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>> VMA認證指南 <<

## 高效VMA認證指南和資格考試中的領先供應平臺和免費PDF SAVE International Value Methodology Associate

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## 最新的 Value Methodology VMA 免費考試真題 (Q28-Q33):

### 問題 #28

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

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

答案： B

解題說明：

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).

## 問題 #29

In SWOT analysis:

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

答案: C

解題說明:

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.

## 問題 #30

Which of the following best describes a VM study?

- A. Is undertaken after the design is completed

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

答案: D

解題說明:

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.

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SAVE International, "Value Methodology Standard and Body of Knowledge," available at <https://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).

問題 #31

The Value Methodology is:

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

答案: B

解題說明:

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.

問題 #32

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

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

答案：A

解題說明：

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.

### 問題 #33

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