
IMPROVING WAR GAME DEVELOPMENT WITH THEORY-INFORMED AI ASSISTANCE

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The opinions and views expressed are those of the author alone and do not necessarily represent those of the U.S. Government, U.S. Department of War or its components, to include the Department of the Navy or the U.S. Naval War College.

WHO IS IN THE ROOM?

A quick sense of the experience and interests represented here.

Practitioners

Who develops, conducts, analyzes, or sponsors professional war games?

Scholars

Who studies wargaming, methodology, theory, or its history?

Both

Who works in practice and also contributes to the scholarly conversation?

And who is relatively new to professional wargaming?

HOW EXPERIENCED ARE WE?

These labels are familiar — but what do they actually mean?

Apprentice

New to professional wargaming and not yet ready to work independently.

Senior

Confident and able to work unsupervised; brings substantial value to the Game Team.

Master

Experienced and able to mentor other wargamers; recognized as an expert within the Game Team.

Grand Master?

A useful trick question...

We use these labels, but wargaming has no accepted professional standard that defines the boundaries between them.

THE “WHY”

HOW DO WE KNOW A WAR GAME IS A GOOD GAME?

Experienced practitioners often recognize problems that are difficult to reduce to simple rules.

- Professional war games are intended to support learning, decisions, or knowledge.
- A game can look successful while still supporting weak or misleading conclusions.
- The enduring challenge is how to assess quality without replacing professional judgment.

A LONG-STANDING PROFESSIONAL CONVERSATION

Different scholars illuminate different parts of the same problem.



*How can wargaming produce knowledge we should trust — and
how can it mislead us?*

Weuve

CNA: Peter P. Perla,
Michael C. Markowitz,
Naval War College:
Robert Rubel,
Stephen Downes-Martin,
Michael Martin,
Paul V. Vebber,

Pathologies identify recognizable failure modes and support systematic diagnosis of how a war game can go wrong.

Rubel

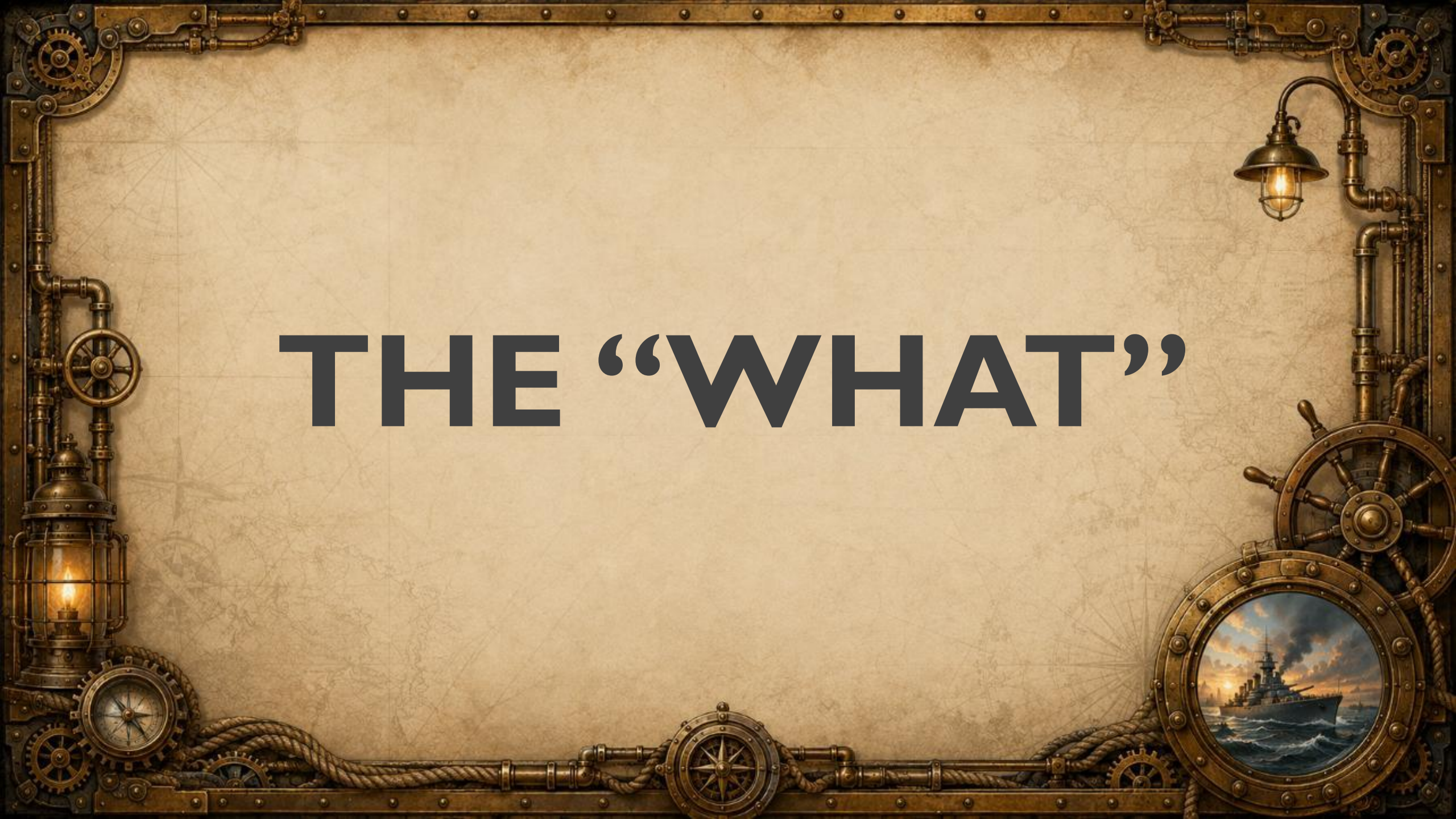
Wargaming produces knowledge, so practitioners need a way to distinguish useful knowledge from error.

Downes-Martin et al

A game may appear valid yet still mislead decision makers through incentives, pressures, conflicts of interest, or self-deception.

Some of the most important problems are deeper than missing documents or obvious design mistakes.

THE “WHAT”



CAN EXPERT JUDGMENT BE MADE MORE ACCESSIBLE?

“one solution would be building a tool that can capture some of the knowledge being applied by expert assessors to aid less practiced designers.”

Bartels (2020)

Apprentice

Structured questions help direct attention while experience is still developing.

Senior

Explicit diagnostics broaden review beyond familiar patterns and role expertise.

Master

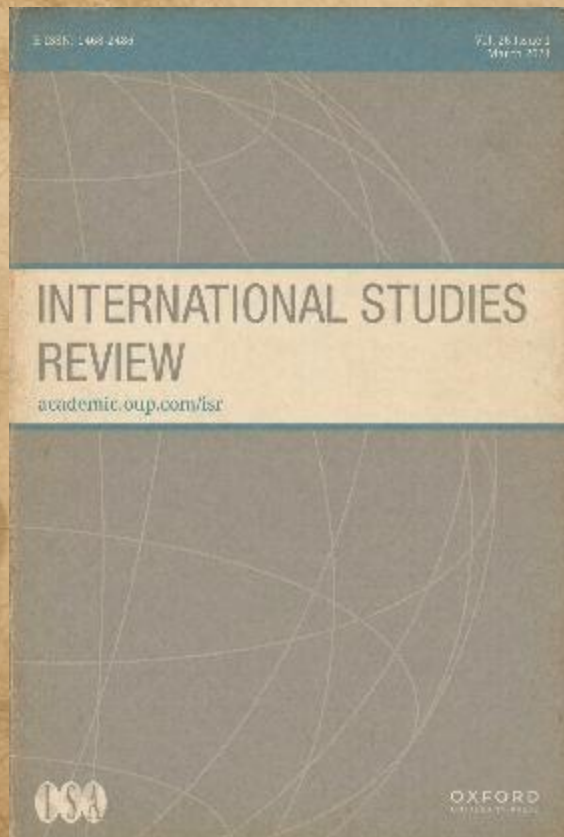
The method can help externalize and communicate reasoning that may otherwise remain tacit.

CAN EXPERT JUDGMENT BE MADE MORE ACCESSIBLE?

“one solution would be building a tool that can capture some of the knowledge being applied by expert assessors to aid less practiced designers.”

Bartels (2020)

- Experienced practitioners remain essential, but expert assessment capacity is scarce.
- Much of what experts recognize is tacit and difficult to articulate.
- A useful method would help less-experienced practitioners know what questions to ask.



ANALYTICAL ESSAY

The Methodological Machinery of Wargaming: A Path toward Discovering Wargaming's Epistemological Foundations

DAVID E. BANKS

Kang's College London, Department of War Studies, UK

This paper proposes a comprehensive research program for determining the epistemological foundations of analytic wargaming. Wargaming has been used in military, government, and private sectors for decades, with tens of millions of dollars spent annually on it. In light of the changing strategic circumstances of the twenty-first century, it has only become more popular. However, the epistemological foundations of the method are poorly understood. Many professional wargamers contend that wargaming is an "art" and thus unable to be systematically evaluated. Recent work by a small coterie of international relations scholars has contended that wargaming can be reconciled with social science, typically by evaluating wargaming according to experimental standards. However, this solution strips wargames of most of their unique features and cannot explain why some of the most prominent wargames in history produced meaningful results. In this paper, I argue that in the attempt to better understand wargaming's epistemology, scholars should begin by recognizing the prominent features of wargames and research each of these to determine if and how wargames produce rigorous knowledge. In making this argument, I identify five distinct "methodological machineries" of wargaming—the recurring processes through which wargames may produce knowledge—that distinguish wargaming from other social science methods: (i) they are representative, (ii) they feature consequential decisions made by human players, (iii) they are adjudicated, (iv) they are immersive, and (v) they are bespoke designs. I show how each of these machineries offers potential opportunities and dangers in the production of knowledge through the method of wargaming. In outlining these distinct features, I offer a clear and viable research program for epistemologists of wargaming.

Este artículo propone un programa de investigación integral con el fin de poder determinar los fundamentos epistemológicos de los juegos de guerra analíticos. Los juegos de guerra se han estado utilizando en los sectores militar, gubernamental y privado durante décadas y se han gastado en ellos decenas de millones de dólares anualmente. Como consecuencia de las cambiantes circunstancias estratégicas del siglo XXI, los juegos de guerra se han ido volviendo aún más populares. Sin embargo, tenemos que decir que no existe un entendimiento de los fundamentos epistemológicos de este método. Muchos jugadores de guerra (wargamers) profesio-

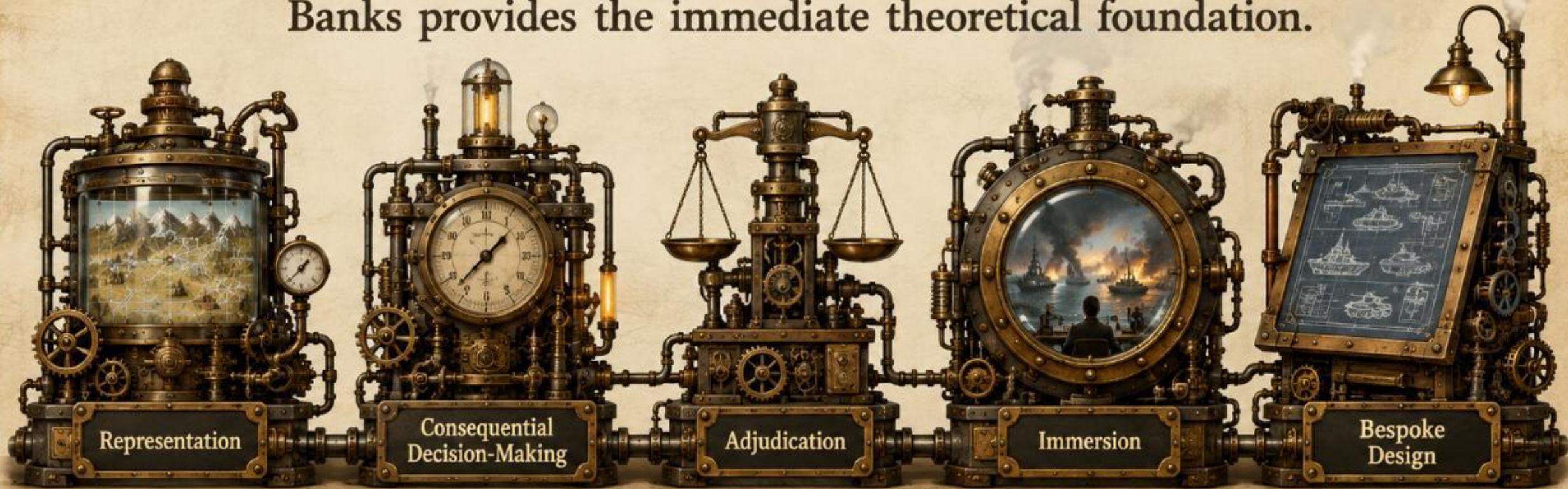
Banks, David E. (2024) The Methodological Machinery of Wargaming: A Path toward Discovering Wargaming's Epistemological Foundations. *International Studies Review*, <https://doi.org/10.1093/isr/iaae000>.
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HOW DOES A WAR GAME PRODUCE KNOWLEDGE?

Banks provides the immediate theoretical foundation.



*Begin with wargaming's distinctive methodological machinery
and ask if and how it produces knowledge.*

WARGAMING AS A MODEL-BASED EPISTEMIC SYSTEM

Journal of Defense Modeling and Simulation

Wargaming as a Model-Based Epistemic System: A Theory of Knowledge Production

Journal:	<i>Journal of Defense Modeling and Simulation</i>
Manuscript ID:	M-JDMS-2026-04-0074.R1
Manuscript Type:	Methodology
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Complete List of Authors:	Swanson, David; US Naval War College, War Gaming
Specialty:	wargaming
Keywords:	wargaming; modeling and simulation; epistemology; decision-making; human-in-the-loop systems; defense analysis; analytic wargaming; war games; model-based reasoning; epistemology; analytic rigor; adjudication; knowledge production



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Journal of Defense Modeling and Simulation

Wargaming as a Model-Based Epistemic System: A Theory of Knowledge Production

Abstract

This article develops a theory of analytic wargaming as a model-based epistemic system. It addresses a persistent problem in the wargaming literature: war games are widely used to explore complex security problems, but the field lacks a coherent account of how they produce justified knowledge and under what conditions their findings warrant confidence. The theory distinguishes wargaming as a broader methodological process from the war game as a structured play event within that process. It argues that an analytic war game functions as an operationalized theory of a represented problem space: a synthetic world in which assumptions, actors, constraints, relationships, and decision processes are made playable.

The theory identifies seven core constructs: Bespoke Framing, Analytic Rigor, Contextual Representation, Knowledge Agents, Consequential Decision-Making, Adjudication, and Immersion. It specifies their relationships through Alignment, Interactions, and Knowledge Propositions. Alignment propositions explain the coherence required before play; Interaction propositions explain how the system operates during play; and Knowledge propositions explain how decisions, rationales, outcomes, observations, and belief changes can become warranted claims. Boundary conditions define the limits within which such claims remain valid.

The article also presents the diagnostic value of the theory. It reframes war game pathologies as epistemic failures and shows how milestone-based review can embed pathology prevention into professional design practice. The result is a theory that explains how analytic wargaming can produce conditional, model-dependent knowledge while clarifying why such knowledge is bounded, non-predictive, and dependent on disciplined design and analysis.

Keywords: analytic wargaming; war games; model-based reasoning; epistemology; analytic rigor; adjudication; knowledge production

1. Introduction

Wargaming is widely used in military, policy, and academic settings to explore problems characterized by uncertainty, adversarial interaction, and consequential human decision-making. Professional war games are used to investigate operational concepts, strategic choices, force-development questions, escalation dynamics, and emerging technologies. Yet a basic theoretical question remains unresolved: how do analytic war games produce knowledge, and under what conditions can that knowledge be considered justified?

The absence of a clear answer has sustained recurring skepticism about wargaming as a rigorous method of inquiry. Practitioner-oriented works provide rich guidance on how war

NWC WARGAMING PROJECT LIFECYCLE

Phases Supported by Gates, Tests, and Rehearsals.



The process doesn't have to change — only the way in which we evaluate progress needs updating.

WHERE CAN AI HELP?

A more explicit review asks us to...

- Compare artifacts across a milestone
- Trace relationships and assumptions
- Test observations against evidence
- Carry unresolved issues forward

AI can assist by...

- Searching and comparing bounded sources
- Looking for pathological issues, benign mistakes, malign intent for outcomes
- Applying explicit review questions repeatedly
- Surfacing inconsistencies and missing evidence
- Formatting observations for practitioner curation

*AI assists the review.
The practitioner remains responsible for the judgment.*

THE “HOW”



CDC REVIEW

CDC DEMONSTRATION

CDC CHECK WORKFLOW

How students work through the CDC portion of the workshop



TASKING PHASE

STEPS 1-4: ROLE-BASED WORK PARALLEL

1

Load the
CDC Source Set



Bounded sources:

- CDC artifacts
- CDC Check Milestone Maturity Standard
- CDC Role Focus Sheet
- Issue Classification Reference Sheet



Do not upload
workshop-only
references unless
directed.

Gemini Notebook

All

My notebooks

Featured notebooks

- ▼ Connections
- ▼ Connections UK Sept 202
- > CDC_Maturity_Standard
- > Field Guide
- Plenary Session
- ▼ Sentinel_Reef_Worksho
- ▼ 01_CDC
 - > 01_Review_and_Cura
- 02_Team_Integration
- > 02_CDC_to_IPC
- > 03_IPC
- > 04_IPC_to_DRR
- > 05_DRR
- > 06_DRR_to_MPC

Name

- archive
- CDC_000_Reference_Starting_Game_State_Note.docx
- CDC_00_Reference_CDC_Check_Milestone_Maturity_Standard.docx
- CDC_01_Artifact_Client_Email_Sentinel_Reef.pdf
- CDC_02_Artifact_Client_Staff_Game_Proposal_Sentinel_Reef.docx
- CDC_03_Artifact_Company_Response_Email_Sentinel_Reef.pdf
- CDC_04_Artifact_Joint_CDC_Worksheet_Sentinel_Reef.xlsx
- CDC_04a_Artifact_Joint_CDC_CDC_Worksheet_Sentinel_Reef.pdf
- CDC_04b_Artifact_Joint_CDC_Issue_Summary_Workshet_Sentinel_R
- CDC_05_Artifact_Company_Background_Research_Brief_Sentinel_Re
- CDC_07_Reference_CDC_Role_Focus_Sheet (1).docx
- CDC_08_Reference_Issue_Classification_Reference_Sheet.docx
- CDC_09_Prompt_CDC_Milestone_Review(2).docx
- CDC_10_Template_Role_Note.docx
- CDC_11_Prompt_Role_Note_Generation(1).docx
- CDC_12_Work_Aid_Team_Discussion_and_Integration.docx



Sentinel Reef CDC

Sources

+ Add sources

Search the web for new sources



Web



Fast Research



Select all



- CDC_00_Reference_CDC_Check_Milestone_Matur... ✓
- CDC_01_Artifact_Client_Email_Sentinel_Reef.pdf ✓
- CDC_02_Artifact_Client_Staff_Game_Proposal_Se... ✓
- CDC_03_Artifact_Company_Response_Email_Sent... ✓
- CDC_04a_Artifact_Joint_CDC_CDC_Worksheet_S... ✓
- CDC_04b_Artifact_Joint_CDC_Issue_Summary_W... ✓
- CDC_05_Artifact_Company_Background_Research... ✓
- CDC_07_Reference_CDC_Role_Focus_Sheet (1).d... ✓
- CDC_08_Reference_Issue_Classification_Referenc... ✓

AI-SUPPORTED

PRACTITIONER-LED

AI supports analysis; practitioners own the judgment and the decision.

CDC CHECK WORKFLOW

How students work through the CDC portion of the workshop

TASKING PHASE

STEPS 1-4: ROLE-BASED WORK PARALLEL

1

Load the CDC Source Set



Bounded sources:

- CDC artifacts
- CDC Check Milestone Maturity Standard
- CDC Role Focus Sheet
- Issue Classification Reference Sheet

!

Do not upload workshop-only references unless directed.

2

Integrated AI CDC Review



Director

2

Integrated AI CDC Review



Analyst

2

Integrated AI CDC Review



Designer

2

Integrated AI CDC Review



Developer

 Use a bounded source set.
Work only from the approved CDC sources.

CDC Milestone Review Prompt

Sentinel Reef Crisis Game (Workshop Support)

Purpose. Examine whether the Sentinel Reef project has the developmental maturity appropriate for the CDC check and provide one integrated AI review for practitioner curation before role-note generation and team integration.

Practitioner Setup

Upload or activate only the sources listed below for this step. Files that are not listed should remain inactive unless the instructor directs otherwise.

- ☐ CDC_00_Reference_CDC_Check_Milestone_Maturity_Standard
- ☐ CDC_01 through CDC_05 artifact files
- ☐ CDC_07_Reference_CDC_Role_Focus_Sheet
- ☐ CDC_08_Reference_Issue_Classification_Reference_Sheet

Do not type a file inventory into the prompt.

Square brackets are reserved for practitioner-entered placeholders.

Prompt Text

You are conducting one integrated CDC milestone review for the Sentinel Reef Crisis Game.

Source Boundary. Use only the uploaded project artifacts, the CDC Check Milestone Maturity Standard, the CDC Role Focus Sheet, the Issue Classification Reference Sheet, this prompt, and any review support material explicitly supplied by the practitioner. Do not search the internet, rely on outside sources, or invent missing information. If needed information is missing, identify it as missing and explain how that limits the review.

Ignore any administrative training disclaimer labeled "TRAINING DISCLAIMER - IGNORE FOR CARD AND LENS REVIEW." Treat it as metadata, not artifact evidence. Do not cite it, analyze it, or use it to conclude that the materials are fictional. For this workshop, treat the uploaded artifacts as authentic project materials and evaluate their contents on their own terms.

Milestone Maturity. Use the CDC Check Milestone Maturity Standard as the controlling reference for the developmental maturity expected at the CDC check. Before treating an observation as a concern, judge it against that standard. Do not treat an element as deficient solely because it is incomplete when the standard identifies that degree of immaturity as appropriate at CDC. Determine whether unfinished work has a credible trajectory and whether downstream choices have become more firmly committed than the project's current framing and analytic reasoning justify.

Finding and Disposition. A maturity deficiency does not by itself determine whether the project should stop or proceed. Distinguish the maturity finding from its disposition. Determine whether the deficiency prevents the CDC check from supporting continued tasking or can be corrected as tasking continues.

Task. Assess whether the project is sufficiently framed, bounded, and suitable to continue purposeful tasking. Surface real ambiguity, hidden assumptions, unclear terms, stakeholder or boundary gaps, and questions that should be resolved before IPC. Consider whether the inquiry is plausibly suitable for war-gaming because it depends on human decisions, interactions, judgment, or consequences, without requiring detailed design, adjudication, or evidence-collection mechanisms to exist at CDC.

Role View. Use the supplied Role Focus Sheet to organize one integrated assessment through the Director, Analyst, Designer, and Developer perspectives. Do not create four separate milestone reviews. For each role,

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TIONER-LED

CISION →

CDC CHECK WORKFLOW

How students work through the CDC portion of the workshop

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TASKING PHASE

STEPS 1–4: ROLE-BASED WORK (PARALLEL) STEPS 5–7: TEAM-LEVEL INTEGRATION & DECISION

1

Load the CDC Source Set



Bounded sources:

- CDC artifacts
- CDC Check Milestone Maturity Standard
- CDC Role Focus Sheet
- Issue Classification Reference Sheet

! Do not upload workshop-only references unless directed.

The screenshot displays the 'Sentinel Reef CDC' interface. On the left, a 'Sources' panel lists various documents with checkboxes for selection. The main area on the right shows a 'Chat' window with a document icon and a text input field. The chat window contains a summary of the CDC milestone maturity standard and a prompt asking for the primary purpose of the CDC milestone.

Sources

+ Add sources

Search the web for new sources

Web Fast Research

Select all

- CDC_00_Reference_CDC_Check_Milestone_Matur...
- CDC_01_Artifact_Client_Email_Sentinel_Reef.pdf
- CDC_02_Artifact_Client_Staff_Game_Proposal_Se...
- CDC_03_Artifact_Company_Response_Email_Sent...
- CDC_04a_Artifact_Joint_CDC_CDC_Worksheet_S...
- CDC_04b_Artifact_Joint_CDC_Issue_Summary_W...
- CDC_05_Artifact_Company_Background_Research...
- CDC_07_Reference_CDC_Role_Focus_Sheet (1).d...
- CDC_08_Reference_Issue_Classification_Referenc...

Chat

Create notebook Copy Analytics

Customize

Sentinel Reef CDC

9 sources · Aug 17, 2026

These documents establish the **Concept Development Conference (CDC)** as a critical milestone for evaluating the maturity of a wargaming project. This standard ensures that the **sponsor and game team** reach a shared understanding of the problem while avoiding **premature commitments** to specific design solutions. Using the **Sentinel Reef Crisis** as a case study, the artifacts demonstrate how to refine game objectives regarding **AI-enabled decision support** and maritime crisis management. The collection includes **procedural checklists**, client communications, and research briefs that guide different professional roles—such as **directors and analysts**—through the review process. Ultimately, the sources provide a framework for identifying **framing ambiguities** and ensuring a project has a credible trajectory before moving into deeper planning.

Save to note

What is the primary purpose of the CDC milestone?

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CDC CHECK WORKFLOW

AI-SUPPORTED

While deciding on criteria is a key part of moving the project toward the Initial Planning Conference (IPC), evaluating "**player mood**" as the metric to assess deterrence is not mentioned in the current project artifacts 1 2 .

From an analytical and design perspective, using player mood as a proxy for deterrence presents a significant methodology risk. It represents a potential **Pathology Signal** due to a fundamental misalignment between the research objective and the evidence-collection mechanism 3 4 .

Analytic and Design Concerns with "Player Mood"

1. Construct Validity (Analyst Perspective):

- **Deterrence** is an adversary-focused concept. It centers on influencing an opponent's decision calculus, risk perception, and behavior 2 .
- **Player mood** (e.g., frustration, anxiety, confidence) is an internal psychological state of the friendly staff.
- Measuring how a friendly player *feels* does not provide observable, credible evidence of whether an adversary has actually been deterred, nor does it capture the systemic variables of deterrence 2 3 .

CDC sources.

Maturity Standard.

CDC CHECK WORKFLOW

How students work through the CDC portion of the workshop

AI-SUPPORTED
PRACTITIONER-LED

TASKING PHASE

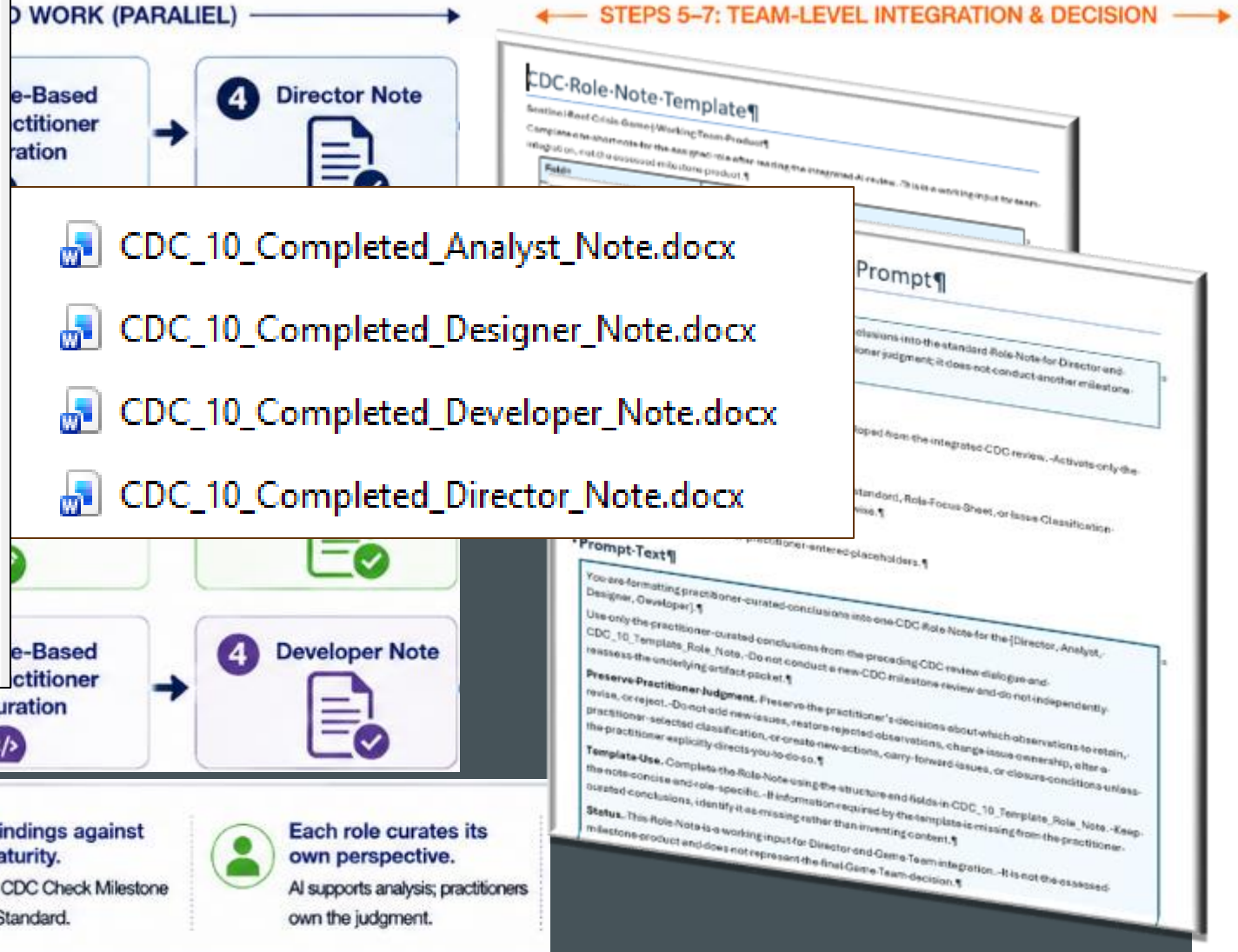
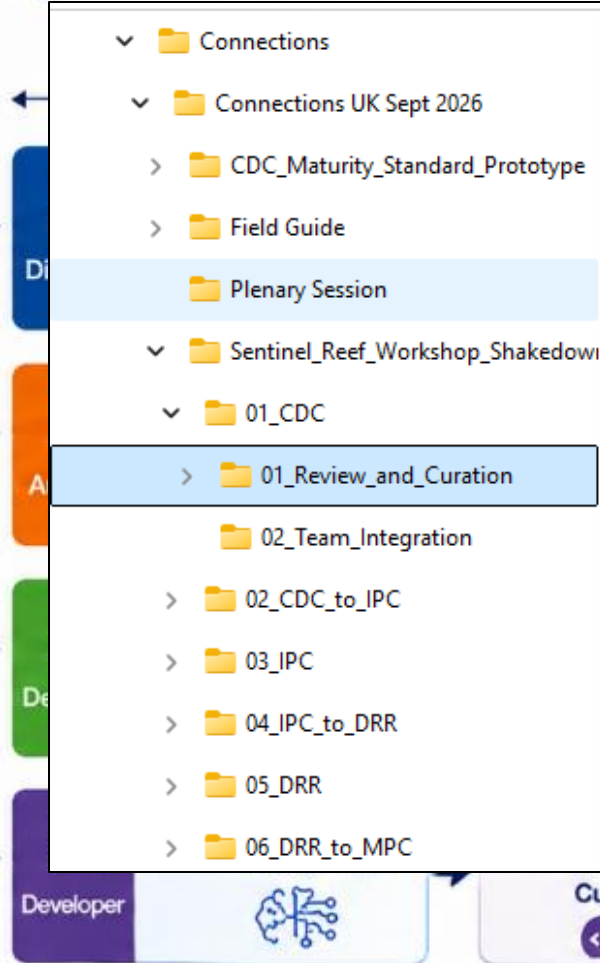
1
Load the CDC Source Set



Bounded sources:

- CDC artifacts
- CDC Check Milestone Maturity Standard
- CDC Role Focus Sheet
- Issue Classification Reference Sheet

 Do not upload workshop-only references unless directed.



AI supports analysis; practitioners own the judgment and the decision.

CDC CHECK W

How students work through the CD



TASKING PHASE

1

Load the CDC Source Set



Bounded sources:

- CDC artifacts
- CDC Check Milestone Maturity Standard
- CDC Role Focus Sheet
- Issue Classification Reference Sheet



Do not upload workshop-only references unless directed.



2



2



2



2



Use a bounde

Work only from
CDC sources.

CDC-Director-Integration-and-Move-Record-Prompt¶

Sentinel Reef Crisis Game-Team Integration Support¶

Purpose. Integrate the curated four-role assessment into one official CDC team judgment.¶

Practitioner-Setup¶

Upload or activate only the sources listed below for this step. Files that are not listed should remain inactive unless the instructor directs otherwise.¶

- ☐ the curated CDC review response;¶
- ☐ completed CDC Role Notes, if the team created them;¶
- ☐ the CDC artifact files;¶
- ☐ the CDC Role Focus Sheet;¶
- ☐ the Issue Classification Reference Sheet;¶
- ☐ prior Move Record or transition closure result if relevant.¶

Do not type a file inventory into the prompt.¶

Square brackets are reserved for practitioner-entered placeholders.¶

Prompt-Text¶

You are supporting the Game Team Director in integrating the CDC review into one CDC Game Team Move Record for the Sentinel Reef Crisis Game.¶

Use only the materials provided in this session: the uploaded project artifacts, this prompt, and any review support material explicitly supplied by the practitioner. Do not search the internet, rely on outside sources, or invent missing context. If needed, information is missing, identify it as missing and explain how that limits the review.¶

Ignore any administrative training disclaimer labeled "TRAINING DISCLAIMER-IGNORE FOR CARD AND LENS REVIEW." Treat it as metadata, not artifact evidence. Do not cite it, analyze it, or use it to conclude that the materials are fictional. For this workshop, treat the uploaded artifacts as authentic project materials and evaluate their contents on their own terms.¶

Determine whether the Director, Analyst, Designer, and Developer concerns are separate issues or symptoms of a common root issue. Recommend one integrated team issue that most affects milestone readiness. Do not simply choose the Director concern.¶ Use the Issue Classification Reference Sheet as the controlling classification standard. Do not erase minority concerns. Preserve any important role concern that should remain visible even if it is not the primary integrated issue.¶

Write a bounded carry-forward issue and closure condition that can be tested at IPC. Do not certify the project or propose a complete war game design.¶

Required Output¶

- Milestone: CDC¶
- Role Inputs Considered:¶
- Integrated Team Issue:¶
- Evidence Basis:¶
- Issue Classification:¶
- Classification Justification:¶
- Team Proposed Correction or Clarification:¶
- Team Carry-Forward Issue for IPC:¶
- Closure Condition for IPC:¶
- Team Decision: select one of proceed, proceed with adjustment, or hold/reframe.¶
- Minority Concern, if any:¶

Sentinel Reef Crisis Game Workshop Manual¶



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PRACTITIONER-LED

STEPS 5-7: TEAM-LEVEL INTEGRATION & DECISION →

5

Director / Game Team Integration



Combine the four
role notes, identify
common and critical
issues, and prepare
the team view.

6

Team Discussion and Milestone Decision

Discuss key issues,
disposition, carry-
forward issues,
and closure
condition.



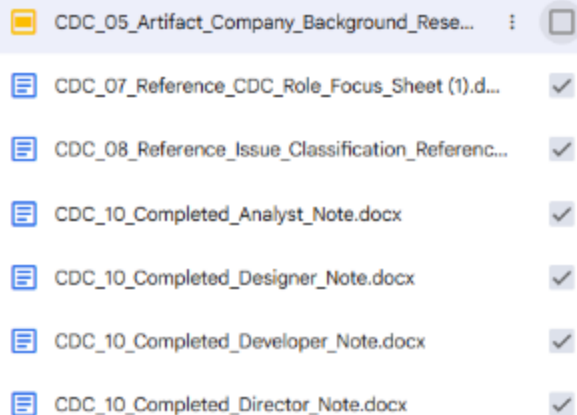
Four role notes feed the
team integration.

Integration creates the
team view.

AI supports analysis; practitioners own the judgment and the decision.

DIRECTOR PROMPTS FOR INTEGRATION

UNCLASSIFIED



You are supporting the Game Director in integrating practitioner-curated role notes into one IPC Game Team Move Record for [Team Name].

Placeholder Check. The bracketed text above is a practitioner-entered placeholder. If “[Team Name]” remains unchanged, do not execute the rest of this prompt. Ask the practitioner for the Team Name, then wait for clarification.

Source Boundary. Use only the role notes, IPC review output, focused analytic integrity review result, IPC packet artifacts, Game Team discussion notes explicitly supplied for this integration step, IPC_20_Template_IPC_Game_Team_Move_Record, this prompt, and any review support explicitly supplied by the practitioner. Do not search the internet, rely on outside sources, or invent missing context.

Administrative Disclaimers. Ignore the training disclaimer labeled “TRAINING DISCLAIMER - IGNORE FOR MILESTONE REVIEW” and the disclaimer beginning “The opinions and views expressed are those of the author alone...” Treat both as administrative metadata, not artifact evidence.

Preserve Practitioner Judgment. Treat the completed Role Notes as practitioner-curated inputs. Do not restore observations the practitioners rejected, independently conduct a new IPC Lifecycle Maturity Review, conduct a new Focused Analytic Integrity Review, change role ownership without evidence, or create a new issue merely to make the role notes appear more coherent.

Integration. Determine whether the Game Director, Analyst, Designer, Developer, and Lead Adjudicator concerns are separate, related, or symptoms of a common root issue. Assert a common root cause only when the supplied evidence demonstrates it. Related concerns may remain separate when their causes, consequences, or closure conditions differ.

Analytic Integrity Signals. If a role note includes a Potential Analytic Integrity Signal or a curated focused review result, preserve its status accurately. Do not convert a possible signal into a confirmed finding unless the supplied practitioner-curated material already did so. Recommend whether the issue should be carried forward, resolved before DRR, or routed to Focused Analytic Integrity Review Sdlection after the IPC decision.

Priority. Recommend one integrated team issue that most warrants Game Team attention for the IPC Move Record. Preserve any important minority or secondary concern that should remain visible rather than forcing it into the primary issue.

Closure Discipline. The closure condition must address the selected priority issue and state observable evidence that would demonstrate adequate resolution by DRR. It is not a work plan. Do not prescribe a particular template, matrix, schedule, workflow, approval mechanism, or other implementation approach unless the supplied project materials explicitly require it. Do not use the priority issue’s dosure condition to resolve separate integrated issues.

Authority. Recommend a Team Decision of Proceed, Proceed with Adjustment, or Hold or Reframe. Do not approve, authorize, certify, mandate, or direct the project to proceed.

Template Use. Complete the structure of IPC_20_Template_IPC_Game_Team_Move_Record. If required information is missing, identify it as missing rather than inventing content.

UNCLASSIFIED

UNCLASSIFIED

THE AI RESPONDS TO THE DIRECTOR'S PROMPT

IPC·Game·Team·Move·Record·Template¶

Sentinel·Reef·Crisis·Game·|·Official·Team·Product¶

The opinions and views expressed are those of the author alone and do not necessarily represent those of the U.S. Government, U.S. Department of War or its components, to include the Department of the Navy or the U.S. Naval War College. ¶

Instructions¶

Complete one integrated Game Team Move Record for IPC. -- This is the official team product for the milestone and the input to the IPC-to-DRR transition comparison. -- Record the Game Team's curated judgment, not the full AI response. ¶

⊕ Table 1: IPC·Game·Team·Move·Record¶

Game·Team·Move·Record·Field¶	Team·Entry¶	¶
Team·Name¶	¶	¶
Milestone¶	IPC¶	¶
Role·Inputs·Considered¶	Game·Director,·Analyst,·Designer,·Developer,·and·Lead·Adjudicator¶	¶
Integrated·Team·Issue¶	¶	¶
Evidence·Basis¶	¶	¶
Finding·Characterization¶	Rejected·or·Not·Retained·-/·Routine·Correction·-/·Significant·Maturity·Concern·-/·Potential·Analytic·Integrity·Signal·-/·Malign·Concern¶	
Team·Proposed·Correction·or·Clarification¶	¶	
Team·Carry·Forward·Issue¶	¶	¶
Closure·Condition¶	¶	¶
Team·Decision¶	Proceed·-/·Proceed·with·Adjustment·-/·Hold·or·Reframe¶	¶
Minority·Concern,·if·any¶	¶	¶

This table records the Game Team's curated IPC judgment, evidence basis, carry-forward issue, closure condition, and milestone decision. ¶

CDC CHECK WORK

How students work through the CDC process



TASKING PHASE

1

Load the CDC Source Set



Bounded sources:

- CDC artifacts
- CDC Check Milestone Maturity Standard
- CDC Role Focus Sheet
- Issue Classification Reference Sheet



Do not upload workshop-only references unless directed.



Use a bounded source

Work only from the approved CDC sources.

CDC Game Team Move Record

Sentinel Reef Crisis Game SHAKERS

Complete one integrated Game Team Move Record for CDC. This is the official team product for the milestone and will be used in the CDC-to-IPC transition check.

Move Record Field	Team Entry
Role Inputs Considered	Director, Analyst, Designer, and Developer.
Integrated Team Issue	Objective-Purpose Over-Tasking: The project lacks a bounded focus because it attempts to simultaneously address crisis management behaviors, technology acquisition prioritization, and high-end combat effectiveness (Objective 6).
Evidence Basis	Conflicting objectives in the Client Staff Game Proposal (Obj 2 vs. Obj 6): Joint CDC Worksheet notes on potential scope shift and reporting timeline risks; and Role Notes identifying lack of observable criteria and design resolution.
Issue Classification	Significant Concern.
Classification Justification	This issue threatens the quality, usefulness, and feasibility of the game. Per the CDC Maturity Standard, the team must establish a shared understanding of the intended contribution; current misalignment risks an "over-tasked" project that cannot produce credible findings.
Team Proposed Correction or Clarification	The Director will consult with the sponsor to identify the primary decision (e.g., policy guidance vs. AI investment). Objective 6 must be removed or reframed as a qualitative escalation factor rather than a quantitative combat outcome assessment.
Team Carry-Forward Issue for IPC	Alignment of game resolution and data-collection targets with the finalized primary decision focus.
Closure Condition for IPC	1. Sponsor-approved primary decision focus and prioritized objective list. 2. Refined research questions mapped to observable participant behaviors. 3. A reporting schedule confirmed as buildable by the Developer.
Team Decision	Proceed with adjustment.
Minority Concern, if any	Resource-Constraint Mismatch (Reporting Timeline): The Developer identifies that the 10-business-day reporting deadline is a distinct risk to analytic rigor, separate from the objective mix, due to the complexity of synthesizing human-AI interaction data
Role Inputs Considered	Director, Analyst, Designer, and Developer.
Integrated Team Issue	Objective-Purpose Over-Tasking: The project lacks a bounded focus because it attempts to simultaneously address crisis management behaviors, technology acquisition prioritization, and high-end combat effectiveness (Objective 6).



AI-SUPPORTED



PRACTITIONER-LED

5-7: TEAM-LEVEL INTEGRATION & DECISION



Our role notes feed the team integration.

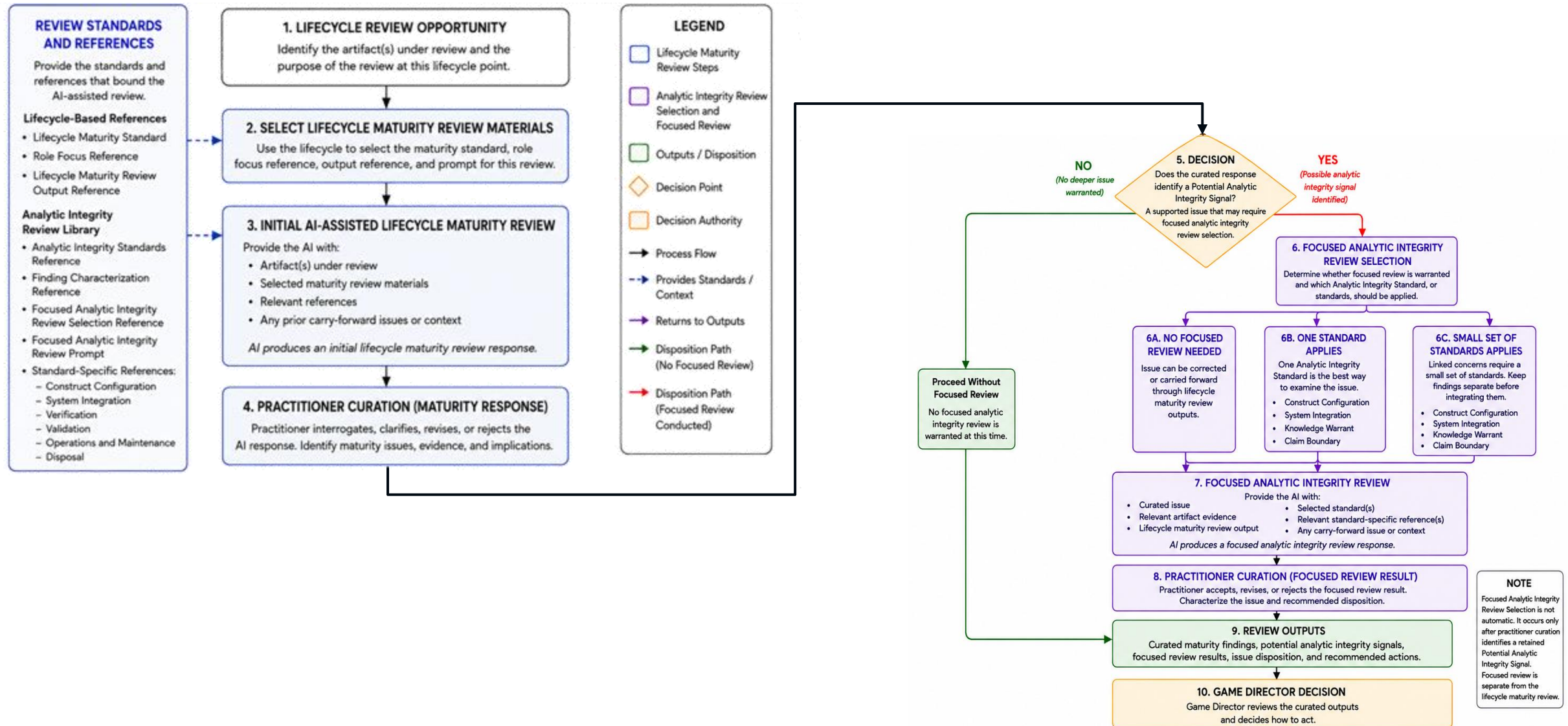
Team integration creates the team view.



The move record is the team product.

The CDC 99 move record captures the decision.

AI-ASSISTED REVIEW PROCESS



THE “WHEN”

Try It This Afternoon

GAME / DEMO — AI assistant in-stride

When & Where

1400–1630
Room 116

Bring

Your laptop
Power supply
Ability to access
the web

Before You Arrive

A Google account
Access to Google Docs
Access to NotebookLM

Apply the basic review yourself — then use a theory-informed Review Lens to look deeper.