performs.

A pen or pencil must mark surface, as this captures the essential action of leaving a visible trace (e.g., ink or graphite) on a surface (e.g., paper), which is the core purpose of both tools, regardless of their specific use (writing, drawing, etc.).

* Option A (Write documents) is incorrect because writing documents is a specific application, not the basic function; a pen can also draw or mark without writing a document.

* Option B (Color surface) is incorrect because coloring implies adding color, which is not the primary function of a standard pen or pencil (e.g., a pencil typically uses graphite, not color).

* Option C (Mark surface) is correct, as it defines the basic function of a pen or pencil in the broadest, most fundamental terms, encompassing all uses (writing, drawing, marking).

* Option D (Convey message) is incorrect because conveying a message is a higher-level outcome, not the basic function; a pen can mark a surface without conveying a message (e.g., a random scribble).

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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.

36. Frage

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

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

Antwort: C

Begründung:

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.

37. Frage

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Viele Menschen verwenden viel Zeit und Energie auf die SAVE International VMA Zertifizierungsprüfung oder sie geben viel Geld für die Kurse aus, um die SAVE International VMA Zertifizierungsprüfung zu bestehen.

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