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## 100% Pass 2026 SAVE International VMA: High-quality Study Value Methodology Associate Demo

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## SAVE International Value Methodology Associate Sample Questions (Q59-Q64):

### NEW QUESTION # 59

What is a function of a teacup?

- A. Provide container
- B. Contain liquid
- C. Contain tea
- D. Allow drinking

**Answer: B**

Explanation:

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, defined in broad, measurable terms. According to SAVE International's Value Methodology Standard, "functions should be

expressed at a level that captures the core purpose of the item, avoiding overly specific or secondary actions." For a teacup, the basic function is the most fundamental action it performs. A teacup's primary purpose is to contain liquid, as this captures the essential role of holding a liquid (e.g., tea, water, or any beverage), which applies to all teacups regardless of the specific liquid or use.

\* Option A (Provide container) is incorrect because "provide container" is not a standard verb-noun function format and is too vague; the teacup itself is the container, and the function is what it does (contain liquid).

\* Option B (Allow drinking) is incorrect because allowing drinking is a secondary function or outcome; the teacup must first contain liquid before drinking can occur, and not all uses involve drinking (e.g., holding liquid for soaking).

\* Option C (Contain tea) is incorrect because, while a teacup often contains tea, this is too specific; a teacup can hold other liquids (e.g., coffee, water), so the basic function is broader.

\* Option D (Contain liquid) is correct, as it defines the basic function of a teacup in the most fundamental terms, encompassing all potential uses, similar to how a pen's function was defined as "mark surface" in Question 38.

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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 (consistent with Question 38).

### NEW QUESTION # 60

The primary objective of the Information phase is to:

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

**Answer: A**

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 # 61

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

**Answer: C**

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 # 62

In which phases of the VM Job Plan does the VM study team use convergent thinking?

- A. Function Analysis, Creativity, Evaluation
- B. Creativity, Evaluation, Development
- **C. Evaluation, Development, Presentation**
- D. Information, Function Analysis, Creativity

**Answer: C**

Explanation:

The Value Methodology (VM) Job Plan leverages both divergent and convergent thinking, as taught in the VMF 1 course (Core Competency #3: Value Methodology Job Plan). According to SAVE International's Value Methodology Standard, "convergent thinking is used to narrow down and refine ideas, focusing on analysis, selection, and implementation, while divergent thinking generates a wide range of ideas." The VM Job Plan's six phases are: Information, Function Analysis, Creativity, Evaluation, Development, and Presentation. Convergent thinking is applied in:

\* Evaluation Phase: The team narrows down ideas using filters (Coarse, Medium, Fine, as in Question 33) and evaluation matrices, selecting the best ones.

\* Development Phase: The team refines selected ideas into actionable proposals, focusing on feasibility and cost.

\* Presentation Phase: The team consolidates proposals into a final recommendation, ensuring clarity and alignment with stakeholder needs.

Divergent thinking is primarily used in the Creativity Phase, while Information and Function Analysis involve analytical thinking but not necessarily convergent thinking in the same sense (they focus on understanding and defining, not narrowing down).

\* Option A (Creativity, Evaluation, Development) is incorrect because Creativity uses divergent thinking, not convergent.

\* Option B (Information, Function Analysis, Creativity) is incorrect because none of these phases primarily use convergent thinking; Creativity is divergent.

\* Option C (Evaluation, Development, Presentation) is correct, as these phases involve convergent thinking to narrow down, refine, and finalize ideas.

\* Option D (Function Analysis, Creativity, Evaluation) is incorrect because Function Analysis and Creativity do not primarily use convergent thinking.

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SAVE International, "Value Methodology Standard and Body of Knowledge," available at <https://www.value-eng.org>, detailing the

use of convergent thinking in Evaluation, Development, and Presentation.

SAVE International, VMF 1 Core Competency #3 (Value Methodology Job Plan), emphasizing thinking types across phases (consistent with Question 22).

### NEW QUESTION # 63

The Value Methodology is:

- **A. A step-by-step design review to improve value.**
- B. An eight-phase process to improve value.
- C. A cost reduction exercise to improve value.
- D. A suggestion program to improve value.

**Answer: A**

Explanation:

Value Methodology (VM), as defined by SAVE International in the Value Methodology Fundamentals 1 (VMF 1) course, is a systematic, step-by-step approach to improve the value of a project, product, or process by optimizing the function-to-cost ratio. According to SAVE International's Value Methodology Standard, VM is described as "a systematic and structured approach for improving projects, products, and processes...

to achieve the optimum balance between function, performance, quality, safety, and cost." The VM Job Plan, a core component of VM, involves a step-by-step process (six phases: Information, Function Analysis, Creative, Evaluation, Development, and Presentation) that can be likened to a design review because it evaluates and enhances the design or process to improve value.

\* Option A (suggestion program) is incorrect because VM is not merely about collecting suggestions; it is a structured methodology with defined phases and tools like function analysis.

\* Option B (cost reduction exercise) is incorrect because VM focuses on improving value, not just reducing costs-cost reduction may occur, but only if it does not compromise essential functions.

\* Option C (step-by-step design review) aligns with VM's systematic nature, as the Job Plan reviews and improves designs or processes through structured phases, making it the best fit.

\* Option D (eight-phase process) is incorrect because the VM Job Plan has six phases, not eight, as established in SAVE International's standards.

### NEW QUESTION # 64

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