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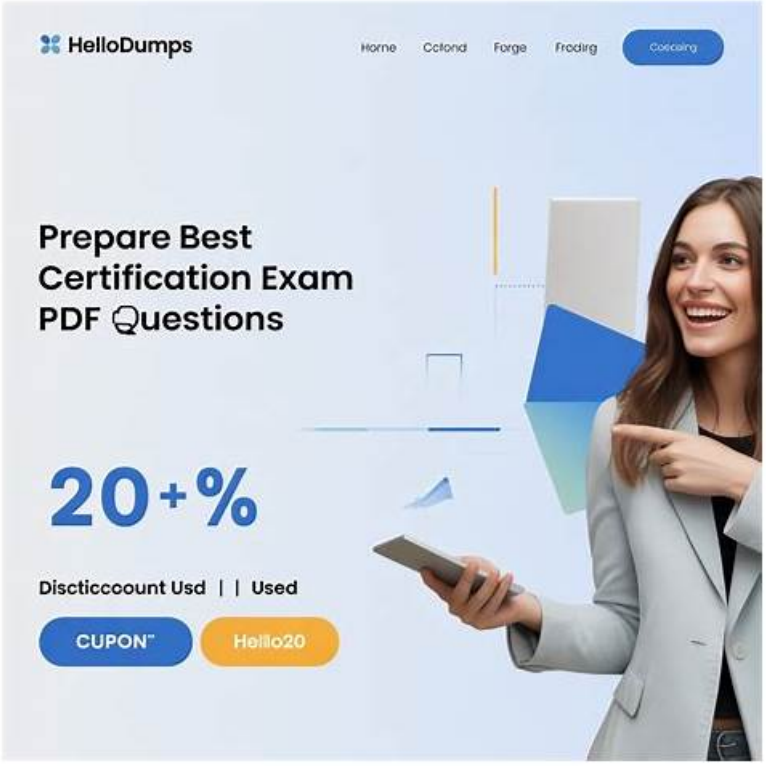

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SAVE International Value Methodology Associate Sample Questions (Q11-Q16):

NEW QUESTION # 11
If an organization invests $160,000 in a new software system that improves analysis and reduces annual costs by $3,000 per year, the payback period would be approximately:

- A. 53 years

- B. 45 years
- C. 50 years
- D. 56 years

Answer: A

Explanation:
In Value Methodology, cost analysis often involves financial metrics like the payback period to evaluate the economic feasibility of alternatives, as taught in the VMF 1 course (Core Competency #4: Cost Analysis).
According to SAVE International's Value Methodology Standard, the payback period is "the time required for the cumulative savings or benefits from an investment to equal the initial cost, calculated as Initial Investment ÷ Annual Savings." Here, the organization invests $160,000 in a software system that saves
$3,000 per year.
* Payback Period = Initial Investment ÷ Annual Savings
* Payback Period = $160,000 ÷ $3,000 = 53.333 years
* Rounding to the nearest whole number, the payback period is approximately 53 years.
The question does not specify adjustments for the time value of money (e.g., discounting), which aligns with the simple payback method commonly used in VM for straightforward analysis.
* Option A (45 years) is incorrect because 160,000 ÷ 3,000 = 53.333, not 45.
* Option B (50 years) is incorrect because it underestimates the payback period (53.333 years).
* Option C (53 years) is correct, as it matches the calculated payback period when rounded.
* Option D (56 years) is incorrect because it overestimates the payback period.
:
SAVE International, VMF 1 Core Competency #4 (Cost Analysis), which includes calculating payback periods for economic evaluation in VM studies.
SAVE International, "Value Methodology Standard," section on cost analysis, referencing the simple payback method for assessing alternatives.

NEW QUESTION # 12
Which of the following best describes a VM study?

- A. It is a structured effort using the VM process to improve value
- B. Is considered a business improvement best practice
- C. Must be led by a Certified Value Specialist
- D. Is undertaken after the design is completed

Answer: A

Explanation:
A Value Methodology (VM) study is a structured effort that applies the VM process 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, a VM study is defined as "a systematic application of recognized techniques by a multi-disciplined team to identify the functions of a project or process, establish a worth for each function, and develop alternatives to achieve those functions at the lowest overall cost while maintaining performance." The VMF 1 course emphasizes that a VM study follows the six-phase VM Job Plan (Information, Function Analysis, Creative, Evaluation, Development, and Presentation) to systematically improve value, making it a structured effort.
* Option A (structured effort using the VM process) directly aligns with SAVE International's definition of a VM study, focusing on the systematic application of the VM process to enhance value.
* Option B (must be led by a Certified Value Specialist) is incorrect because, while a Certified Value Specialist (CVS) often leads VM studies, the VMF 1 course and VMA certification allow non-CVS team members to participate in and contribute to VM studies under guidance, meaning it's not a requirement.
* Option C (undertaken after the design is completed) is incorrect because VM studies can be conducted at various stages of a project lifecycle-concept, design, or implementation-not only after the design is completed. The VMF 1 course highlights that early application of VM yields the greatest benefits.
* Option D (business improvement best practice) is a broader statement and not specific to the definition of a VM study, though VM can contribute to business improvements. It does not best describe a VM study compared to Option A.
:
SAVE International, "Value Methodology Standard and Body of Knowledge," available athttps://www.value- eng.org, defining a VM study as a structured process to improve value.
SAVE International, "Value Methodology Associate (VMA) Certification,"https://www.value-eng.org/page

/VMA, referencing VMF 1 Core Competency #1 (Value Methodology Overview).

NEW QUESTION # 13
Which function is located to the left of the left vertical line in a FAST diagram?

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

Answer: A

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 functionto the leftof 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, thehigher-order functionis 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. Thehigher-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.
:
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 # 14
"When" is represented by which of the following letters?

- A. B
- B. D
- C. A
- D. C

Answer: C

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 specific directions indicating the logic of the functions:
* The horizontal axis represents the "how-why" logic (critical path), where moving left answers "why" and moving right answers "how."
* The vertical axis represents the "when" direction, indicating functions that occur simultaneously or continuously while the critical path functions are performed (e.g., all-the-time functions, as noted in Question 27).
According to SAVE International's Value Methodology Standard, "in a FAST diagram, the 'when' direction is shown by vertical

relationships, indicating functions that are concurrent or supporting the critical path." In the diagram:
* The critical path (horizontal, marked by Y in Question 3) runs from E to F to G to J to L to M to N to O.
* Scope lines are labeled B (left) and D (right), as identified in Question 30.
* Vertical arrows (e.g., Z in Question 3, pointing to J-K) indicate the "when" direction, showing functions that occur simultaneously with the critical path functions.
* Ais a horizontal line at the bottom of the diagram, but in FAST diagramming, the vertical axis (and its bounding lines) is associated with the "when" direction. The options (A, B, C, D) include A as the bottom horizontal line, which, in some FAST diagram interpretations, can be seen as marking the boundary of the "when" direction (vertical relationships).
* C(noted in Question 30) is an arrow pointing left, representing the "why" direction, not "when." Given the options,Ais the closest representation of the "when" direction, as it aligns with the vertical axis's boundary, which defines the space where "when" relationships (simultaneous functions) are shown. In standard FAST diagramming, the "when" direction is vertical, and A, as the bottom horizontal line, frames the vertical space where these relationships are depicted (e.g., S, T, U, K).
* Option A (A) is correct, as it represents the boundary of the vertical axis, which is associated with the "when" direction in FAST diagrams.
* Option B (B) is incorrect because B is a scope line (left vertical), which defines the study's boundary, not the "when" direction.
* Option C (C) is incorrect because C is an arrow indicating the "why" direction (left), not "when."
* Option D (D) is incorrect because D is the right scope line, not related to the "when" direction.
:
SAVE International, VMF 1 Core Competency #2 (Function Analysis), defining the "when" direction in FAST diagrams as vertical, indicating simultaneous functions.
SAVE International, "Value Methodology Standard," section on Function Analysis, describing FAST diagramming conventions, including the "when" direction as vertical relationships.

NEW QUESTION # 15
In which phase is a large quantity of ideas or alternatives generated to accomplish the functions?

- A. Creativity Phase
- B. Evaluation Phase
- C. Presentation Phase
- D. Function Analysis Phase

Answer: A

Explanation:
The Value Methodology (VM) Job Plan consists of six phases, as outlined in the VMF 1 course (Core Competency #3: Value Methodology Job Plan). The phase dedicated to generating a large quantity of ideas or alternatives is the Creativity Phase (also known as the Creative Phase). According to SAVE International's Value Methodology Standard, "the Creativity Phase is where a large quantity of ideas or alternatives is generated to accomplish the functions identified in the Function Analysis Phase, using techniques like brainstorming to encourage divergent thinking." This phase focuses on producing as many ideas as possible without judgment, as established in Question 40, where the objective of the Creativity Phase was confirmed as generating improvement ideas.
* Option A (Creativity Phase) is correct, as it is the phase dedicated to generating a large quantity of ideas to accomplish functions.
* Option B (Presentation Phase) is incorrect because this phase involves presenting recommendations to stakeholders, not generating ideas.
* Option C (Evaluation Phase) is incorrect because this phase involves assessing and selecting ideas, not generating them (as noted in Question 33).
* Option D (Function Analysis Phase) is incorrect because this phase focuses on identifying and analyzing functions, not generating ideas (as noted in Question 37).
:
SAVE International, "Value Methodology Standard and Body of Knowledge," available athttps://www.value- eng.org, detailing the Creativity Phase's role in idea generation.
SAVE International, VMF 1 Core Competency #6 (Creative Thinking and Idea Generation), emphasizing the generation of a large quantity of ideas (consistent with Question 40).

NEW QUESTION # 16
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Our company has authoritative experts and experienced team in related industry. To give the customer the best service, all of our

company's VMA learning materials are designed by experienced experts from various field, so our VMA Learning materials will help to better absorb the test sites. One of the great advantages of buying our product is that can help you master the core knowledge in the shortest time. At the same time, our VMA learning materials discard the most traditional rote memorization methods and impart the key points of the qualifying exam in a way that best suits the user's learning interests, this is the highest level of experience that our most authoritative think tank brings to our VMA Learning Materials users. Believe that there is such a powerful expert help, our users will be able to successfully pass the qualification test to obtain the qualification certificate.

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