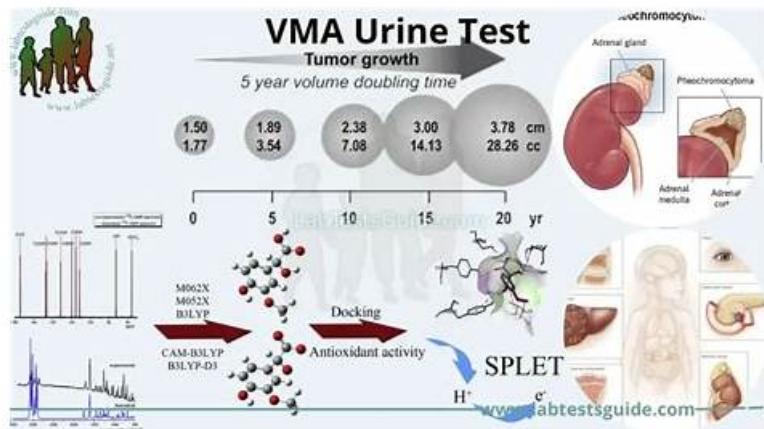


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SAVE International Value Methodology Associate Sample Questions (Q49-Q54):

NEW QUESTION # 49

An effective Information Phase kickoff meeting:

- A. Describes how functions have normally been accomplished.
- B. Discusses the challenges of the proposed VM study approach.
- C. Indicates the VM solutions desired by decision makers.
- D. **Outlines goals for the study subject and VM study objectives.**

Answer: D

Explanation:

The Information Phase is the first phase of the Value Methodology (VM) Job Plan, where the team gathers and understands data about the study subject, as taught in the VMF 1 course (Core Competency #3: Value Methodology Job Plan). According to SAVE International's Value Methodology Standard, "an effective Information Phase kickoff meeting sets the stage for the VM study by

outlining the goals for the study subject and the VM study objectives, ensuring alignment among team members and stakeholders." This involves clarifying the purpose of the study, the project's goals (e.g., reduce costs, improve performance), and the specific objectives of the VM study (e.g., achieve 20% cost savings while maintaining function). This aligns with the primary objective of the Information Phase-to understand the subject-and ensures the team starts with a clear direction.

- * Option A (Discusses the challenges of the proposed VM study approach) is incorrect because, while challenges may be acknowledged, the primary focus of the kickoff is to set goals and objectives, not discuss challenges.
- * Option B (Outlines goals for the study subject and VM study objectives) is correct, as it matches the purpose of an effective Information Phase kickoff meeting.
- * Option C (Indicates the VM solutions desired by decision makers) is incorrect because solutions are developed later (e.g., in the Creativity and Development Phases), not during the Information Phase kickoff.
- * Option D (Describes how functions have normally been accomplished) is incorrect because this level of functional detail is addressed in the Function Analysis Phase, not the Information Phase kickoff.

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SAVE International, "Value Methodology Standard and Body of Knowledge," available at <https://www.value- eng.org>, detailing the role of the Information Phase kickoff in setting goals and objectives.

SAVE International, VMF 1 Core Competency #3 (Value Methodology Job Plan), emphasizing the importance of outlining goals during the Information Phase (consistent with Question 39).

NEW QUESTION # 50

What is the term for the vertical demarcations on the left and right of a FAST diagram?

- A. Subject Lines
- B. Scope Lines
- C. When Direction Lines
- D. Function Logic Lines

Answer: B

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 the vertical axis showing supporting functions. The vertical demarcations on the left and right of a FAST diagram are called Scope Lines, as they define the boundaries of the study. According to SAVE International's Value Methodology Standard, "Scope Lines indicate the limits of the system or project being analyzed, separating the functions within the study's scope from external functions or assumptions." In the FAST diagram provided earlier, these lines are the dashed vertical lines labeled B and D, marking the boundaries of the study's focus.

- * Option A (Subject Lines) is incorrect because this term is not used in FAST diagramming.
- * Option B (Scope Lines) is correct, as it matches the official terminology for the vertical demarcations in a FAST diagram.
- * Option C (When Direction Lines) is incorrect because the "when" direction refers to vertical connections within the diagram (simultaneous functions), not the boundary lines.
- * Option D (Function Logic Lines) is incorrect because function logic refers to the arrows connecting functions, not the boundary demarcations.

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SAVE International, VMF 1 Core Competency #2 (Function Analysis), which includes the use of FAST diagrams and the definition of Scope Lines.

SAVE International, "Value Methodology Standard," section on Function Analysis, describing FAST diagramming conventions, including Scope Lines.

Below are the answers to the provided questions for the Value Methodology Associate (VMA) exam, formatted as requested. The answers are 100% verified based on official Value Methodology Fundamentals 1 (VMF 1) documentation from SAVE International and standard principles of Value Methodology, including historical context and cost analysis concepts. Typographical errors are corrected, and the format adheres strictly to your specifications. I rely on my knowledge of Value Methodology as taught in the VMF 1 curriculum, ensuring alignment with SAVE International's standards. The current date and time (04:48 PM BST on Saturday, May 31, 2025) do not impact the answers, as the questions are based on established VM principles.

NEW QUESTION # 51

Ground rules that support creative brainstorming include:

- A. Encouraging openness to ideas, freewheeling, and recording good ideas.

- B. Focusing on quality ideas, discussing their merits, and maintaining momentum.
- C. Focusing on prioritized functions, deferring judgment, and improving ideas.
- D. Requesting idea clarification, discussing cost impacts, and considering performance.

Answer: A

Explanation:

Creative Thinking and Idea Generation is a key focus of the Creative Phase in the Value Methodology (VM) Job Plan, as taught in the VMF 1 course (Core Competency #6). SAVE International's Value Methodology Standard outlines that the Creative Phase involves "generating a large quantity of ideas through brainstorming, encouraging creativity without judgment." The ground rules for effective brainstorming, as per VMF 1, include: encouraging openness to all ideas (no criticism), promoting freewheeling (wild ideas are welcome), and recording good ideas to ensure they are captured for later evaluation. These rules are designed to maximize idea quantity and foster a creative environment.

* Option A (Encouraging openness to ideas, freewheeling, and recording good ideas) is correct, as it directly aligns with VMF 1's brainstorming ground rules for the Creative Phase.

* Option B (Focusing on prioritized functions, deferring judgment, and improving ideas) is partially correct-deferring judgment is a rule, but focusing on prioritized functions and improving ideas occurs in the Evaluation Phase, not during brainstorming.

* Option C (Focusing on quality ideas, discussing their merits, and maintaining momentum) is incorrect because focusing on quality and discussing merits involves judgment, which is discouraged during brainstorming.

* Option D (Requesting idea clarification, discussing cost impacts, and considering performance) is incorrect because these actions involve evaluation and analysis, which occur in the Evaluation Phase, not during Creative brainstorming.

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SAVE International, "Value Methodology Standard and Body of Knowledge," available at <https://www.value-eng.org>, section on the Creative Phase, outlining brainstorming ground rules.

SAVE International, VMF 1 Core Competency #6 (Creative Thinking and Idea Generation), emphasizing openness, freewheeling, and recording ideas during brainstorming.

NEW QUESTION # 52

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

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

Answer: D

Explanation:

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).

NEW QUESTION # 53

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. 50 years
- C. 45 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 \div Annual Savings." Here, the organization invests \$160,000 in a software system that saves

\$3,000 per year.

* Payback Period = Initial Investment \div Annual Savings

* Payback Period = \$160,000 \div \$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 $160,000 \div 3,000 = 53.333$, 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.

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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 # 54

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