In 2021, I had the immense honor of leading the Wargaming for Education working group for the annual Connections Wargaming Conference. A standing tradition of the conference, each working group sought to add to the wargaming literature, aiming to advance our field through the collection and synthesis of knowledge and experience. As chair, I posed a simple yet pressing question, “How do we establish or improve wargaming education, including sponsors, participants, and future designers?” The question stemmed from the uncomfortable truth that the wargaming discipline has no foundational pipeline, no established pathway from novice to master. Consequently, the wargaming community stands at a dangerous precipice at the convergence of a stagnant labor force and a patchwork system of passing institutional wargaming knowledge. Unsurprisingly, this can lead to ill-informed sponsors, poorly scoped wargames, an unreliable standard of wargaming expertise, and worst of all, risks the decline of wargaming as an educational and analytical tool. This fundamental challenge is a recurring theme throughout this volume and each author offers their own perspective and series of recommendations.

Yet, from its inception, this edited volume was never envisioned as a textbook or definitive manual for wargaming education. Instead, the volume represents the first step toward an answer by gathering expertise and experiences from a wide range of wargaming practitioners, experts, and educators. Ultimately, this volume aims to help raise the next generation of wargamers—to provide the necessary tools and skills for the advancement of our field. In that spirit, each author poses a question of their own:
In “Professional Wargaming: From Competence Model to Qualifying Certification,” Natalia Wojtowicz asks, “What are the core skills and competencies required for wargamers?”

In “Immerse Early, Immerse Often: Wargaming in Precommissioning Education,” Dr. Kyleanne Hunter asks, “How can wargaming literacy be improved by integrating wargaming into precommission education?”

In “Simulation-Based Analysis and Training (SimBAT): Wargaming in the Office of Naval Intelligence (ONI),” Timothy J. Smith asks, “How can wargames help create better intelligence analysts?”

In “Building Wargamer Designers and On-the-Job Training,” Major Paul M. Kearney asks, “What are the best practices for training new wargamers on the job?”

In “Wargaming in PME: Introducing Wargaming to the Australian Defence College,” Lieutenant Colonel Scott Jenkinson and Group Captain Jo Brick ask, “How can a professional military education institution establish and incorporate wargaming into its curriculum?”

In “Make It Stick: Institutionalizing Wargaming at EDCOM,” Major Ian T. Brown and Captain Benjamin M. Herbold ask, “How do organizations retain and build on progress in educational wargaming?”

In “Wargaming: Sponsor Education,” Dr. Jeff Appleget and Dr. Robert Burks ask, “How do we better educate and inform wargame sponsors?”

In “Wargaming for Social Science,” Dr. Brandon Valeriano and Dr. Benjamin Jensen
ask, “How can wargames be utilized for social science research?”


Each chapter lays the initial groundwork of a nascent wargaming educational pipeline in several directions—into the daily work of Service wargaming centers, into the hallowed halls of academia, and into the classrooms of officers and analysts.

The spirit and ambition of this volume is best reflected by a quote from John of Salisbury’s *Metalogicon*, originally penned in 1159:

> We are like dwarfs sitting on the shoulders of giants. We see more, and things that are more distant, than they did, not because our sight is superior or because we are taller than they, but because they raise us up, and by their great stature add to ours.\(^7\)

Thus, as we stand on the mighty shoulders of our predecessors, invoking the collective works of Peter P. Perla, Ed McGrady, Philip Sabin, Yuna Wong, and so many others, I hope future generations of wargamers will build on our ever-incomplete work.

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