



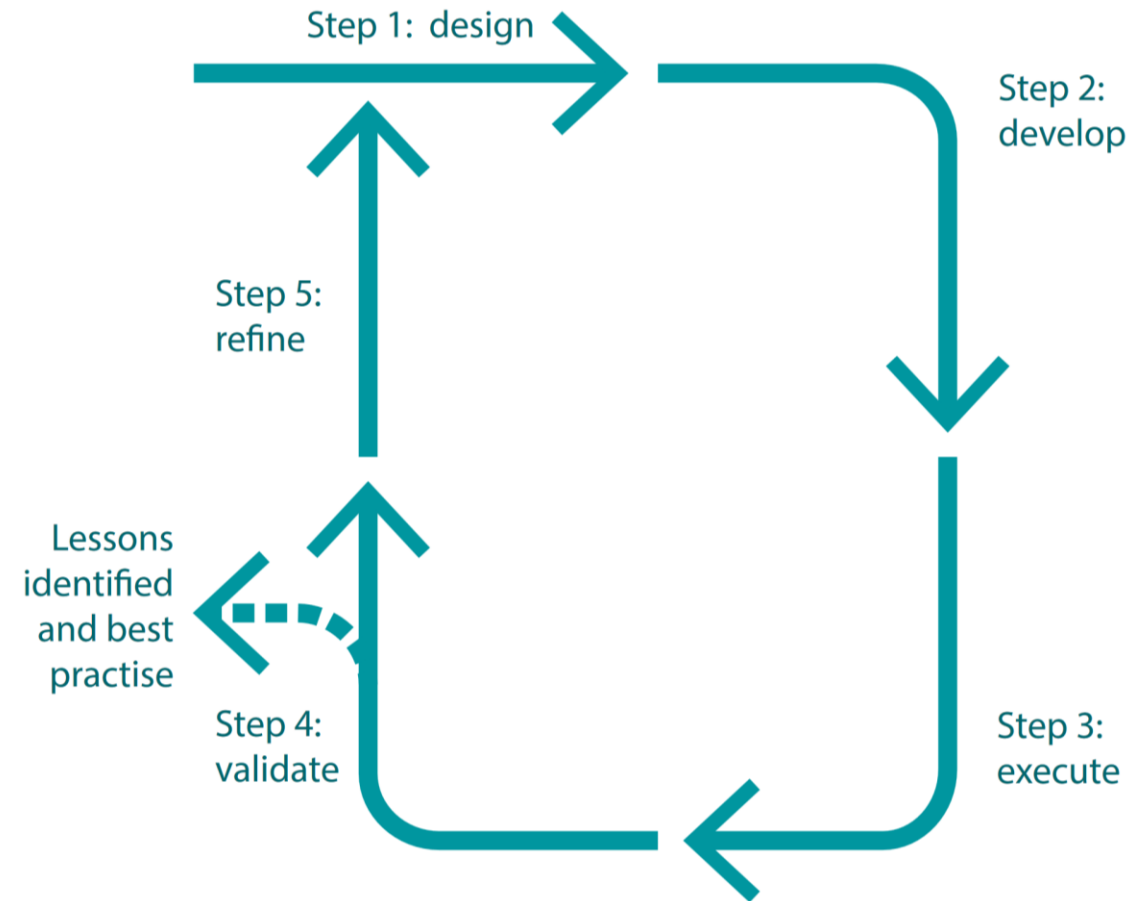
Connections UK

Wargame Design

DISCLAIMER

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The Wargame Design Process



Design

- **Aim and Purpose.**
- **Outputs used and integrated.**
- **Target audience and the decisions they will make.**
- **Freedom and constraints:**
 - **Participants.**
 - **Time.**
 - **Facilities.**
 - **Materials.**
- **Data Collection and Analysis.**

GO ON, SIT DOWN,
BREATHE DEEP &
ASK YOURSELF...
WHAT DO I
REALLY
WANT?



Aim and Purpose

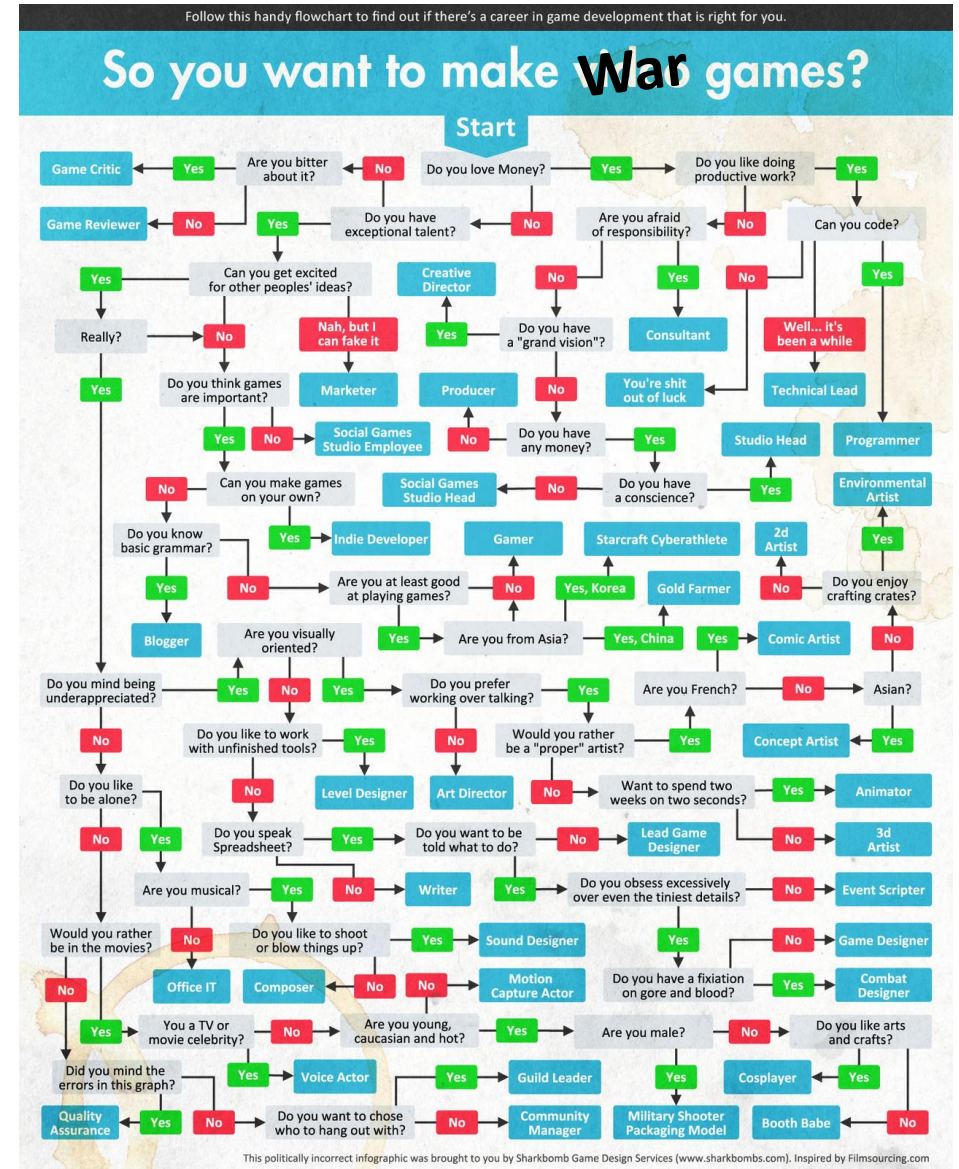
- What are we trying to achieve?

	Creating Knowledge	Conveying Knowledge	Entertainment or Team Building
Unstructured Problem	Discovery Games	Educational Games	Role-Playing Games
Structured Problem	Analytical Games	Training Games	Commercial Games



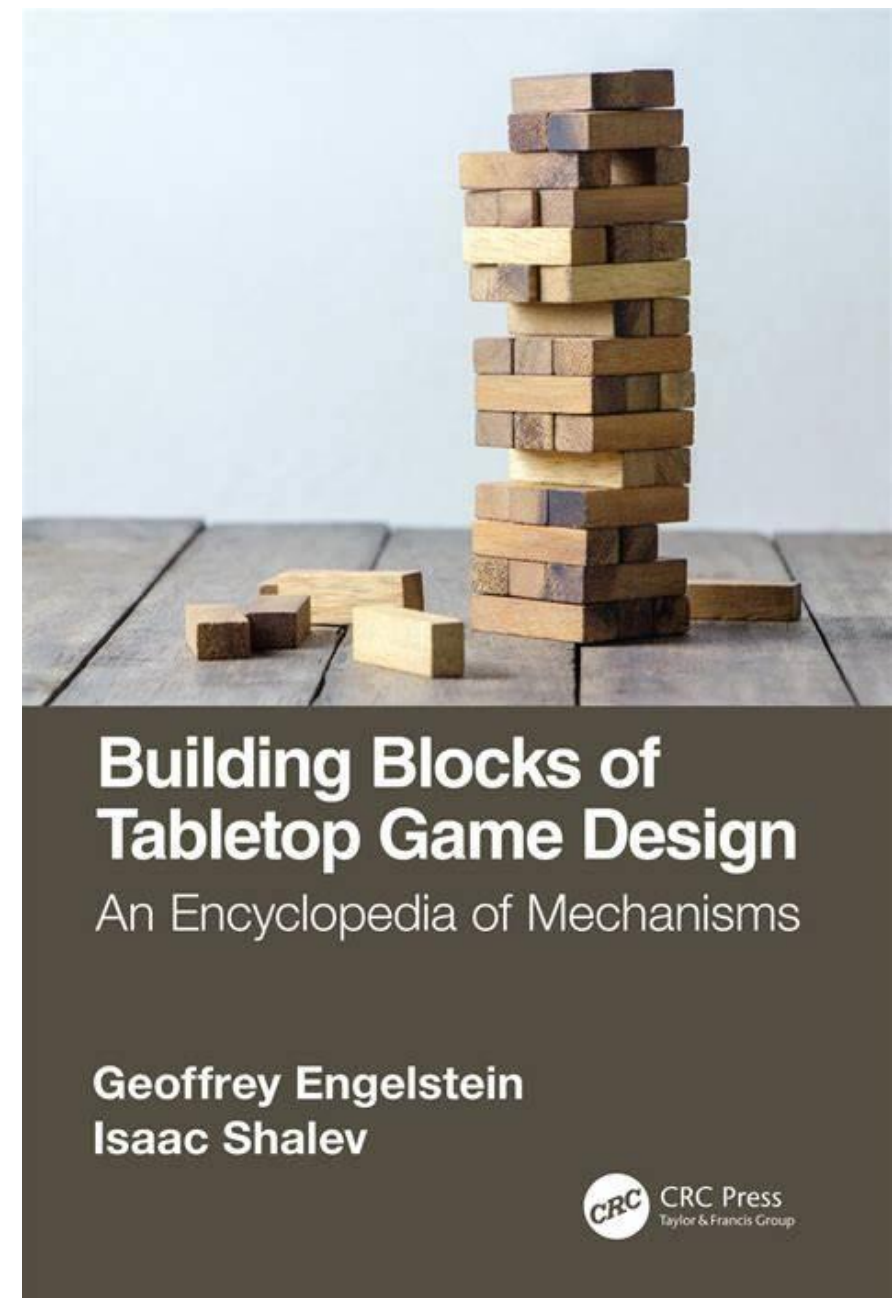
Develop

- Setting and scenario.
- **Adjudication methods.**
- **Wargame processes.**
- Analysis plan
- Data capture plan.
- Simulation.
- Players and supporting personnel.
- **Venue and layout.**



Develop

- Game level.
 - Game resolution.
 - Game type or types.
 - Game layout.
-
- For educational games:
What to include and what to leave out.



Execute

- Construct
- Internal Play Test.
- System Test.
- Test Exercise.
- Rehearsal.
- Execute.



Validation and Analysis

- Led by the sponsor.
- Collate Lessons, observations and feedback.
- External Validation: Were the objectives correct?
- Internal Validation: Did the event meet objectives?
- Findings.
- Recommendations.
- Promulgation and records.

LESSONS LEARNED TEMPLATE

DEFINITION

Lessons learned are detailed reflections on a particular project, initiative, or major work activity, and identification of learning points based on experiences and results achieved during implementation. These lessons may be positive (successes) or negative (failures). You should be able to state the lesson(s) learned in a few sentences and provide verifiable results that are evidence of the lesson(s). Evidence could be quantitative or qualitative from either internal monitoring and evaluation or formal evaluations. The example template included in this document consists of the major fields (i.e., types of information) that together make up a complete, well-documented lesson learned.

EXAMPLE TEMPLATE

Each field is accompanied by brief guidance in italic text. The template may be adapted for use in other formats according to the needs of your organization, and complemented as needed by additional fields.

Document type: Lessons Learned

Area of work (Outcome Area): your text here

Country: your text here

Title: your text here

Related links: Please provide links to related studies, reports, evaluations, websites that may provide additional information on the Lessons Learned.

Contact person: Please provide the name, title and e-mail address of a person who can be contacted for any questions regarding this lesson.

Abstract: Please provide 1-2 short paragraphs to provide in brief an overall picture of the context, the lesson/s learned (positive or negative), why it is important and the value it adds.

Background: Briefly (2 paragraphs) describe the initial situation (context) and the problem/issue related to the project, initiative or work activity.

Strategy and Implementation: Describe in 2-3 paragraphs the strategy used and how it was implemented. This should link to the issue outlined above and highlight the main steps taken in implementing the strategy. Strategies may include in terms of advocacy, participation, gender equity, ownership, capacity building, coordination and partnerships, monitoring and evaluation and replication/scaling up.

Progress and Results: In summary (2-3 paragraphs), describe the progress and any verified results (using qualitative and/or quantitative evidence) in implementation. The results could be at output, outcome, impact levels depending on the stage of the implementation. Please describe factors that enabled or hindered progress (challenges), and any shortfalls.

Lesson Learned: Please provide 1-2 short paragraphs to describe in summary the lesson(s) learned. Please limit this to 1-2 major lessons learned. This should leave the reader with an overall picture of the lesson(s), why it is important and the value it adds. Please include information both on what worked and what didn't.

Potential application: Please describe briefly the potential application of the lesson learned to programming, operations or work activities beyond the original scope (e.g. to scale up regionally nationally or to be replicated in other settings, other sectors). What are the issues that need to be considered?

Next steps: Describe (1-2 paragraphs) any planned next steps in implementation and highlight any changes in strategy as a result of progress or results to date.

knowledgeXchange

unicef

Refine

- Process is iterative.
- Check aim.
- Confirm key requirements.
- Adjust processes:
 - Efficiency.
 - Validity.
 - Psychology.
- Ensure an audit trail for subsequent games.
 - <https://1drv.ms/f/s!ArdcexVTLJ4PgbFpnj2f2KDGm8-e5A?e=34kENm>.

Critical reflection

The first aim of supervision is to improve the quality of decision-making and interventions (SWRB, 2010). Critical reflection is one way to achieve this and includes:

- **Critical thinking** *Identifying how we know what we know.*
- **Analysis** *Breaking something down into parts.*
- **Reflection** *Looking back at what has happened and looking forward to what will happen.*
- **Reflexivity** *Identifying your impact on a situation (Research in Practice for Adults, 2012).*

When you are dealing with a difficult issue or case, critical reflection can help you identify what you are doing right (so that you can learn from this good practice) and where you can improve your practice.

This tool provides example questions which can be asked in supervision to explore all four stages of Kolb's (1984) critical reflection cycle to solve a dilemma.



Example – Sandhurst Kriegsspiel

Sandhurst Wargame.

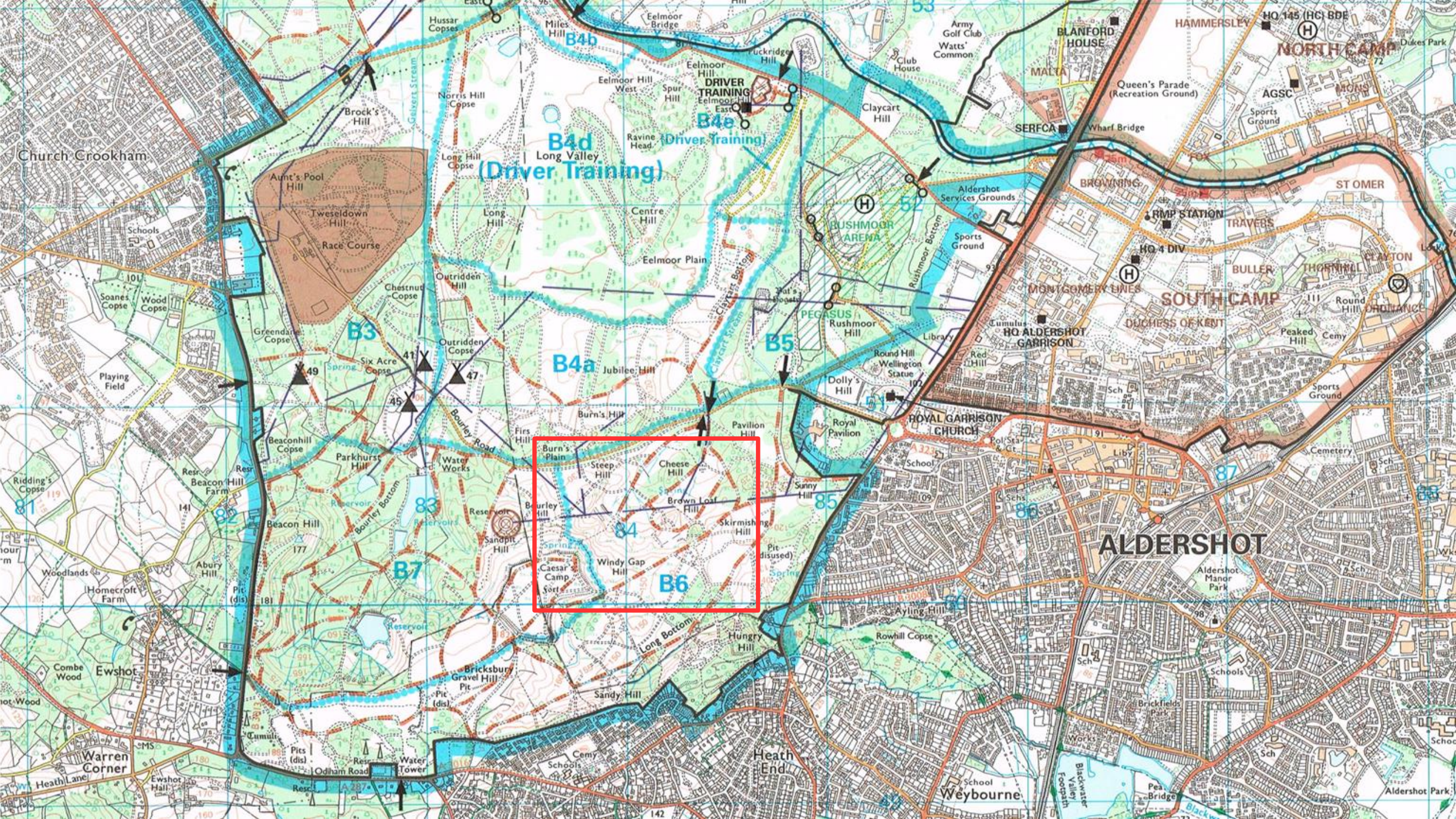
- Commandant's directive.
- Re-introduce Wargaming to RMAS.
- Encourage "manoeuvrist thinking".
- Part of the Standard Military Course.
 - Not "recreational".
- Lecture.
- Wargame.
- Instruction to Staff.

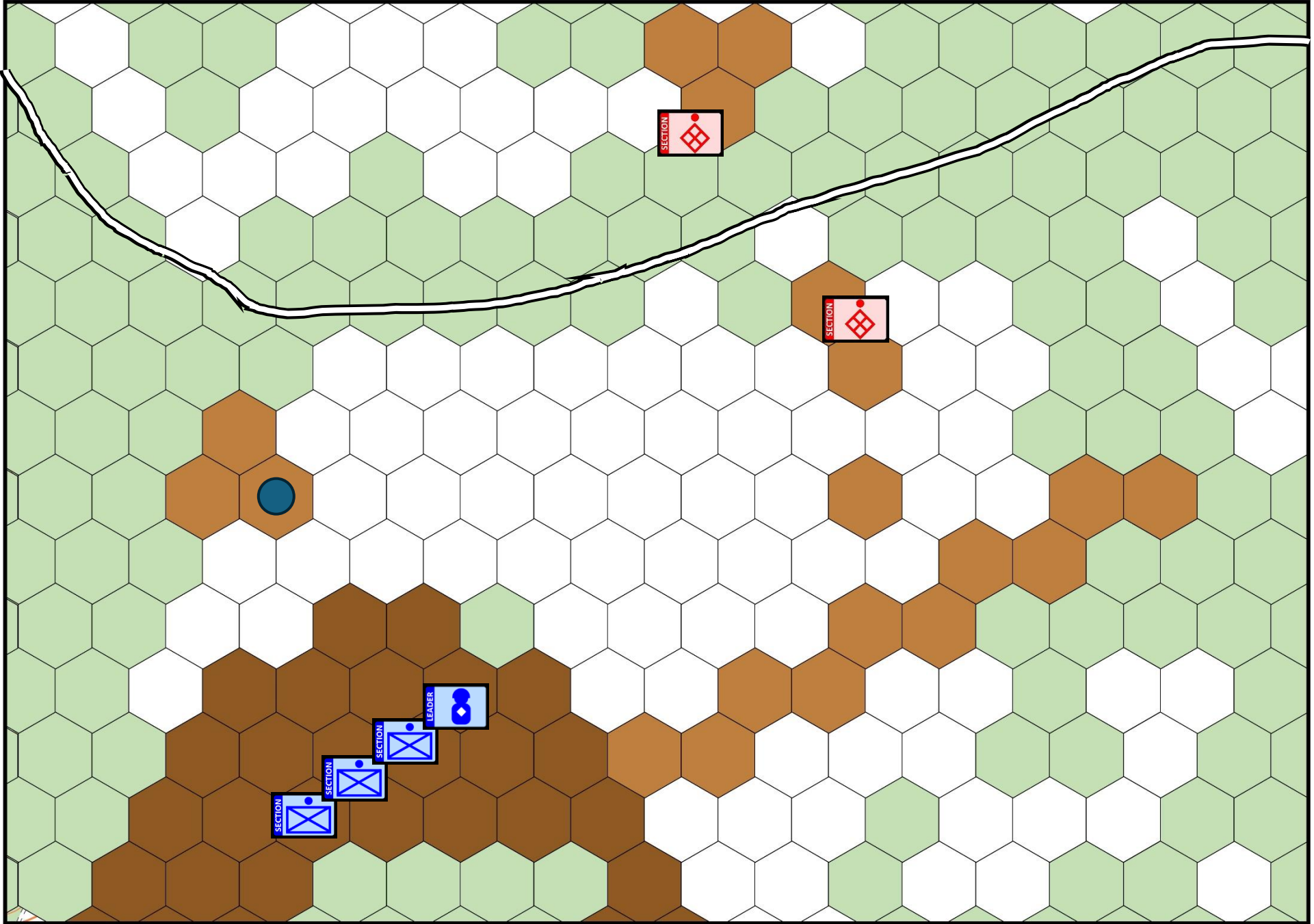


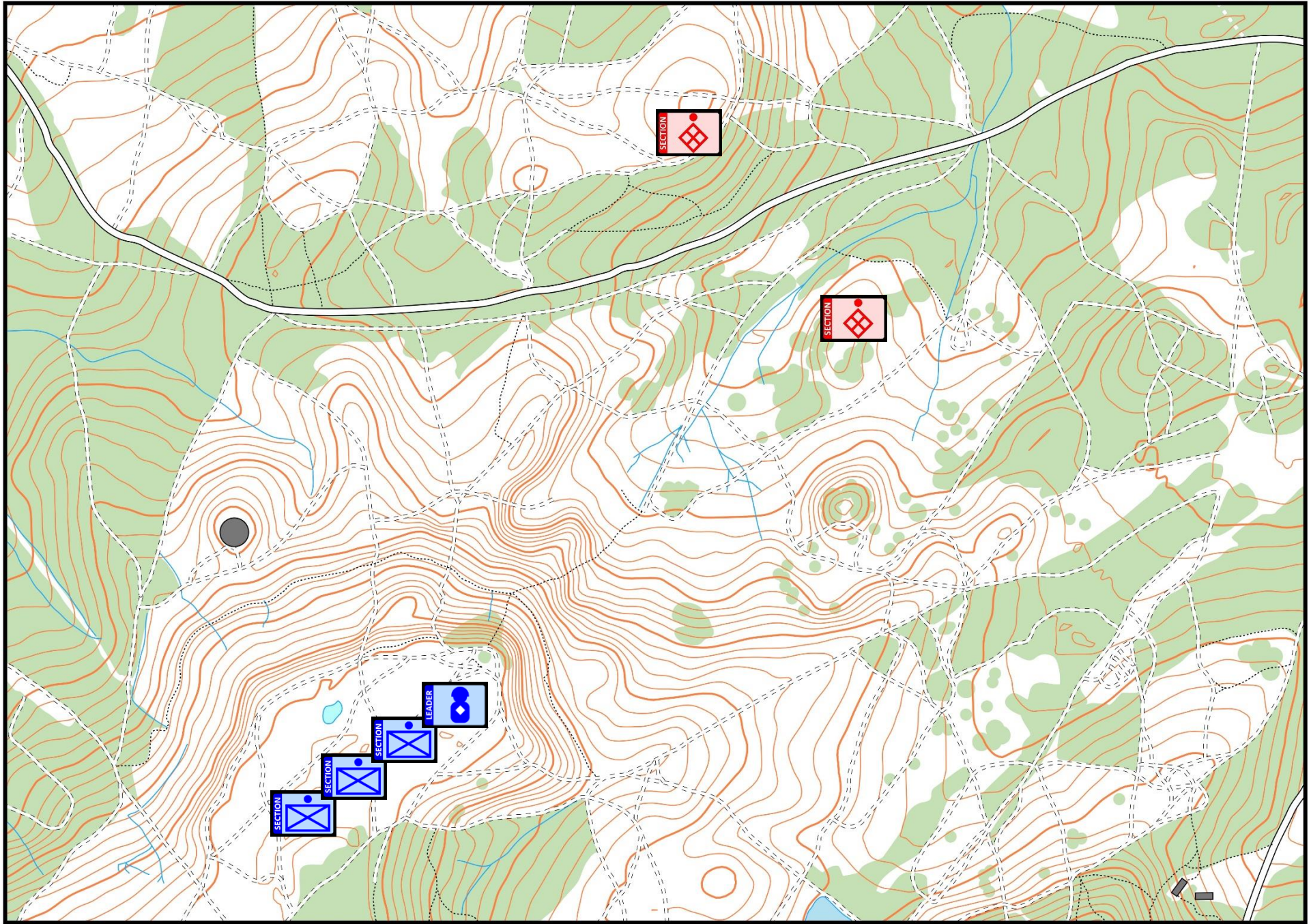
Example – Sandhurst Kriegsspiel

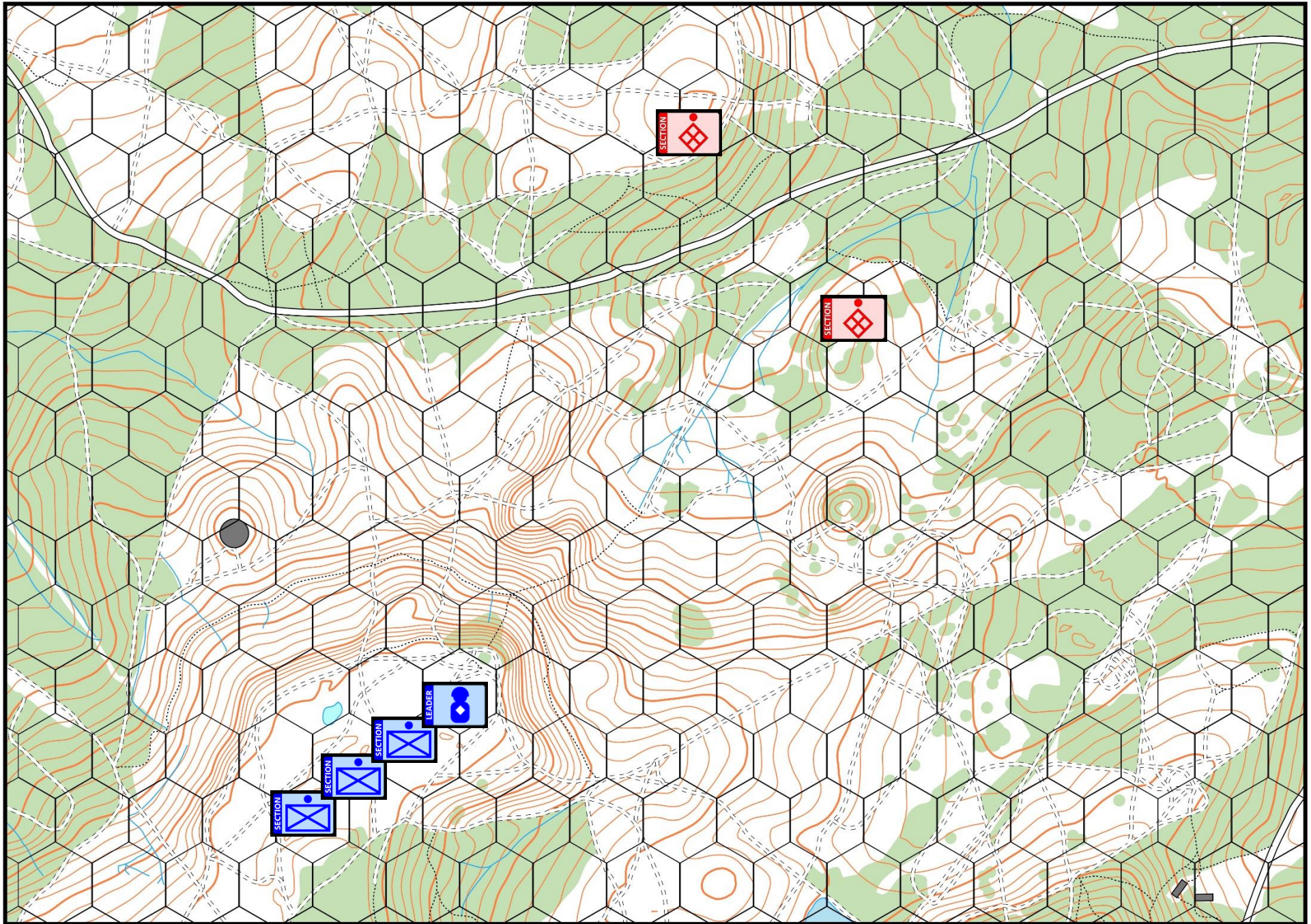
- **What is the purpose?**
 - Creating knowledge?
 - **Conveying Knowledge?**
 - Entertainment?
- **Who is it for?**
 - The Commandant?
 - The Directing Staff?
 - **The students?**
- **Who is going to participate?**
 - **The students?** The Staff? Me?
 - Experience and knowledge?
- **Constraints?**
 - **When and where?**
 - **How long have I got?**
- **Problems?**
 - **Something unfamiliar?**
 - **Style and content? What type of wargame?**

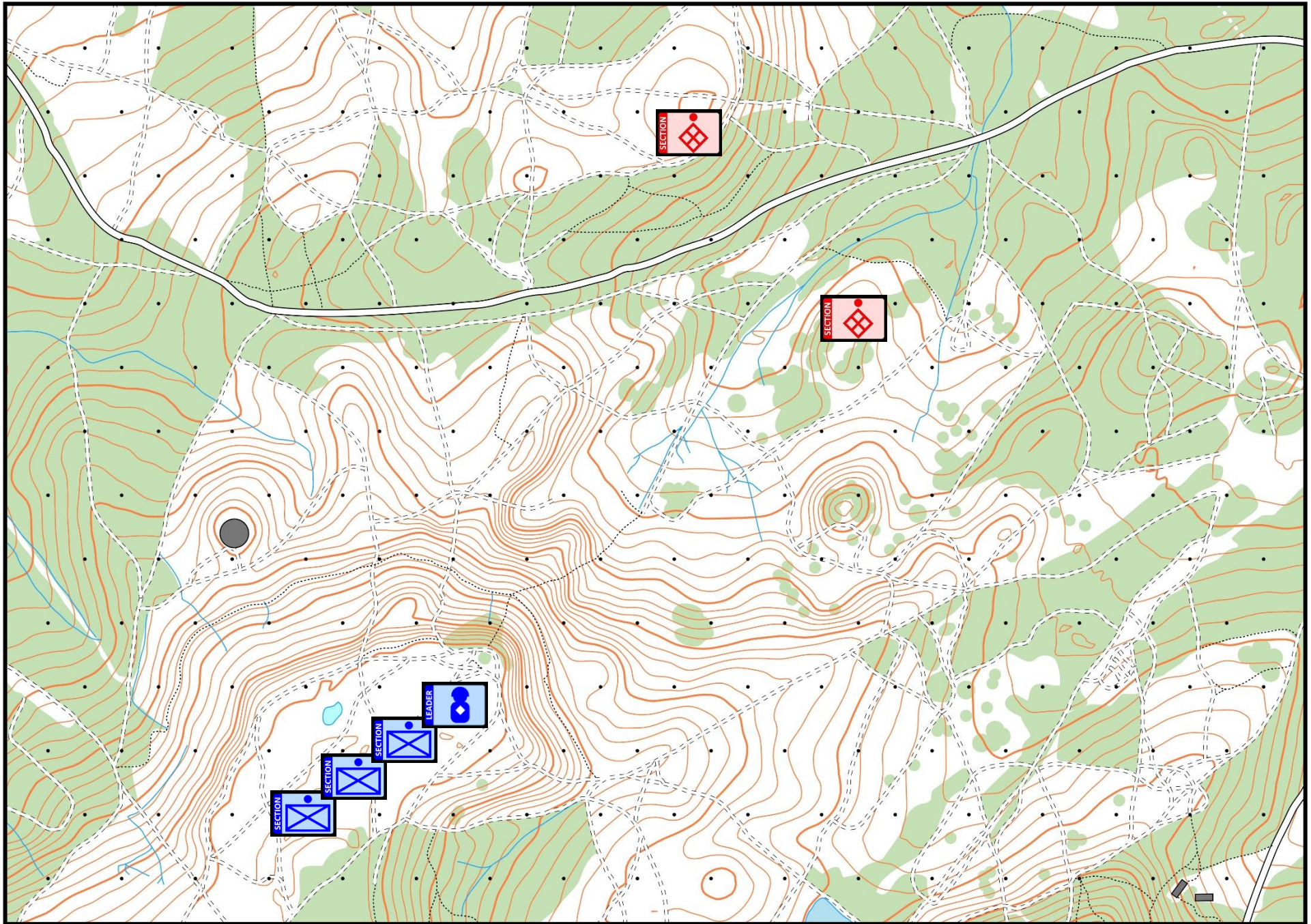




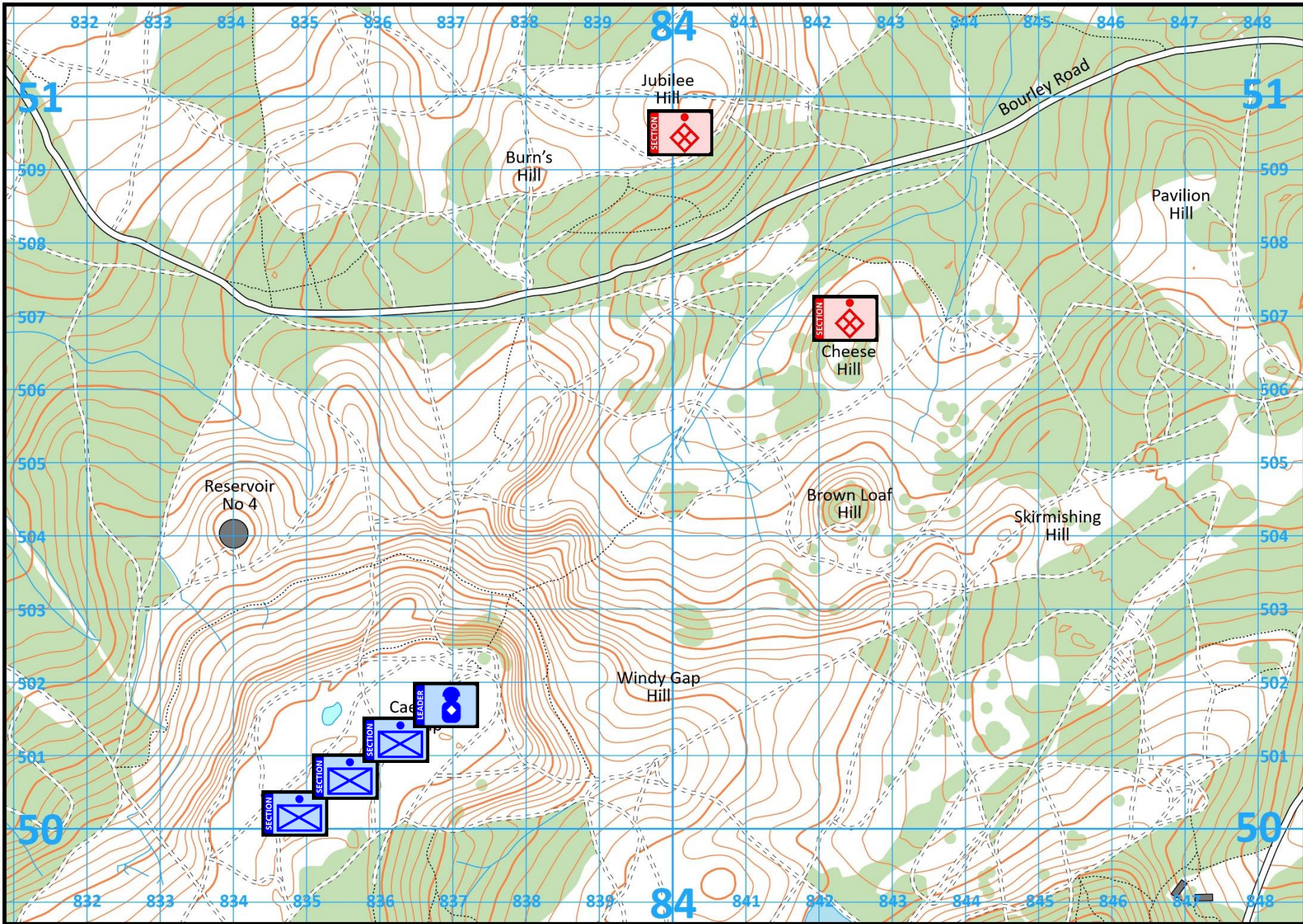








Result



Result



Any Questions?

