

Get instant Success With SAVE International VMA Exam Questions [2026]

Overview

Align and accredit SAVE International's certification program with ANSI (American National Standards Institute)



The SAVE Certification Board has developed a set of Core Competencies and Learning Objectives



The Certification Program Transition Schedule details the timing of the VMF 1 and VMF 2, and the VMA and CVS exams



Education



Module I Workshop
Module II Seminar



VMF 1
VMF 2



VMF 1
VMF 2



Training material will be licensed

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 if you have any questions.

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Passing the Value Methodology Associate VMA exam is your best career opportunity. The rich experience with relevant certificates is important for enterprises to open up a series of professional vacancies for your choices. SAVE International VMA learning quiz bank and learning materials look up the latest questions and answers based on the topics you choose. This choice will serve as a breakthrough of your entire career, so prepared to be amazed by high quality and accuracy rate of our VMA Study Guide.

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SAVE International Value Methodology Associate Sample Questions (Q54-Q59):

NEW QUESTION # 54

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

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

Answer: A

Explanation:

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.

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.

NEW QUESTION # 55

An unwanted function of a hammer would be:

- A. Apply force
- B. Swing arm
- C. Deliver force
- D. Transmit vibration

Answer: D

Explanation:

Function Analysis in Value Methodology involves identifying and classifying functions of a product, process, or system using verb-noun combinations, as taught in the VMF 1 course (Core Competency #2). Functions are categorized as basic (essential to the purpose), secondary (supporting), or unwanted (undesirable outcomes).

For a hammer, the basic function is to "deliver force" to drive a nail, while secondary functions like "swing arm" or "apply force" support this purpose. An unwanted function is an unintended or negative outcome of the hammer's use.

- * Option A (Swing arm) is a supporting function, describing the action of the user's arm to generate momentum, and is not unwanted.
- * Option B (Apply force) is a secondary function, as it describes the action leading to delivering force, and is not unwanted.
- * Option C (Deliver force) is the basic function of a hammer, essential to its purpose, and not unwanted.
- * Option D (Transmit vibration) is correct because it represents an unintended and undesirable outcome- vibration transmitted to the user's hand can cause discomfort or fatigue, making it an unwanted function.

The VMF 1 course emphasizes identifying unwanted functions to target areas for value improvement, such as redesigning the hammer to reduce vibration.

SAVE International, VMF 1 Core Competency #2 (Function Analysis), which includes identifying basic, secondary, and unwanted functions using verb-noun combinations.

SAVE International, "Value Methodology Standard," section on Function Analysis, describing the classification of functions, including unwanted outcomes.

NEW QUESTION # 56

What is the correct sequence of the last four phases of the Value Methodology Job Plan?

- A. Development, Presentation, Evaluation, and Implementation
- B. Evaluation, Development, Implementation, and Presentation
- C. Development, Evaluation, Presentation, and Implementation
- D. **Evaluation, Development, Presentation, and Implementation**

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: Information, Function Analysis, Creative, Evaluation, Development, and Presentation. This was established in Question 1, where the VM Job Plan was confirmed to have six phases. The last four phases, therefore, are: Creative, Evaluation, Development, and Presentation.

However, the options include "Implementation," which is not a formal phase in the standard VM Job Plan but is often considered a post-study activity (e.g., in the post-study phase, where recommendations are implemented). For the purposes of the VMA exam, which focuses on the VMF 1 curriculum, Implementation is sometimes treated as an extension of the Presentation Phase, where the team ensures stakeholder buy-in and facilitates the transition to implementation.

Thus, the correct sequence of the last four phases, interpreting Implementation as the post-Presentation activity, is:

- * Creative(third phase, but the first of the last four).
- * Evaluation(fourth phase): Assess ideas for feasibility and value improvement.
- * Development(fifth phase): Refine selected ideas into actionable proposals.
- * Presentation(sixth phase): Present recommendations to stakeholders for approval and implementation.
- * Implementation: Follows Presentation as a post-study activity to execute the recommendations.
- * Option A (Development, Presentation, Evaluation, and Implementation) is incorrect because Evaluation must precede Development-ideas are evaluated before being developed into proposals.
- * Option B (Evaluation, Development, Presentation, and Implementation) is correct, as it follows the VM Job Plan's sequence and includes Implementation as the post-study step.
- * Option C (Evaluation, Development, Implementation, and Presentation) is incorrect because Presentation (delivering recommendations) must occur before Implementation.
- * Option D (Development, Evaluation, Presentation, and Implementation) is incorrect because Development cannot precede Evaluation 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 six phases of the VM Job Plan.

SAVE International, VMF 1 Core Competency #3 (Value Methodology Job Plan), outlining the sequence of phases, with Implementation as a post-study activity.

NEW QUESTION # 57

A Random Function Identification table contains:

- A. Components, resources, and criteria
- B. Costs, time, and risks
- C. Inputs, objectives, and sequence
- D. **Elements, functions, and classifications**

Answer: D

Explanation:

Random Function Identification is a technique used in Value Methodology's Function Analysis phase to identify and organize functions before creating a Function Analysis System Technique (FAST) diagram, as taught in the VMF 1 course (Core Competency #2). According to SAVE International's Value Methodology Standard, Random Function Identification involves "listing all functions of a system or project in a table, typically including the elements (components or parts), their associated functions (in verb-noun format), and their classifications (e.g., basic, secondary, higher-order)." This table helps the VM team systematically identify and categorize functions during the early stages of analysis, ensuring all functions are captured before structuring them in a

FAST diagram

- * Option A (Inputs, objectives, and sequence) is incorrect because inputs and objectives are part of the Information Phase, and sequence is addressed in FAST diagramming, not in the Random Function Identification table.
- * Option B (Costs, time, and risks) is incorrect because these are related to cost analysis or implementation planning, not function identification.
- * Option C (Elements, functions, and classifications) is correct, as it aligns with the purpose of the Random Function Identification table in VM.
- * Option D (Components, resources, and criteria) is incorrect because resources and criteria are not part of function identification; criteria are used in the Evaluation Phase.

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SAVE International, VMF 1 Core Competency #2 (Function Analysis), which includes Random Function Identification as a precursor to FAST diagramming.

SAVE International, "Value Methodology Standard," section on Function Analysis, describing the Random Function Identification table as listing elements, functions, and classifications.

NEW QUESTION # 58

The VM Job Plan provides a structured sequence of phases designed to leverage which of the following types of thinking?

- A. Convergent and divergent
- B. Divergent and abstract
- C. Convergent and abstract
- D. Critical and divergent

Answer: A

Explanation:

The Value Methodology (VM) Job Plan, as outlined in the VMF 1 course (Core Competency #3: Value Methodology Job Plan), is a structured sequence of six phases designed to leverage both divergent and convergent thinking. According to SAVE International's Value Methodology Standard, "the VM Job Plan alternates between divergent thinking (to generate a wide range of ideas) and convergent thinking (to narrow down and refine those ideas)." Divergent thinking is used in the Creative Phase to brainstorm as many ideas as possible without judgment, while convergent thinking is applied in the Evaluation and Development Phases to analyze, select, and refine the best ideas into actionable proposals. This combination ensures a balance between creativity and practicality, maximizing value improvement.

- * Option A (Divergent and abstract) is incorrect because, while divergent thinking is used, "abstract" is not a specific type of thinking emphasized in the VM Job Plan.
- * Option B (Convergent and abstract) is incorrect because it omits divergent thinking, which is critical in the Creative Phase.
- * Option C (Critical and divergent) is incorrect because, while critical thinking is involved in Evaluation, the VM Job Plan specifically emphasizes convergent thinking to narrow down ideas.
- * Option D (Convergent and divergent) is correct, as it captures the dual thinking types leveraged across the VM Job Plan phases.

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SAVE International, "Value Methodology Standard and Body of Knowledge," available at <https://www.value-eng.org>, detailing the use of divergent and convergent thinking in the VM Job Plan.

SAVE International, VMF 1 Core Competency #3 (Value Methodology Job Plan), emphasizing the balance of divergent and convergent thinking.

NEW QUESTION # 59

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The Value Methodology Associate VMA certification is a valuable credential earned by individuals to validate their skills and competence to perform certain job tasks. Your Value Methodology Associate VMA certification is usually displayed as proof that you've been trained, educated, and prepared to meet the specific requirement for your professional role. The Value Methodology Associate VMA Certification enables you to move ahead in your career later.

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