

Leadership Development Wargame Assessment



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This study cost the
Department of Defense approximately
\$43,000 expended by TRAC in
Fiscal Year 14.
Prepared on 13 November 2014.
TRAC Project Code #050078.

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REPORT DOCUMENTATION PAGE				<i>Form Approved</i> OMB No. 0704-0188	
<small>Public reporting burden for this collection of information is estimated to average 1 hour per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing this collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to Department of Defense, Washington Headquarters Services, Directorate for Information Operations and Reports (0704-0188), 1215 Jefferson Davis Highway, Suite 1204, Arlington, VA 22202-4302. Respondents should be aware that notwithstanding any other provision of law, no person shall be subject to any penalty for failing to comply with a collection of information if it does not display a currently valid OMB control number. PLEASE DO NOT RETURN YOUR FORM TO THE ABOVE ADDRESS.</small>					
1. REPORT DATE (DD-MM-YYYY)		2. REPORT TYPE		3. DATES COVERED (From - To)	
		Technical Memorandum		November 2013 - November 2014	
4. TITLE AND SUBTITLE				5a. CONTRACT NUMBER	
Leadership Development Wargame Assessment					
				5b. GRANT NUMBER	
				5c. PROGRAM ELEMENT NUMBER	
6. AUTHOR(S)				5d. PROJECT NUMBER	
Edward M. Masotti, Jeff Appleget					
				5e. TASK NUMBER	
				5f. WORK UNIT NUMBER	
7. PERFORMING ORGANIZATION NAME(S) AND ADDRESS(ES)				8. PERFORMING ORGANIZATION REPORT NUMBER	
TRADOC Analysis Center, Monterey, CA 700 Dyer Rd, Monterey, CA 93943				TRAC-M-TR-15-003	
9. SPONSORING / MONITORING AGENCY NAME(S) AND ADDRESS(ES)				10. SPONSOR/MONITOR'S ACRONYM(S)	
TRADOC Analysis Center - Military Research Office					
				11. SPONSOR/MONITOR'S REPORT NUMBER(S)	
12. DISTRIBUTION / AVAILABILITY STATEMENT					
Approved for public release; distribution is unlimited. This determination was made on 10 November, 2014.					
13. SUPPLEMENTARY NOTES					
14. ABSTRACT					
<p>The focus of this research is to to develop an assessment tool that evaluates player leadership during the Leadership Development Wargame (LDW). The LDW provides players with an opportunity to gain a basic understanding into the complexities of shaping and deterrence phases of joint operations as well as counterinsurgencies. The Leadership Assessment Tool (LAT) is designed to analyze and assess leadership traits. It is patterned after the Army leadership model and focuses on the core attributes and competencies. The key product produced for this project is the Leadership Assessment Guide which describes the leadership evaluation process and the roles required for the LDW. The LAT and included Leadership Assessment Guide provide a framework to aid in the leadership assessment process.</p>					
15. SUBJECT TERMS					
Leadership, wargame, staff ride					
16. SECURITY CLASSIFICATION OF:			17. LIMITATION OF ABSTRACT	18. NUMBER OF PAGES	19a. NAME OF RESPONSIBLE PERSON
a. REPORT	b. ABSTRACT	c. THIS PAGE	Unclassified	46	MAJ Edward Masotti
Unclassified	Unclassified	Unclassified			19b. TELEPHONE NUMBER (include area code) (831) 656-6271

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1. INTRODUCTION

In an environment of shrinking resources, *Leadership* is more important then ever. As the Army Chief of Staff, General Odierno said, “The Army’s No. 1 priority continues to be leader development within both the officer and noncommissioned officer ranks.” [6] With leadership remaining such a critical priority, it is important that the army have analytical tools to aid in leadership assessment. The Leadership Wargame was developed by the TRADOC Analysis Center’s (TRAC) Military Research Office to provide Army leaders an environment where leadership can be in exhibited, measured, and assessed. The Leadership Assessment Tool (LAT) was developed in conjunction with the Leadership Development Wargame (LDW) to provide unit leaders a framework for leadership assessment.

1.1. Problem Statement

The focus of this research is to to develop an assessment tool that evaluates player leadership during the LDW.

1.1.1. Issues for Analysis

Issue 1: Does the tool assess leadership?

EEA 1.1: Does the tool observe and record appropriate data?

EEA 1.2: Does the tool map appropriate competencies and attributes from the data?

EEA 1.3: Does the tool return a usable leadership assessment to the individual?

EEA 1.4: Does the tool provide a usable consolidated leadership assessment to unit leaders?

1.2. Constraints limitations, and Assumptions

Constraints limit the study team’s options to conduct the study. *Limitations* are a study team’s inabilities to investigate issues within the sponsor’s bounds. *Assumptions* are study-specific statements that are taken as true in the absence of facts.

- Constraints
 - Complete assessment tool NLT 30APR14.

- Assessment must be focused upon leadership development as outlined in ADP 6-22 (Leads, Develops, Achieves).
- Limitations
 - Development of the leadership metrics will be accomplished using subject matter expertise.
 - Leadership assessment will not provide individual leadership assessments to senior unit leaders.
- Assumptions
 - The development of the leadership wargame will occur as scheduled.
 - Leadership attributes and competencies provide an appropriate framework for leadership assessment.
 - The assessment is intended to provide individual feedback to participants and consolidated, anonymous feedback to senior unit leaders.

1.3. Project Team

- **Sponsor:** TRAC Military research Office (MRO)
- **Project Lead:** MAJ Edward Masotti (TRAC-MTRY)
- **NPS Faculty:**
 - Dr. Jeff Appleget (Professor, OR)

1.4. Project Methodology

This project is focused on the development of the leadership assessment tool. There were four main phases to the project. All four phases were conducted in conjunction with the development of the LDW. The first phase was focused on problem definition and included literature review as well as identification of appropriate assessment techniques.

The second phase was focused on assessment development. This involved creating an assessment tool prototype and testing that tool during wargame playtests.

The third phase was focused on refining of the assessment tool. This was an iterative process based on successive playtests and refinement of both the LDW and the LAT.

Finally, we provided documentation of an assessment tool guidebook (see appendix A) as well as documentation of the leadership assessment process in the form of this technical memorandum and a project out-brief. This methodology is shown in figure 1-1.

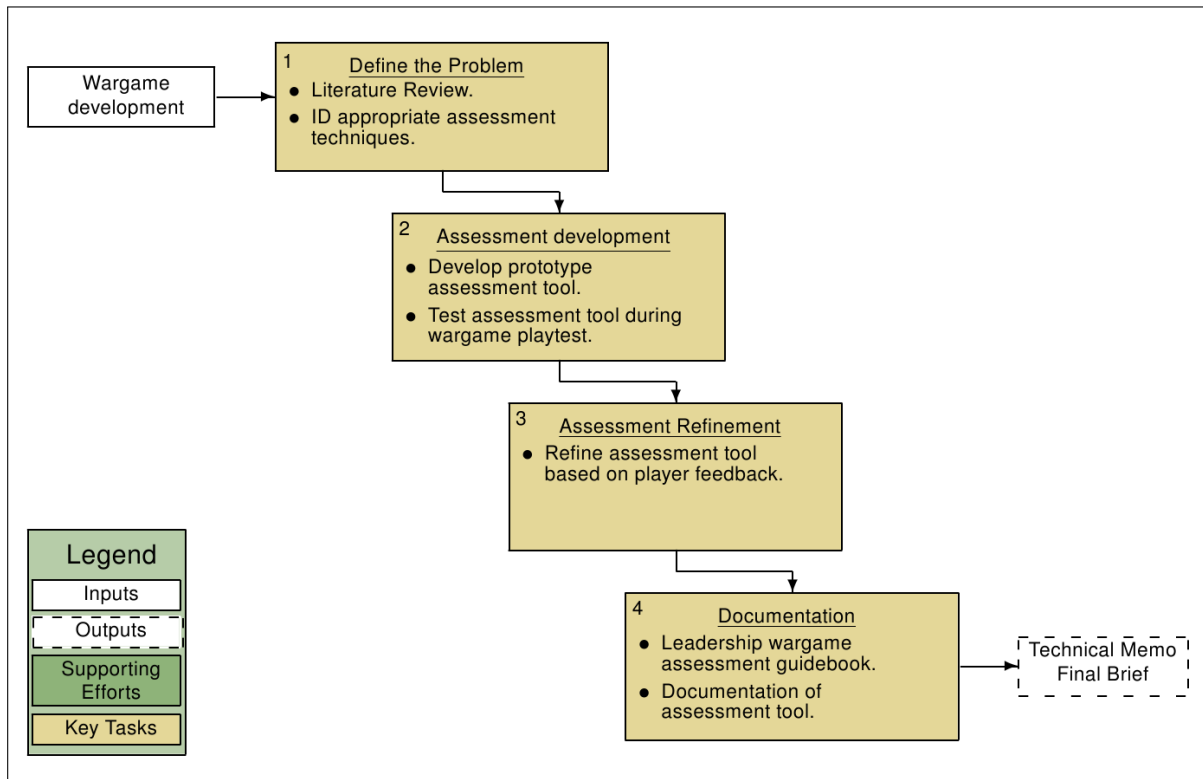


Figure 1–1: Leadership development methodology.

1.5. Project Timeline

We executed this project according to the following timeline.

- 15 NOV 13** Review problem and approach.
- 15 JAN 14** Initial assessment tool prototype.
- 31 JAN 14** Revised assessment tool.
- 28 FEB 14** Playtesting.
- 30 APR 14** Assessment tool complete.
- 30 JUN 14** Final IPR.

1.6. Report Organization

Chapter 1 of this technical report gives the background information, the problem definition, and the research methodology. Chapter 2 provides a description of the LDW and LAT. Chapter 3 provides analytical methodology we used to address the issue for analysis. Chapter 4 provides our discussion and recommendations.

2. LEADERSHIP WARGAME AND ASSESSMENT

In 2012, the army developed a leadership model based on attributes (Character, Presence, Intellect) and competencies (Leads, Develops, Achieves)[3]. The army then used this new model to revise both the Officer and Non-Commissioned Officer evaluation systems and publish the Army Performance Evaluation guide [5] to complement the release of the new evaluation model in March of 2014. The new army leadership model was chosen as the framework for a wargame and assessment to best represent today's complex operating environment and complement the army's focus on cultural leadership change.

2.1. Leadership Development Wargame

The LDW is a multidimensional strategy game set in the Phillipines with seven players. These players include the Host Nation (Philippines government), U.S. Joint Forces, U.S. Department of State, Nongovernmental Organizations, New Peoples Army, Moro National Liberation Front, and Abu Sayyaf. The game is played in a sequence of turns and was designed to stress leadership competencies. Each player has his or her own objectives but can not achieve success without assistance from other players in the game. All players must grasp and juggle multiple, simultaneous issues and consider not only first order effects but also second and third order effects of subsequent turns in the game. The game board is shown in figure 2-1.



Figure 2-1: Leadership wargame game board.

The LDW Provide players with an opportunity to gain a basic understanding into the complexities of shaping and deterrence phases of joint operations as well as counterinsurgencies. During the shaping phase, activities are performed to dissuade or deter potential adversaries, ensure success by shaping perceptions and influencing the behavior and developing partner

nation and friendly military capabilities for self-defense and multinational operations. During the deterrence phase, activities are performed to deter undesirable adversary action by demonstrating the capabilities and resolve of the joint force.[1]

To effectively lead in a counterinsurgency operation individuals should understand both counterinsurgency and insurgency perspectives. Joint Publication 3-24 defines counter insurgency and insurgency in the following ways. Counterinsurgency is a comprehensive civilian and military effort designed to simultaneously defeat and contain insurgency and address its root causes. Insurgency is the organized use of subversion and violence to seize, nullify, or challenge political control of a region.[2]

The game is designed to reinforce several key concepts. First, player objectives demonstrate potential real-world motivations and goals. These overlapping objectives demonstrate the difficulties of working with competing factions and developing consensus and buy-in to achieve the desired results. Second, player cards provide a read-ahead to learn about the strengths, weaknesses, desires and motivations of current players in the Philippines AOR. Third, threat actors have different objectives and capabilities. Finally, Host Nation and NGOs must cooperate with friendly and threat players to achieve success in the game.

2.2. Leadership Assessment Tool

The LAT is designed to analyze and assess leadership traits. The primary references for leadership are found in the Army Leadership ADRP 6-22 [4] and Army Performance Evaluation Guide.[5] The leadership wargame is designed to provide a setting which requires interactions between players during the course of the game. These interactions provide an opportunity to demonstrate leadership in a competitive environment. This allows for an evaluation of each player based on the core attributes of *Character*, *Presence* and *Intellect* and the core competencies of *Leads*, *Develops*, and *Achieves* found in the Army Leadership Requirements Model[4] shown in figure 2–2.

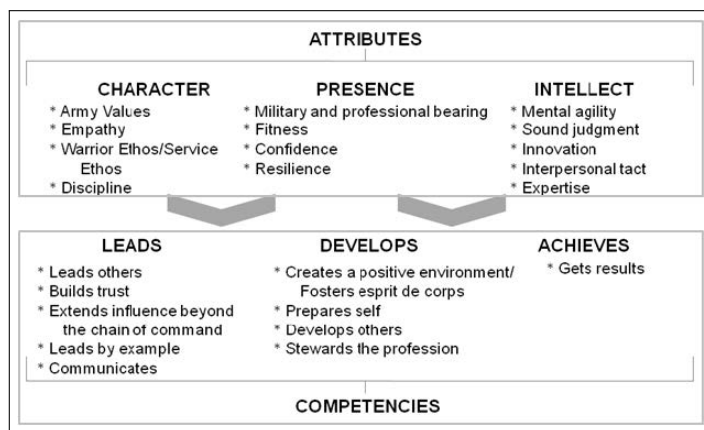


Figure 2–2: Army leadership model as described in ADRP 6-22.

3. METHODOLOGY

As described earlier, this project was focused on the development of the LAT in conjunction with the development of the LDW.

3.1. Game Development

In order to appropriately provide leadership feedback to game participants, it was critical that assessment was incorporated during all phases of game development. Using the leadership model, we developed an initial leadership assessment concept focused on developing an objective framework to measure attributes and competencies.

3.2. Assessment Development

Assessment of leadership provides several challenges. One challenge is that leadership carries with it a significant amount of intangibility. That is, senior leaders will describe good leadership as “I know it when I see it.” This makes it difficult to measure in a predictable manner. Another challenge is that leadership is an enduring function. This means that leadership is best measured over longer periods of time. A third challenge is that leadership assessment is subjective. What one individual may view as a leadership strength, another may view as a weakness. These challenges and others make leadership assessment a sensitive subject.

We developed the LAT described in appendix A to provide an objective framework for measuring leadership. It does not eliminate subjectivity in the process nor does it capture all aspects of leadership. It does, however, proscribe a way of assessing leadership by identifying and describing the multiple aspects of leadership that can be observed during the play of the wargame.

3.3. Assessment Refinement

Game development is an iterative process in which the game is developed, playtested, feedback is received from both players and observers, and refinements are made to the game. This process is repeated until the game development team is satisfied that the game meets the design concept and objectives. The LAT development mirrors this process.

Initial assessment tool development focused only leadership competencies. Iterative playtesting and feedback identified that, with the length of play (4 to 6 hours), both competencies

and attributes could be observed by players.

3.4. Documentation

The key product produced for this project is the Leadership Assessment Guide. This guide, found in Appendix A, provides a detailed description of the leadership attributes and competencies. It also describes the leadership evaluation process and the roles required for the LDW. It provides and describes assessment sheets that are to be used during the game by evaluators. Finally, it provides examples to aid in the leadership evaluation process.

4. DISCUSSION AND RECOMMENDATIONS

4.1. Discussion

The LAT is intended to provide leaders an understanding and evaluation of leadership in a non-attributional format. While patterned after the army leadership model, it is not intended to inform an individual's evaluation report. Rather, it is intended to provide units with an idea of where leadership strengths and weaknesses exist within that unit as a whole. However, if taken seriously, an individual can over a short period of time get an idea of their own personal strengths and weaknesses and thus develop strategies to improve leadership.

There are expectations that, if followed, will improve the value of the entire process. Ideally, roles are assigned at least a week prior to the start of the game. This allows players and evaluators time to prepare for their prospective roles. Players and evaluators should conduct additional research to aid them in the conduct of their game and evaluation strategies. Potentially, this additional research can be captured and shared in a strategic estimate, or similar document and could be presented before, during, or after the game play. This should include a description of the Army leadership model that evaluators are using for their assessment.

Another critical expectation is that of anonymity. The initial interview and feedback AAR is a personal two way conversation between the evaluator and player. The evaluators present their observations tactfully about the player but also capture additional insights from the player about other player's leadership. These insights are then provided to a Senior evaluator but are done so without names attached.

The consolidated AAR is intended to be an anonymous evaluation of leadership trends and is led by the senior evaluator. The goal of the consolidated AAR is to identify leadership trends. It is not intended to discuss the game itself except where that discussion focuses on leadership. Winning (getting results) is part of leadership and, therefore, should NOT be omitted from the conversation. However, winning is only one portion of the assessment.

Ideally, the senior evaluator will provide a report to the unit leader on trends of leadership found from conduct of the LDW. This may be as simple as the unit leader attending the AAR or may include a final writeup from the senior evaluator.

4.2. Recommendations

We recommend that the LAT be used as tool for unit leaders to gain an understanding of leadership within the concept of a staff ride. While the LAT is intended to complement

the leadership wargame, it can be used to evaluate leadership in other training environments in which interactions occur between individuals or groups. It can be modified to be more inclusive (adding additional dimensions of leadership) or restrictive (focusing only on attributes or competencies or even very specific attributes or competencies). As described earlier, Leadership can be extremely difficult to measure and assess. Ultimately, the LAT provides a framework to aid the leadership assessment process.

A. LEADERSHIP WARGAME ANALYSIS GUIDEBOOK

The Leadership Wargame Analysis Guidebook is intended to be a stand-alone document which describes the background, components, and process of leadership assessment within the context of the conduct of the LDW.

Leadership Wargame Analysis Guidebook

October 14, 2014

1 Wargame Leadership

The leadership wargame is designed to analyze and assess leadership traits. The primary reference for leadership are found in the Army Leadership ADRP 6-22 [1] and Army Performance Evaluation Guide [2]. The leadership wargame is designed to provide a setting which requires interactions between players during the course of the game. These interactions provide an opportunity to demonstrate leadership in a competitive environment. This allows for an evaluation of each player based on the core attributes of *Character*, *Presence* and *Intellect* and the core competencies of *Leads*, *Develops*, and *Achieves* found in the Army Leadership Requirements Model shown in figure 1.[1]

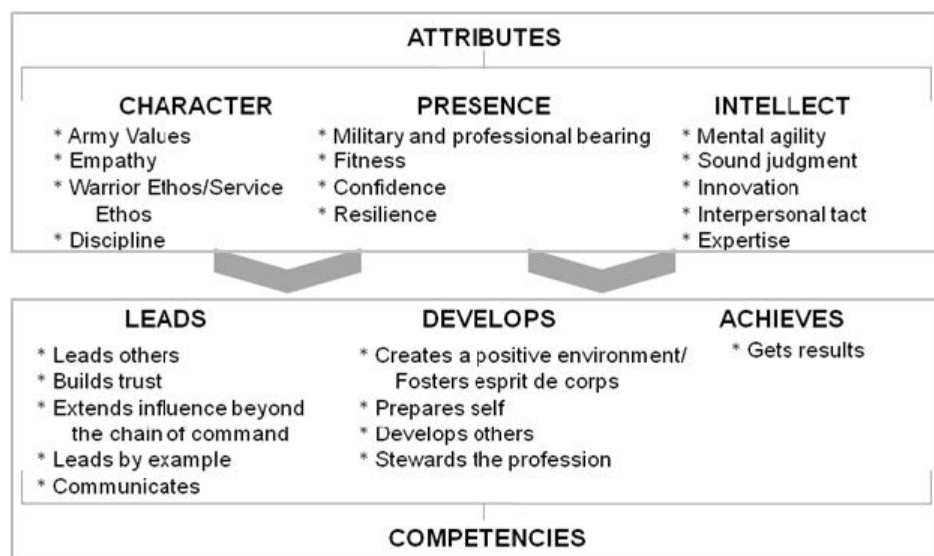


Figure 1: Leadership model as described in ADRP 6-22.

1.1 Leadership Wargame

The game is a multidimensional strategy game set in the Philippines with seven players. These players include the Host Nation (Philippines government), U.S. Joint Forces, U.S. Department of State, Nongovernmental Organizations, New Peoples Army, Moro National Liberation Front, and Abu Sayyaf. This game is described in detail in the leadership wargame guide. This game was developed specifically to generate leadership interactions and and therefore allow for leadership

evaluation and assessment. Although the leadership wargame and this leadership assessment were developed to mutually support each other, the processes described in this guide can be adapted and applied to additional scenarios or games that also seek to assess leadership. The remainder of this guide will describe the processes and tools used to assess leadership.

2 Leadership Attributes

To understand how best to evaluate leadership within the wargame, it is critical that everyone involved have a common understanding of leadership attributes. Leader attributes are inward characteristics of the individual that shape the motivations for actions and bearing, and how thinking affects decisions and interactions with others.[2]. These attributes include *Character*, *Presence*, and *Intellectual Capacity*.

2.1 Character

Character is comprised of a person's moral and ethical qualities, helps determine what is right, and gives a leader motivation to do what is appropriate, regardless of the circumstances or consequences.[1] Character includes *Army Values*, *Empathy*, *Warrior Ethos* and *Service Ethos* and can be found described in detail in ADRP 6-22. While character is an important aspect of leadership, it is very difficult to capture in a game setting. Although described here as part of the leadership attributes for completeness, evaluators will not address character during the evaluation process. We include this brief description here to ensure that participants in the game understand all aspects of leadership and to demonstrate that not aspects of leadership fit every situation.

Presence is the impression a leader makes on others, contributes to his success in leading them, and is the sum of a leader's outward appearance, demeanor, actions, and words.[1] Presence includes *Military and Professional Bearing*, *Fitness*, *Confidence* and *Resilience*. For the purposes of the leadership wargame, evaluators will apply the principles of military and professional bearing, confidence, and resilience. Fitness will not be included in the evaluation.

Intellectual Capacity is the impression a leader makes on others, contributes to his success in leading them, and is the sum of a leader's outward appearance, demeanor, actions, and words.[1] Intellectual capacity includes *Mental Agility*, *Sound Judgment*, *Innovation*, *Interpersonal Tact* and *Expertise*. For the purposes of the leadership wargame, evaluators will apply all of these principles.

3 Leadership Competencies

It is also important to develop a common understanding of the leadership competencies. The core leadership competencies include how Army leaders lead people; develop themselves, their subordinates, and organizations; and achieve the mission. The competencies are the most outwardly visible signs of a leader's performance.[2] These competencies include *Leads*, *Develops*, and *Achieves*. Leaders apply the leadership attributes described earlier to demonstrate these leadership competencies.

3.1 Leads

Leads is defined as setting goals and establishing a vision, motivating or influencing others to pursue the goals, building trust to improve relationships, communicating and coming to a shared understanding, serving as a role model by displaying character, confidence, and competence, and influence outside the chain of command.[1] ADRP 6-22 describes multiple aspects of *leads*. The wargame evaluation will focus on *Leads Others*, *Builds Trust*, *Communicates*, *Extends Influence beyond the Chain of Command*, and *Leads by Example*. Evaluators will apply these five *leads* principles to assess leadership throughout the game play.

3.2 Develops

Develops is defined as fostering teamwork; expressing care for individuals; promoting learning; maintaining expertise, skills and self-awareness; coaching, counseling and mentoring others; fostering job development, and stewarding the profession of Arms.[1] While develops is generally

considered a long term process, the wargame provides some opportunities to assess *develops*. The wargame evaluation will focus on the principles of *Creates a positive environment/ Fosters esprit de corps, Prepares Self, and Develops Others*. Evaluators will use these principles to determine how well a participant develops himself or herself as well as others throughout the game play.

3.3 Achieve

Achieves is defined as setting priorities, organizing taskings, managing resources, executing plans to accomplish the mission, and achieving goals.[1] While *Achieves* is a stand alone principle, it is more than simply winning. It includes the setting and realization of short-term and long-term goals. Evaluators will apply this principle to evaluate how well a participant achieves his or her goals throughout the game play.

4 Wargame evaluation.

This chapter describes how the evaluation processes is conducted. This process is designed to complement the conduct of the leadership wargame but can be adapted to additional leadership environments.

4.1 Roles

Prior to the start of the game, roles are assigned. This includes player's roles, moderators, and evaluators. While it can be accomplished with less, it is recommended that a minimum of one senior evaluator and seven peer evaluators (one per player) be assigned. Ideally, roles are assigned at least a week prior to the start of the game. This allows players and evaluators time to prepare for their prospective roles. The expectation is that players and evaluators conduct additional research to aid them in the conduct of their game and evaluation strategies. Potentially, this additional research can be captured and shared in a strategic estimate, or similar document. This could be

presented before, during, or after the game play and could include public (shared with everyone) and private (shared with only evaluators) considerations.

4.1.1 Senior Evaluator

The senior evaluator controls the entire evaluation process. Ideally, this senior evaluator is outside of a any player's rating chain. For example, if conducted at the battalion staff level, the battalion commander may request a sister battalion's S-3 or Executive Officer to serve as the senior evaluator. Ultimately, the senior evaluator will provide consolidated but anonymous feedback to the unit leader on potential leadership trends identified from the conduct of the wargame.

4.1.2 Evaluator

The evaluator provides feedback to one or more players. This evaluator is intended to be a peer with similar rank and position as the player. The evaluator will use the tools provided in this guide or developed within the unit to capture specific examples of the leadership attributes and competencies demonstrated during the game. The evaluator will conduct a peer-to-peer individual AAR with the player evaluated and will provide the insights identified to the senior evaluator.

4.2 Evaluation Process

The wargame evaluation is done in three stages. It is the responsibility of an evaluator to understand all three phases of the evaluation. The three phases are *Game-Play Evaluation*, *Interview and Feedback*, and *Consolidated AAR*.

4.2.1 Game-Play Evaluation

The *Game-Play Evaluation* phase begins with the formation of all game participants (players, evaluators, and moderators) and ends when the game is complete by either completion of all turns, decision by the moderator to conclude the game, or a specified time limit has elapsed. The Turn by Turn assessment sheet is recommended to aid the evaluator in conduct of the evaluation. The the

turn-by-turn evaluation is found and described in appendix A is designed to assist the evaluator in capturing leadership attributes and competencies demonstrated throughout the game play.

It is expected that there will be some interaction between the evaluator and player during the game. The wargame will ebb and flow allowing the evaluator to best determine when these interactions should occur. An example of this may be the need to understand a player's strategy and goals. Some players may have a well written out strategy while other players may not have their strategy written down at all. Either way it will be important to ask the player details about the strategy including changes made to it throughout the game.

4.3 Interview and Feedback

The *Interview and Feedback* game play evaluation phase begins when the game is complete and ends when all players have received their individual feedback. The leadership competencies assessment sheet described in appendix C and the leadership attributes assessment sheet described in appendix B are designed to assist the evaluator in consolidating behaviors and trends of leadership exemplified by the player throughout the game. At some point near or immediately after completion of the game, the evaluator should take time to reorganize the information from all of the turn by turn assessment sheets which are chronological into a leadership model framework.

This is intended to be a two way conversation or AAR between the evaluator and player in which the evaluators present their observations tactfully about the player but also captures additional insights from the player about other player's leadership. These observations should then be added to the consolidated AAR process. An example of this may be that the evaluated player may have been more (or less) apt to work with another player to achieve particular goals based how persuasive (or unpersuasive) the other player was.

4.4 Consolidated AAR

The *Consolidated AAR* phase begins with completion of all individual AARs and ends with the final compilation of trends to the unit leader. The evaluators provide their individual AAR feedback to

include captured insights from the players to the senior evaluator. While this information can be provided after the consolidated AAR is complete, it may help to have this information before hand to guide the AAR.

The consolidated AAR is intended to be an anonymous evaluation of leadership trends and is led by the senior evaluator. The goal of the consolidated AAR is to identify leadership trends. It is not intended to discuss the game itself except where that discussion focuses on leadership. Winning (getting results) is part of leadership and, therefore, should NOT be omitted from the conversation. However, winning is only one portion of the assessment.

Ideally, the senior evaluator will provide a report to the unit leader on trends of leadership found from conduct of the wargame. This may be as simple as the unit leader attending the AAR or may include a final writeup from the senior evaluator.

References

- [1] Department of the Army. *Army Leadership, ADRP 6-22*. 2012.
- [2] U.S. Army Center for Army Leadership. U . S . Army Performance Evaluation Guide, 2014.

A Turn by Turn Assessment Sheet

The following page is a developed example of a turn by turn assessment sheet. It is designed to be a full page document that can be produced in mass to aid in the evaluation of players during the game play. The turn by turn assessment sheet has three areas of interest. These sections include the *Header*, *Definitions*, and *Observations*.

A.1 Header

The *Header* contains name of the player, the role the player has been assigned, and the turn number. To maintain complete anonymity, the name can be left blank. The turn is useful to identify trends and growth. For example, a player may make a “mistake” in turn one, realize that “mistake” and learn from it in turn three. This could be considered an example of resilience.

A.2 Definitions

The *Definitions* section contains a description of each leadership competency and attribute. It is intended to prompt the evaluator to look for specific competencies and attributes as well as identify behaviors that fall into one or more categories. It is not expected that all attributes and competencies would be observed.

A.3 Observations

The *Observations* section is used to capture the observed behaviors as well as make notes. Additional comments can be continued on the back of the sheet.

Observer Log: Turn-by-Turn Assessment

Name:		Role:		Turn:
Leads	Leads others	Develops	Creates a positive environment/ Fosters esprit de corps	
			Exemplifies a positive attitude.	
			Encourages innovative, critical, and creative thought.	
			Leverages lessons learned to improve organization.	
	Builds trust		Prepares self	
			Demonstrates knowledge management through back ground research.	
			Continued to seek knowledge as game progressed	
			Integrates information from multiple sources.	
	Extends Influence beyond the chain of command		Develops others	
			Recognized opportunities to provide feedback to others	
			Provided coaching, counseling and mentoring.	
			Encouraged others to go beyond their comfort zone	
	Leads by Example	Achieves	Achieves	
			Stayed focused on the overall objective	
			Understood the game process and objectives	
			Met the game objectives	
	Communicates			
	Maintains listener interest (verbal and non-verbal).			
	Adjusts information- sharing strategy			
	Body language matched message			
Presence	Military and Professional Bearing		Sound Judgment	
			Engaged in thoughtful assessment.	
			Confidently made decisions in the absence of all of the facts.	
			Assessed risk of own as well as others' decisions throughout the game.	
	Confidence		Innovation	
			Introduced new ideas when opportunities existed.	
			Creatively approached challenges.	
			Adapted existing TTPs to a unique problem.	
	Resilience		Interpersonal Tact	
			Demonstrated proficient interaction with others.	
			Effectively adjusted behaviors when interacting with others.	
			Understands character and motives of others and modified behavior.	
Intellectual Capacity	Mental Agility		Expertise	
			Demonstrated expert-level proficiency	
			Demonstrated understanding of joint, cultural and geopolitical knowledge.	
	Used multiple approaches when developing courses of action.		Conveyed knowledge to others.	
Observations				

B Leadership Attributes Assessment Sheet

The leadership attributes assessment sheet is designed to be a full page document that can produced in mass to aid in the evaluation of players after completion of the game play and follows the description below. The evaluator consolidates the information identified during the game and captured on the turn by turn assessment sheet onto the leadership attributes assessment sheet. The leadership attributes assessment sheet has several areas of interest as shown in figure 2. These sections include the *Header*, *Attribute*, *Potential Score Area*, *Observation Example*, *Area of Emphasis*, and *Area of Emphasis Example*.

1. Header					
Name:		Role:			
Attribute		Areas of Emphasis			
2. Attribute	Presence	Military and Professional Bearing	Modeled a professional image of authority.	Presence energized others.	Exemplifies adherence to standards.
3. Potential Score					
4. Observation Example					
	Confidence		Projects self-confidence.	Models composure in adverse situations.	Managed stress in self and sensitive to stress on others.
	Resilience		Quickly recovers from setbacks.	Focused on the objectives in the midst of shock and stress.	Learned from adverse situations.

5. Area of Emphasis

6. Area of Emphasis Example

Figure 2: Attributes Example; 1. Header 2. Attribute 3. Potential Score 4. Observation Example 5. Area of Emphasis 6. Area of Emphasis Example

B.1 Header

The *Header* shown in figure 2 section 1, contains name of the player and the role the player has been assigned. To maintain complete anonymity, the name can be left blank.

B.2 Attribute

The *Attribute* shown in figure 2 section 2, contains name of the attribute being described.

B.3 Potential Score

The *Potential Score* shown in figure 2 section 3, may used to rate the level attribute observed. For example on a scale of 1 to 5, 5 being the best, 1 being the worst, an evaluator may evaluate the player at a 4 (high) for *Military and Professional Bearing*. Other applications of this area include a check box to identify if that particular attribute was observed.

B.4 Observation Example

The *Observation Example* shown in figure 2 section 4, is used to provide specific examples of the attribute observed on the turn by turn assessment sheet. For example, an evaluator may observe that a player demonstrated professional bearing even in the face adversity. This could fall under the military and professional bearing attribute. Additional examples may be found in appendix D.

B.5 Area of Emphasis

The *Area of Emphasis* shown in figure 2 section 5, describes one of three components of an attribute to emphasize. These components help the evaluator shape and focus the leadership evaluation.

B.6 Area of Emphasis Example

The *Area of Emphasis Example* shown in figure 2 section 6, may used to provide specific examples of the attribute. For example, an evaluator may observe that a player maintained a calm demeanor when discussing potentially antagonistic situations with other players. This could be a specific example of a military and professional attribute. Additional examples may be found in appendix D.

Observer Log: Leadership Attributes

Name:		Role:						
Attribute		Areas of Emphasis						
Presence		Military and Professional Bearing		Modeled a professional image of authority.		Presence energized others.		Exemplifies adherence to standards.
		Confidence		Projects self-confidence.		Models composure in adverse situations.		Managed stress in self and sensitive to stress on others.
		Resilience		Quickly recovers from setbacks.		Focused on the objectives in the midst of shock and stress.		Learned from adverse situations

Name:		Role:						
Attribute		Areas of Emphasis						
Intellectual Capacity		Mental Agility		Modeled a flexible mindset		Anticipated changing conditions.		Used multiple approaches when developing courses of action.
		Sound Judgment		Engaged in thoughtful assessment.		Confidently made decisions in the absence of all of the facts.		Assessed risk of own as well as others' decisions throughout the game.
		Innovation		Introduced new ideas when opportunities existed.		Creatively approached challenges.		Adapted existing TTPs to a unique problem.
		Interpersonal Tact		Demonstrated proficient interaction with others.		Effectively adjusted behaviors when interacting with others.		Understands character and motives of others and modified behavior.
		Expertise		Demonstrated expert-level proficiency		Demonstrated understanding of joint, cultural and geopolitical knowledge.		Conveyed knowledge to others.

C Leadership Competencies Assessment Sheet

The leadership competencies assessment sheet is designed to be a full page document that can produced in mass to aid in the evaluation of players after completion of the game play and follows the description below. The evaluator consolidates the information identified during the game and captured on the turn by turn assessment sheet onto the leadership competencies assessment sheet. The leadership competencies assessment sheet has several areas of interest as shown in figure 3. These sections include the *Header*, *Competency*, *Potential Score Area*, *Observation Example*, *Area of Emphasis*, and *Area of Emphasis Example*.

1. Header					
Name:		Role:			
Competency		Areas of Emphasis			
2. Competency	Leads	Leads others	Demonstrated influence techniques.	Implements interventions to improve situations.	Assesses and monitors mission accomplishment.
3. Potential Score					
4. Observation Example		Builds trust	Demonstrates trust in others.	Relates to others and builds positive rapport	Addresses problems that undermine trust.
		Extends influence beyond the chain of command	Establishes trust outside the chain of command.	Proactively builds and maintains alliances	Used rational persuasion, inspirational appeals, or consultation techniques.
		Leads by Example	Demonstrated competence, confidence, commitment.	Demonstrated willingness to compromise	Accepted responsibility
		Communicates	Maintains listener interest (verbal and non-verbal).	Adjusts information-sharing strategy	Body language matched message

5. Area of Emphasis

6. Area of Emphasis Example

Figure 3: Competencies Example; 1. Header 2. Competency 3. Potential Score 4. Observation Example 5. Area of Emphasis 6. Area of Emphasis Example

C.1 Header

The *Header* shown in figure 3 section 1, contains name of the player and the role the player has been assigned. To maintain complete anonymity, the name can be left blank.

C.2 Competency

The *Competency* shown in figure 3 section 2, contains name of the competency being described.

C.3 Potential Score

The *Potential Score* shown in figure 3 section 3, may used to rate the level competency observed. For example on a scale of 1 to 5, 5 being the best, 1 being the worst, an evaluator may evaluate the player at a 5(Very High) for *Leads Others*. Other applications of this area include a check box to identify if that particular competency was observed.

C.4 Observation Example

The *Observation Example* shown in figure 3 section 4, is used to provide specific examples of the competency observed on the turn by turn assessment sheet. For example, an evaluator may observe that a player Player led and maintained coalitions during the game. This could fall under the *Leads Others* competency. Additional examples may be found in appendix D.

C.5 Area of Emphasis

The *Area of Emphasis* shown in figure 3 section 5, describes one of three components of a competency to emphasize. These components help the evaluator shape and focus the leadership evaluation.

C.6 Area of Emphasis Example

The *Area of Emphasis Example* shown in figure 3 section 6, may used to provide specific examples of the competency. For example, an evaluator may observe that a player used methods ranging from compliance to commitment to accomplish objectives. This could be a specific example of a leads others competency. Additional examples may be found in appendix D.

Observer Log: Leadership Competencies

Name:		Role:						
		Competency	Areas of Emphasis					
Leads		Leads others		Demonstrated influence techniques.		Implements interventions to improve situations.		Assesses and monitors mission accomplishment.
		Builds trust		Demonstrates trust in others.		Relates to others and builds positive rapport		Addresses problems that undermine trust.
		Extends Influence beyond the chain of command		Establishes trust outside the chain of command.		Proactively builds and maintains alliances		Used rational persuasion, inspirational appeals, or consultation techniques.
		Leads by Example		Demonstrated competence, confidence, commitment.		Demonstrated willingness to compromise		Accepted responsibility
		Communicates		Maintains listener interest (verbal and non-verbal).		Adjusts information- sharing strategy		Body language matched message

Name:		Role:						
		Competency		Areas of Emphasis				
Develops		Creates a positive environment/ Fosters esprit de corps		Exemplifies a positive attitude.		Encourages innovative, critical, and creative thought.		Leverages lessons learned to improve position.
		Prepares self		Demonstrates knowledge management through back ground research.		Continued to seek knowledge as game progressed		Integrates information from multiple sources.
		Develops others		Recognized opportunities to provide feedback to others		Provided coaching, counseling and mentoring.		Encouraged others to go beyond their comfort zone

Achieves		Achieves		Stayed focused on the overall objective		Understood the game process and objectives		Met the game objectives

D Example Competencies and Attributes Sheet

The following pages provide an example of potential input captured during a wargame. Note that not all areas of emphasis are filled in and that this is a very positive evaluation. This is only intended to aid evaluators in providing some examples.

Observer Log: Leadership Competencies

Name:		Role:					
Competency		Areas of Emphasis					
Leads	Leads others	Demonstrated influence techniques.	Implements interventions to improve situations.	Assesses and monitors mission accomplishment.			
	Player led and maintained coalitions during the game.	Used methods ranging from compliance to commitment to accomplish objectives.	Initiated and led meeting with potential adversary to achieve a compromise that resulted in achieving a minor objective.				
	Builds trust	Demonstrates trust in others.	Relates to others and builds positive rapport	Addresses problems that undermine trust.			
	Developed trust with multiple players through the course of the game.	Is firm, fair, and respectful to gain trust.	Identifies areas of commonality (understanding, goals, and experiences). Engages other players in activities and objectives.				
	Extends Influence beyond the chain of command	Establishes trust outside the chain of command.	Proactively builds and maintains alliances	Used rational persuasion, inspirational appeals, or consultation techniques.			
	Was able to build multi player coalitions.	Built effective working relationships. Negotiated, built consensus, and resolved conflict.	Assessed situations, missions, and assignments and determined the players necessary for a particular strategy.				
	Leads by Example	Demonstrated competence, confidence, commitment.	Demonstrated willingness to compromise	Accepted responsibility			
	Displayed self-control throughout the game. Was willing to initiate compromise.	Demonstrated determination, persistence, and patience. Used sound judgment and logical reasoning.	Displayed self-control, composure, and positive attitude during compromise negotiations.	After breaking a promise, sought out ally to reassure the ally.			
	Communicates	Maintains listener interest (verbal and non-verbal).	Adjusts information-sharing strategy	Body language matched			
	Communicated effectively with both allies and adversaries.	Listened and watched attentively. Employed engaging communication techniques.	Shared necessary information with others and protected confidential information.	Expressed thoughts and ideas clearly to individuals and groups.			

Name:		Role:						
		Competency		Areas of Emphasis				
Develops		Creates a positive environment/ Fosters esprit de corps		Exemplifies a positive attitude.		Encourages innovative, critical, and creative thought.		Leverages lessons learned to improve position.
		Encouraged players to work together effectively.		Showed others how to accomplish tasks while respectful and focused.		Encouraged players to work together effectively.		Involved other players in decisions and informed them of consequences.
		Prepares self		Demonstrates knowledge management through back ground research.		Continued to seek knowledge as game progressed		Integrates information from multiple sources.
		Was well prepared prior to the start of the game and continually asked questions of the moderators and other players.		Displayed extensive knowledge of the player's role as well as knowledge of the other roles within the game.		Sought knowledge of the game and other player's roles throughout the game play from other payers as well as the game moderator.		Discussed situations with multiple players and the moderator before making decisions.
		Develops others		Recognized opportunities to provide feedback to others		Provided coaching, counseling and mentoring.		Encouraged others to go beyond their comfort zone
		Was willing to explain the role and understanding of the game rules to others.		Used experience and knowledge to improve the quality of interaction with both allies and adversaries.		Assessed the strengths and weaknesses of other players throughout the game.		Convinced a player to agree to a compromise that initially did not want to do so.
Achieves		Achieves		Stayed focused on the overall objective		Understood the game process and objectives		Met the game objectives
		Did not win , but still successfully accomplished game objectives.		Adjusted game strategy during the game play to account for changing conditions and while maintaining success.		Demonstrated and understanding of the game during the first turn.		Developed and maintained a winning strategy. Accomplished the majority of objectives. (Nearly won the game)

Observer Log: Lealership Attributes

Name:									
Attribute			Role:						
Areas of Emphasis									
Presence		Military and Professional Bearing		Modeled a professional image of authority.		Presence energized others.		Exemplifies adherence to standards.	
	Conducted role with professionalism.		Participant maintained a calm demeanor when discussing potentially antagonistic players or situations.		Other players continually talked with player even if they disagreed.		Played within the rules of the game to achieve objectives.		
		Confidence		Projects self-confidence.		Model's composure in adverse situations.		Managed stress in self and sensitive to stress on others.	
	Played with confidence.		Demonstrated understanding of the complexities of the game.		Guided others on how to play the game.		Was never rattled even when multiple players attacked.		
		Resilience		Quickly recovers from setbacks.		Focused on the objectives in the midst of shock and stress.		Learned from adverse situations	
	Was able to persevere and nearly win the game after being significantly attacked in the first two turns.		Was able to adjust strategies on the fly as the game progressed.		Was able to remain focused on goals when broken promises occurred.		Readjusted alliance strategy after a broken promise.		

Name:		Role:							
		Attribute		Areas of Emphasis					
Intellectual Capacity		Mental Agility		Modeled a flexible mindset		Anticipated changing conditions.		Used multiple approaches when developing courses of action.	
	Demonstrated an ability to understand the game nuances after just one turn and adjust appropriately.		Player was able to shift between strategies as chance and other players changed the environmental conditions.		Player understood that a specific play would not help in the present turn but would help in subsequent turns.		Player was able to understand 2nd and 3rd order effects with relation to time.		
		Sound Judgment		Engaged in thoughtful assessment.		Confidently made decisions in the absence of all of the facts.		Assessed risk of own as well as others' decisions throughout the game.	
	Was constantly aware of the actions of other player and how they affected the strategy.		Thought about decisions before playing in every turn.				Demonstrated an understanding of strengths and weaknesses of a particular play and the risks associated.		
		Innovation		Introduced new ideas when opportunities existed.		Creatively approached challenges.		Adapted existing TTPs to a unique problem.	
	Abel to combine both concepts and actions to achieve points.		During discussion with other players, provided alternative solutions that benefited all players involved.						
		Interpersonal Tact		Demonstrated proficient interaction with others.		Effectively adjusted behaviors when interacting with others.		Understands character and motives of others and modified behavior.	
	Always treated players with respect even when disagreeing.					Able to communicate compromises during the game with both allies and adversaries.			
		Expertise		Demonstrated expert-level proficiency		Demonstrated understanding of joint, cultural and geopolitical knowledge.		Conveyed knowledge to others.	
	Immediately grasped the importance of forming alliances and convinced others of this important component of the game.		Understood his or her role in the game and demonstrated an understanding of the strengths and weaknesses of that role in the game play.				Guided other players through the game when other players did not understand the importance of particular actions.		

GLOSSARY

LAT	Leadership Assessment Tool
LDW	Leadership Development Wargame
MRO	Military Research Office
TRAC	Training and Doctrine Command Analysis Center
TRADOC	Training and Doctrine Command

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