

# Test VMA Pdf, Test VMA Price

**TEST VMA #1 | 3' + 9'****INTERMÉDIAIRE**

**VMA**

La Vitesse Maximale Aérobie est une des valeurs fondamentales à connaître, notamment lorsqu'on veut faire de l'entraînement fractionné de manière efficace. En effet, c'est cette valeur de VMA qui permet de définir à quelle allure on doit s'entraîner pour faire progresser telle ou telle qualité physiologique.

**LE TEST**

Échauffement	✂ 15 minutes (voir vidéo)
Test #1	✂ 3 minutes à votre effort maximal*
Récupération	✂ 5 minutes marche ✂ 10 minutes jogging lent ✂ 5 minutes marche ✂ 5 minutes jogging lent ✂ 5 minutes marche (30 minutes total)
Test #2	✂ 9 minutes à votre effort maximal*
Récupération	✂ 10 à 15 minutes jogging lent

\* Pour simplifier les choses, faites le test sur piste et arrêtez-vous lorsque vous atteignez le point de repère le plus proche de l'effort demandé.  
(Exemple pour moi : "Je me suis arrêté quand j'ai atteint 2 bornes et demi de piste soit à 2'33" - je n'ai pas eu le temps de faire 3000m de plus, en 3 bornes je me suis arrêté) - Vous ne serez peut-être 2 bornes, 1 borne et demi... Peu importe tant que vous courrez approximativement 3' et 9' lors de vos tests)

**L'ANALYSE**

► Calculer la vitesse des tests #1 et #2 en km/h

<b>TEMPS (SEC') / NOMBRE DE KM = TEMPS/KM</b>	Exemple pour mon test #1 (1 000 m en 2'53) : $2'53 = 2 \times 60 + 53 = 173''$ $/ 1000m = 1 \times 1km$ $= 173/1 = 173''/km$	Exemple pour mon test #2 (2 800 m en 9'04) : $9'04 = 9 \times 60 + 4 = 544''$ $/ 2800m = 2,8 \times 1km$ $= 544/2,8 = 194''/km$
<b>1H en SEC / TEMPS au KM = KM/H</b>	$3600/173 = 20,81 \text{ km/h}$	$3600/194 = 18,55 \text{ km/h}$

► Prendre la vitesse moyenne de vos 2 tests, ce qui vous donnera votre VMA  
(Exemple pour moi :  $20,81 + 18,55 = 39,36/2 = 19,68 \text{ km/h}$ )

Pour en savoir plus sur les tests VMA, retrouvez [mon article dédié ici](#)

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

### NEW QUESTION # 59

Which of the following best describes a VM study?

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

**Answer: C**

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 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).

### NEW QUESTION # 60

Which of the following functions is a Subject Objective?

- A. Function O
- B. Function R
- C. Function P
- D. Function Q

**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). In FAST diagramming, the "Subject Objective" refers to the overarching goal or need that the system addresses, often aligned with the higher-order function or an external objective outside the study's scope. According to SAVE International's Value Methodology Standard, "the Subject Objective is typically the highest-level objective for which the subject scope exists, often located to the left of the left scope line, representing an external goal or assumption." This aligns with the definition of a higher-order function but extends to the external context.

In the FAST diagram:

\* The scope lines are labeled B (left) and D (right), as identified in Question 30.

\* The critical path (horizontal) runs from E to F to G to J to L to M to N to O, with E being the higher-order function just inside the left scope line.

\* Functions P, Q, and R are to the left of the left scope line (B), indicating they are outside the study's scope and represent external objectives or assumptions.

\* Function O is the rightmost function on the critical path, inside the scope, representing a specific outcome, not the Subject Objective.

The Subject Objective is the broadest external goal, often the "why" behind the higher-order function (E).

Among P, Q, and R, Function P is the leftmost, directly to the left of the left scope line (B), making it the most likely candidate for the Subject Objective, as it represents the ultimate external goal driving the system (e.g., a customer need like "enhance security" for a door system).

\* Option A (Function P) is correct, as it is to the left of the left scope line, aligning with the definition of a Subject Objective.

\* Option B (Function Q) is incorrect because Q is further to the left but not as directly tied to the scope line as P, which is the primary external objective.

\* Option C (Function R) is incorrect for the same reason as Q; it is external but not the primary Subject Objective.

\* Option D (Function O) is incorrect because O is inside the scope, on the critical path, representing a specific outcome, not the Subject Objective.

:

SAVE International, VMF 1 Core Competency #2 (Function Analysis), defining the Subject Objective as the external goal to the left of the scope line in FAST diagrams.

SAVE International, "Value Methodology Standard," section on Function Analysis, describing FAST diagramming conventions, including the role of external objectives (consistent with Questions 18 and 30).

### NEW QUESTION # 61

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. 50 years
- B. 56 years
- C. 45 years
- D. 53 years

**Answer: D**

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  $160,000 \div 3,000 = 53.333$ , 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.

:

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 # 62

Ground rules that support creative brainstorming include:

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

**Answer: D**

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.

:

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 # 63

Which function represents the specific goals or needs for which the subject scope exists?

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

**Answer: B**

Explanation:

In Value Methodology's Function Analysis, functions are classified based on their role in the system, as taught in the VMF 1 course (Core Competency #2). According to SAVE International's Value Methodology Standard, the higher-order function "represents the specific goals or needs for which the subject scope exists-it answers 'why' the system or project is needed." In a FAST diagram, the higher-order function is located to the left of the basic function, just inside the left scope line, as seen in Question 18 (Function E). It defines the overarching objective or customer need that justifies the existence of the system (e.g., for a car, the higher-order function might be "provide mobility," while the basic function is "transport passengers").

\* Option A (Basic) is incorrect because the basic function is the primary purpose of the system within the scope (e.g., "transport passengers"), not the overarching goal.

\* Option B (Lower Order) is incorrect because "lower-order" is not a standard term in VM; it may refer to functions to the right of the basic function, which are more specific, not goal-oriented.

\* Option C (Higher Order) is correct, as it represents the specific goals or needs for which the subject scope exists, per VM standards.

\* Option D (Secondary) is incorrect because secondary functions support the basic function and do not represent the overarching goals.

:

SAVE International, VMF 1 Core Competency #2 (Function Analysis), defining higher-order functions as the goals or needs of the system.

SAVE International, "Value Methodology Standard," section on Function Analysis, describing the role of higher-order functions in FAST diagrams.

#### NEW QUESTION # 64

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This analysis is consistent with my experience, When not working, Michele volunteers VMA as a grief facilitator for teens at Jud's House, a nonprofit dedicated to helping children learn how to cope with the loss of a loved one.

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