

ADA ADVANCED LEADER COURSE (ALC) MODULE B PRACTICE TEST (SAMPLE)

STUDY GUIDE



**SAMPLE STUDY GUIDE
WITH LIMITED QUESTIONS**

**VISIT US ONLINE FOR
THE FULL VERSION STUDY GUIDE**

<https://adaalcmoduleb.examzify.com>



Copyright © 2026 by Examzify - A Kaluba Technologies Inc. product.

ALL RIGHTS RESERVED.

No part of this book may be reproduced or transferred in any form or by any means, graphic, electronic, or mechanical, including photocopying, recording, web distribution, taping, or by any information storage retrieval system, without the written permission of the author.

Notice: Examzify makes every reasonable effort to obtain accurate, complete, and timely information about this product from reliable sources.

SAMPLE

Table of Contents

Copyright	1
Table of Contents	2
Introduction	3
How to Use This Guide	4
Questions	5
Answers	9
Explanations	11
Next Steps	16

SAMPLE

Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

Questions

SAMPLE

1. What are the four steps of IPB?

- A. Define the operational environment; Describe environmental effects on operations; Evaluate the threat; Determine threat COA
- B. Describe the operational environment; Assess resources; Determine COA; Plan operations
- C. Define the operational environment; Determine COA; Evaluate the threat; Describe environmental effects
- D. Establish mission, Execute, Assess, Adapt

2. An After Action Review (AAR) includes four guiding questions. Which set correctly lists them?

- A. What was supposed to happen? What actually happened? Why was there a difference? What can we improve next time?
- B. What happened? Who was involved? What is the plan? What will be done next?
- C. What was supposed to happen? What actually happened? Why was there a difference? What can we improve next time?
- D. What went right? What went wrong? Who is responsible? How will we punish?

3. What are the three Cs of effective communication?

- A. Candid, Consistent, Compelling.
- B. Clear, Concise, Credible.
- C. Comprehensive, Creative, Courageous.
- D. Correct, Confident, Courteous.

4. Which sequence correctly lists the seven steps of the Military Decision Making Process (MDMP)?

- A. Receive mission; Mission analysis; Develop COA; Analyze COA; COA comparison; Approve COA; Produce orders
- B. Receive mission; Mission analysis; Develop COA; COA comparison; Analyze COA; Produce orders; Approve COA
- C. Mission analysis; Receive mission; Develop COA; Analyze COA; COA comparison; Approve COA; Produce orders
- D. Receive mission; Mission analysis; Develop COA; COA comparison; Approve COA; Analyze COA; Produce orders

5. Which ADA asset is the most maneuverable?

- A. Patriot
- B. Avenger
- C. THAAD
- D. Sentinel

6. What role does safety play in training management?

- A. Safety is integral; plan risk controls, brief safety, and stop-work when hazards overshadow.
- B. Safety is optional.
- C. Safety concerns are secondary to speed.
- D. Safety is the responsibility of trainees.

7. Which of the following is listed as an AMD threat?

- A. Large Caliber Rockets
- B. UAS
- C. Electronic Warfare
- D. Space

8. For the defense of designated JFACC and JFLCC assets at the strategic-operational level, which echelons are assigned?

- A. Battery and Platoon
- B. Battalion and Company
- C. Brigade and Battalion
- D. Regiment and Squadron

9. Which two echelons provide asset defense for JFACC and JFLCC at the strategic-operational level?

- A. Battalion and Company
- B. Battery and Platoon
- C. Brigade and Battalion
- D. Regiment and Squadron

10. Which action best maintains accountability when discrepancies are found in property inventory?

- A. Wait until the end to report discrepancies.
- B. Report discrepancies during annual review only.
- C. Document and discuss discrepancies only within your unit.
- D. Report discrepancies promptly to maintain accountability.

SAMPLE

Answers

SAMPLE

1. A
2. C
3. B
4. A
5. B
6. A
7. A
8. A
9. B
10. D

SAMPLE

Explanations

SAMPLE

1. What are the four steps of IPB?

- A. Define the operational environment; Describe environmental effects on operations; Evaluate the threat; Determine threat COA**
- B. Describe the operational environment; Assess resources; Determine COA; Plan operations
- C. Define the operational environment; Determine COA; Evaluate the threat; Describe environmental effects
- D. Establish mission, Execute, Assess, Adapt

IPB is a structured method for turning information about the battlespace into actionable intelligence for planning. The four steps, in the correct sequence, are: first, define the operational environment to establish what the battlespace looks like and what's relevant to operations; second, describe the environmental effects on operations so you understand how terrain, weather, and other factors influence actions; third, evaluate the threat to assess capabilities, doctrine, and intent; and fourth, determine threat COAs by outlining the enemy's plausible courses of action given the environment and capabilities. This order builds from understanding the setting, through how it restraints or enables operations, to what the enemy might do and how they might respond. Other options mix in planning or resources or reorder steps, which don't align with the IPB process.

2. An After Action Review (AAR) includes four guiding questions. Which set correctly lists them?

- A. What was supposed to happen? What actually happened? Why was there a difference? What can we improve next time?
- B. What happened? Who was involved? What is the plan? What will be done next?
- C. What was supposed to happen? What actually happened? Why was there a difference? What can we improve next time?**
- D. What went right? What went wrong? Who is responsible? How will we punish?

The important idea here is how an After Action Review is structured to pull useful learning from an event: compare what was planned with what actually happened, understand why any differences occurred, and decide how to improve next time. The four guiding questions are exactly that sequence: What was supposed to happen? What actually happened? Why was there a difference? What can we improve next time? Framing the review this way keeps the discussion objective and forward-looking, focusing on outcomes and lessons rather than assigning blame. It ensures we capture the intended plan, observe the real results, diagnose the causes of gaps, and translate those insights into concrete improvements for future actions. Other options drift into areas like who was involved, who's responsible, or even punishment, or they emphasize planning or execution without tying them back to analyzing deviations and deriving improvements, which makes them less effective for a true learning-focused AAR.

3. What are the three Cs of effective communication?

- A. Candid, Consistent, Compelling.
- B. Clear, Concise, Credible.**
- C. Comprehensive, Creative, Courageous.
- D. Correct, Confident, Courteous.

Clear, concise, credible are the pillars of effective communication because they ensure your message is understood, efficient, and trusted. Clarity means the purpose and main points are easy to grasp; use precise language and a logical flow so the listener isn't left guessing what you mean. Conciseness trims away filler and keeps the message focused on essentials, which helps busy audiences absorb the key details without distraction. Credibility means the information is accurate and well-supported, so the audience has confidence in what you're saying; cite sources when appropriate and avoid exaggeration or unsupported claims. For example, instead of saying "We'll probably finish the task soon," you say, "We will complete the task by 0900 on 15 May, barring any unexpected delays, and we'll provide updates if that changes." Other trait combos may be valuable, but they don't align as directly with ensuring clarity, brevity, and trust in every message.

4. Which sequence correctly lists the seven steps of the Military Decision Making Process (MDMP)?

- A. Receive mission; Mission analysis; Develop COA; Analyze COA; COA comparison; Approve COA; Produce orders**
- B. Receive mission; Mission analysis; Develop COA; COA comparison; Analyze COA; Produce orders; Approve COA
- C. Mission analysis; Receive mission; Develop COA; Analyze COA; COA comparison; Approve COA; Produce orders
- D. Receive mission; Mission analysis; Develop COA; COA comparison; Approve COA; Analyze COA; Produce orders

MDMP follows a fixed flow from understanding the mission to issuing orders. It starts by receiving the mission, which sets the planning context, then moves into mission analysis to understand the situation, constraints, and higher-priority tasks. After that, you develop multiple courses of action to accomplish the mission. Each COA is then analyzed to determine feasibility, risks, and alignment with intent. Once analysis is complete, COAs are compared to identify the best option, which is then approved to proceed. Finally, orders are produced to communicate the plan and assign tasks. This sequence matches how the process builds from understanding the problem to selecting a viable solution and delivering actionable orders. If COA analysis came before COA development, or approval came before comparison and analysis, the process wouldn't properly evaluate options or authorize a plan.

5. Which ADA asset is the most maneuverable?

- A. Patriot
- B. Avenger**
- C. THAAD
- D. Sentinel

Maneuverability is about how quickly and easily an air defense asset can be moved to protect changing threats and keep pace with maneuver units. The Avenger fits this best because it's a light, vehicle-mounted system that combines a turret with missiles on a mobile Humvee chassis. Its design emphasizes rapid redeployment and the ability to accompany maneuver forces, allowing it to be repositioned to cover gaps or respond to threats without needing large support setups or dedicated infrastructure. In contrast, Patriot is a larger, long-range system that requires more substantial transport, setup, and logistics; its launchers and support elements are not as nimble for rapid repositioning. THAAD involves a sizable, trailer-based launcher and associated radar and support equipment, which reduces its agility on the move. Sentinel is primarily a radar/sensor asset whose mobility is limited compared to a purpose-built gun/missile platform. Because of its compact, deployable nature and direct fire capability from a mobile platform, the Avenger is the most maneuverable choice.

6. What role does safety play in training management?

- A. Safety is integral; plan risk controls, brief safety, and stop-work when hazards overshadow.**
- B. Safety is optional.
- C. Safety concerns are secondary to speed.
- D. Safety is the responsibility of trainees.

Safety has to be built into how training is planned and conducted. The best approach is to treat safety as integral by identifying hazards, planning risk controls, giving a clear safety briefing to everyone involved, and stopping the work if hazards become greater than what the plan can safely handle. This ensures learners can still achieve the training goals without exposing themselves or others to unnecessary risk, and it reinforces a culture where safety comes first. Saying safety is optional or secondary to speed undermines risk management and can lead to accidents or injuries. Making safety the trainees' sole responsibility also misses the point; leaders and training managers must establish controls, provide guidance, and enable a safe training environment. Stop-work authority is a key part of this, giving everyone the ability to pause activities until conditions are safe again.

7. Which of the following is listed as an AMD threat?

- A. Large Caliber Rockets**
- B. UAS
- C. Electronic Warfare
- D. Space

In AMD planning, you focus on specific threat types that air and missile defenses must counter. Large caliber rockets are a discrete threat listed for AMD because they represent dense, artillery-based rocket fire that can saturate defenses and travel at relatively low altitude with quick reaction times, demanding rapid detection and engagement from AMD systems. While unmanned aircraft (UAS), electronic warfare, and space-related challenges are important factors that can complicate AMD operations (they affect sensors, communications, and navigation), they are not the discrete AMD threat type highlighted in this context. Large caliber rockets are the threat form that the AMD threat set explicitly calls out for countermeasures and readiness.

8. For the defense of designated JFACC and JFLCC assets at the strategic-operational level, which echelons are assigned?

- A. Battery and Platoon**
- B. Battalion and Company
- C. Brigade and Battalion
- D. Regiment and Squadron

At the strategic-operational level, protecting designated JFACC and JFLCC assets is handled with a small, task-organized pairing that provides both firepower and close security. A battery brings the necessary firing capability and air defense coverage to contest threats approaching the asset, offering layered protection with its weapons and integrated command-and-control for responsive defense. A platoon supplies the on-the-ground security and perimeter defense needed to physically protect the asset, man key positions, and deter or defeat ground threats. This combination is efficient for high-value nodes like command posts, sensor sites, or communication hubs, giving you enough depth and reach to deter or defeat threats while remaining flexible and responsive to changes on the ground. Larger echelons, such as brigades or regiments, would be overkill for targeted protection and can reduce agility, whereas smaller units by themselves either lack sufficient firepower (a platoon alone) or lack close-in security (a battery alone).

9. Which two echelons provide asset defense for JFACC and JFLCC at the strategic-operational level?

- A. Battalion and Company
- B. Battery and Platoon**
- C. Brigade and Battalion
- D. Regiment and Squadron

Asset defense at the strategic-operational level is carried out by air defense artillery elements that can mass and maneuver to protect high value assets. The key pairing is the air defense battery and its subordinate platoon. The battery is the primary unit that marshals missiles, radars, and fire-control assets to create a protective umbrella, while a platoon within that battery provides more localized, dispersed defense and hands-on engagement of threats. This combination gives flexible, layered protection around critical assets under the JFACC and JFLCC. Larger formations like battalion, brigade, or regiment operate at higher, broader scales and aren't the specific echelons tasked with delivering the direct, targetted asset defense at this level. A squadron is an air-force unit and isn't the standard pairing for the joint asset-defense construct described here.

10. Which action best maintains accountability when discrepancies are found in property inventory?

- A. Wait until the end to report discrepancies.
- B. Report discrepancies during annual review only.
- C. Document and discuss discrepancies only within your unit.
- D. Report discrepancies promptly to maintain accountability.**

Prompt reporting of discrepancies keeps accountability intact by ensuring the inventory records can be corrected quickly, the asset can be safeguarded, and an immediate investigation can determine what happened and who is responsible. This creates a clear, traceable record that supports transparency and proper financial and asset management for the unit. Delaying reporting until later would slow or block the investigation, increasing the risk of loss or misattribution. Limiting reporting to only during an annual review or within just your own unit also weakens the accountability chain and delays corrective action. By promptly bringing discrepancies to the right officials, you maintain accurate records and uphold responsibility for the property.

Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

<https://adaalcmoduleb.examzify.com>

We wish you the very best on your exam journey. You've got this!

SAMPLE