

American University Kyiv

PROSPECTS FOR IMPLEMENTING THE WORLD OF COMMUNITIES
BOARD SIMULATION GAME AS AN ACCELERATIVE TRUST-BUILDING
TOOL FOR LEADERSHIP DEVELOPMENT IN THE ARMED FORCES OF
UKRAINE

(ПЕРСПЕКТИВИ ВПРОВАДЖЕННЯ НАСТІЛЬНОЇ СИМУЛЯЦІЙНОЇ ГРИ
"СВІТ ГРОМАД» У ЯКОСТІ ІНСТРУМЕНТУ АКСЕЛЕРАЦІЙНОЇ
РОЗБУДОВИ ДОВІРИ ДЛЯ РОЗВИТКУ ЛІДЕРСТВА У ЗБРОЙНИХ СИЛАХ
УКРАЇНИ)

by **Taras Tymchuk**

Presented in Partial Fulfillment of the Requirements

for the Master Degree

2024

APPROVED BY:

Roman Sheremeta, Ph.D., Faculty Mentor

Contents

I. Introduction	3
1.1. <i>Context of the Study</i>	3
1.2. <i>World of Communities Board Game: An Innovative Tool for Team and Trust Building</i>	4
1.3. <i>Importance of the Research</i>	5
1.4. <i>Objectives of the Capstone Project</i>	5
2. Literature Review	5
2.1. <i>Theoretical frameworks and models of leadership relevant to the research</i>	6
2.2. <i>Military Leadership Development in the Ukrainian Armed Forces and trust-building mechanisms</i>	10
2.3. <i>Game-Based Solutions for Leadership Development and Trust-Building</i>	12
3. Research Question and Hypotheses	18
4. Methodology	19
5. Data Analysis	22
6. Key Findings	33
7. Limitations	35
8. Recommendations	35
9. References	37
Appendices	40
<i>Annex 1. Key informants</i>	40
<i>Annex 2. Agenda of A/B testing event</i>	41
<i>Annex 3. Form of participant's consent to participate in the study</i>	42
<i>Annex 4. A/B Questionnaire</i>	43
<i>Annex 5. Survey results</i>	46
Acknowledgments	48
Author's Biography	50
Academic Integrity Statement	51

I. Introduction

1.1. Context of the Study

The Ukrainian Armed Forces and the Russian Aggression of 2022

On February 24, 2022, a transformative event occurred, reshaping the socio-political landscape of Ukraine, and influencing global dynamics and security. Russia initiated a comprehensive military offensive against Ukraine, profoundly impacting millions of Ukrainian lives. This act of aggression extended beyond the territorial confines of Ukraine, catalyzing a worldwide ripple effect. It prompted a mass exodus of individuals seeking refuge while simultaneously compelling many to relinquish their civilian lives to join Ukraine's Armed Forces and Security and Defense Forces.

Data from the Ukrainian Ministry of Defense, as of January 2024, indicates a dramatic surge in the composition of the Ukrainian Armed Forces. The current strength is approximately one million personnel, a significant escalation from the pre-invasion figure of around 300,000. This expansion, catalyzed by the mobilization decree of February 24, encompasses both regular and mobilized service members, with approximately 42,000 women in service. Notably, most of these forces comprise volunteers, transcending diverse age groups, professions, and social backgrounds. These civilians, now embarking on military careers, outnumber the professionally trained military personnel, highlighting a shift in the traditional composition of the armed forces.

Amidst ongoing military confrontations, a critical focus remains on recruiting civilians into the Armed Forces, expediting their training to develop effective teams and leaders proficient in combat leadership. The war in Ukraine presents the most formidable challenge to global security since World War II. Contrary to initial pessimistic projections about Ukrainian resistance, the nation has showcased remarkable organizational, adaptive, and leadership capabilities under duress.

Key factors contributing to Ukraine's resilience in the early phase of Russia's full-scale invasion include strategic foresight, troop readiness, and fearless dedication. The Ukrainian military's preemptive strategizing for a potential Russian invasion and their successful defensive plan implementation played a crucial role. Additionally, the Ukrainian troops' regular training, exercise regimens, and modern equipment fortified their preparedness. Paramount, however, was the heroism and unwavering commitment of the Ukrainian military, exemplified by their readiness to sacrifice for national freedom.

Western analyses, such as the RAND Corporation's study by Dara Massicot (2023), support these observations affirm the productive use of limited resources by the Ukrainian military leadership to counter the Russian offensive. This study also emphasizes the proficient training, motivation, and tactical utilization of terrain and defense strategies by Ukrainian troops.

In military leadership, the accelerative cultivation of trust within teams emerges as a pivotal competency. The efficacy of leadership decisions hinges on the foundational elements of trust within the team and in

the leader. This principle holds paramount importance both for Ukraine's victory and in the pursuit of sustained peace and resilience.

1.2. World of Communities Board Game: An Innovative Tool for Team and Trust Building

The World of Communities board game, created in 2016 by the Ukrainian company "World of Communities," is a pioneering educational tool designed to foster civic engagement, conflict resolution, and collaboration skills. Set in a fictional city, players assume the roles of community residents, working collaboratively to address local challenges like environmental pollution, poverty, and unemployment. Through various conflict resolution methods, including negotiation, compromise, and dialogue, players strategize to resolve these issues.

Scoring in the game is based on achieving individual objectives and solving community problems, with the player earning the highest points and declaring a winner. The interactive nature of the "World of Communities" simulates real-life leadership scenarios, actively engaging players in civic participation. Key skills developed through gameplay include Communication, Collaboration, Conflict Resolution, and Civic Engagement.

This game is an educational resource for teaching people about civic activism and conflict resolution skills. It also finds application in the public sector for fostering civic skills in local communities. "World of Communities" is more than just a game; it's an innovative approach that can positively impact society, encouraging active citizenship and community problem-solving.

Each game session, facilitated by a certified "World of Communities" Game Master, involves 2 to 6 participants, and lasts approximately 3-4 hours, including a short break. The session starts with an introduction by the Master and participant introductions, followed by a simulation process divided into rounds. Success in the game is achieved through cooperation and collaboration, with victory defined by accomplishing the game scenario's objectives.

The facilitator observes the players throughout the game, helping ensure the game's objectives are met. A debriefing follows the game session, discussing discoveries made during gameplay. This includes analyzing player behavior, individual and collective decisions, and discussing the game's objectives. World of Communities is designed to develop Entrepreneurship, Trust in colleagues and organizations, Negotiation skills, The ability to consciously step out of comfort zones and broaden worldviews, Resilience in handling failures and drawing productive conclusions, Responsibility-taking in complex situations, The ability to follow and execute instructions, Active listening and expressing thoughts effectively.

Achievements:

1. In 2019, the World of Communities Simulation Board Game was recognized by the Eastern European Network for Citizenship Education (EENCE) as the best civic education project for activating communities.
2. In 2022, the game-based Public Consultations, an advocacy tool and capacity builder for youth non-formal groups in Ukraine based on the World of Communities approach, were selected as a best

practice at the 4th Eastern Partnership Youth Conference “Youth for Revitalisation of Democracy (Prague, July 2022)”.

Additionally, 2022 saw the release of "Fix It: 100 Ways to Fix the Environment with the 'World of Communities' Game." This book is a compilation of models and methods for utilizing the "World of Communities" board game. Each model is described as a "pill" that "cures" or rectifies an aspect of our various environments - professional communities, work teams, local neighborhoods, apartment co-owners, school communities, or business partnerships. This resource further extends the game's application, offering tangible strategies for enhancing and repairing the social dynamics in various community settings.

The question remains open: can this tool be used to develop trust-building skills during leadership training in the military formations of the Armed Forces of Ukraine?

1.3. Importance of the Research

The research is pivotal in ongoing war, focusing on rapid leadership training and trust-building within teams, which is crucial for operational success and minimizing casualties in the Ukrainian Armed Forces. It explores the utilization of Cooperative Simulation Board Games, particularly the World of Communities Game, to evaluate their impact on trust and leadership in high-stress military scenarios. This study could significantly contribute to military training methodologies by providing insights into the effectiveness of these games in enhancing decision-making, problem-solving, and team dynamics among military personnel.

1.4. Objectives of the Capstone Project

- 1) To identify and analyze trust-building mechanisms as part of leadership through Cooperative Simulation Board Games ('World of Communities')
- 2) To evaluate the relevance of simulation games in trust-building in military leadership development.
- 3) To contribute to the body of knowledge on leadership training methodologies, particularly in the context of the Armed Forces of Ukraine.

2. Literature Review

This chapter aims to evaluate various frameworks and concepts critically. It will explore leadership frameworks. The analysis will also cover trust-building strategies within small teams during wartime and methods to measure their effectiveness. Furthermore, the chapter will discuss the benefits and limitations of game-based approaches in developing leadership and trust-building skills in small groups. Lastly, it will review the military doctrines of Ukraine and NATO, focusing on leadership development and trust-building within teams.

2.1. Theoretical frameworks and models of leadership relevant to the research

2.1.1. Situational leadership theory

Situational leadership theory, also known as the Hersey-Blanchard Situational Leadership Model, is a framework that explains how effective leadership styles adapt to the competence and commitment of followers in different situations. Developed by Paul Hersey and Ken Blanchard in 1969, it emphasizes the importance of a flexible approach to leadership rather than applying a one-size-fits-all style.

Here are the key concepts of ***Situational Leadership Theory***:

1. Leadership styles: The model identifies four leadership styles based on varying levels of directive and supportive behaviors:

- *Telling (High Directive, Low Supportive)*: The leader provides clear instructions and closely supervises followers with low competence and low commitment.
- *Selling (High Directive, High Supportive)*: The leader provides both instructions and emotional support to motivate followers with low competence but high commitment.
- *Participating (Low Directive, High Supportive)*: The leader shares decision-making and encourages participation from followers with high competence but low commitment.
- *Delegating (Low Directive, Low Supportive)*: The leader empowers followers to make decisions and take ownership of tasks for those with high competence and high commitment.

2. Follower development: The model also identifies four developmental levels of followers based on their competence (task skills and knowledge) and commitment (motivation and willingness to do the task):

- *D1 - Unconfident and Unwilling*: Low competence, low commitment.
- *D2 - Unconfident but Willing*: Low competence, high commitment.
- *D3 - Confident but Unwilling*: High competence, low commitment.
- *D4 - Confident and Willing*: High competence, high commitment.

3. Matching styles to levels: The core principle of the model lies in matching the appropriate leadership style to the follower's development level. This encourages optimal performance and development by providing the needed level of direction and support.

Benefits of situational leadership theory:

- *Flexibility*: Leaders can adapt their style to diverse situations and followers.
- *Improved performance*: Matching styles to follower needs can enhance motivation, engagement, and task completion.
- *Follower development*: Promotes growth by gradually increasing follower responsibility and autonomy as competence and commitment increase.
- *Effective communication*: Clarifies expectations and roles through tailored communication styles.

Limitations of Situational Leadership Theory:

- *Oversimplification*: Can be seen as reducing complex leadership dynamics to a predictable model.

- *Misapplication*: Requires careful assessment of follower development levels to avoid using the wrong style.
- *Limited context*: Does not fully account for external factors like team dynamics or organizational culture.

Despite its limitations, Situational Leadership Theory remains a valuable tool for leaders seeking to adapt their approach and inspire follower development in diverse situations. By understanding and applying the model's principles wisely, leaders can foster collaboration, motivate their teams, and achieve optimal results.

The strategy of situational leadership prompts leaders to assess their team members, consider various factors in their workplace, and select leadership styles that align best with their goals and circumstances. (online.stu.edu) Leaders should be capable of transitioning from one leadership style to another or demonstrating multiple leadership styles simultaneously to address the evolving needs of the organization and its employees. During a crisis, employees are likely to exhibit varying levels of readiness to handle the situation. Situational leaders can opt for the suitable leadership style that corresponds to the followers' readiness level, thereby enhancing productivity and competitiveness (Mujtaba & Sungkhawan, 2009). Consequently, situational leaders must showcase a high level of leadership competencies during a crisis.

2.1.2. Implicit leadership theory

Implicit Leadership Theories (ILTs) are individuals' subconscious models defining effective leadership. These theories, varying among individuals, are shaped by personal experiences, cultural influences, and stereotypes. ILTs influence perceptions of leadership effectiveness, affecting leadership selection, leader-follower dynamics, and leadership development. Examples include the "heroic leader," "transformational leader," and "servant leader" theories. While ILTs can guide understanding and interaction with leaders, they also risk biases and stereotypes, emphasizing the need for awareness of one's ILTs in evaluating leadership.

While leadership is commonly perceived as the actions of leaders, research recognizes that leadership is a dynamic interaction process involving leaders, followers, and the environment (Schyns & Riggio, 2016). Employees, or followers, play a crucial role as key stakeholders for leaders, particularly during a crisis when they anticipate effective management. In such situations, followers seek support, demand assistance, desire the leader's interest and empathy, and subsequently collaborate to navigate through the crisis (Joniaková et al., 2021). The expectations of followers regarding their leaders' behaviors during a crisis may differ from those in normal times or at different crisis stages. Notably, the perception of employees regarding their current leaders amid the Russian-Ukrainian war will shape the crisis leadership behaviors of these leaders.

Implicit leadership theory focuses on followers' perceptions of leadership characteristics (Caringal-Go et al., 2021). According to the theory, followers' perceptions of leadership, shaped by their knowledge, cognition, and beliefs, can be employed to discern the attributes and behaviors distinguishing leaders from non-leaders, good from bad leaders, and effective from ineffective leaders (Holmberg & Åkerblom, 2006). The theory also asserts that followers' mental representations of leaders influence their actions toward leaders and their workplace behavior (Schyns & Riggio, 2016). Consequently, a follower-centered approach to crisis leadership is crucial, especially in the ongoing war, given the often-existing disparities between leaders' self-perception and followers' perception of leadership (Seghal et al., 2021).

Understanding followers' perceptions of leadership is essential for bridging the leader-follower perception gap and achieving alignment between leaders and followers (Seghal et al., 2021), fostering employee engagement and dedication, especially in crises. Conversely, a significant discrepancy in leader-follower perception may lead to surprise, consternation, disbelief, or emotional distress among employees, potentially resulting in an adverse impact on organizational culture and productivity (Aarons et al., 2017). When a substantial sample of employees from diverse organizations shares common attributes and behaviors defining desirable and effective crisis leaders, it represents a culturally endorsed implicit theory of crisis leadership (Holmberg & Åkerblom, 2006).

2.1.3. Military Leadership Frameworks

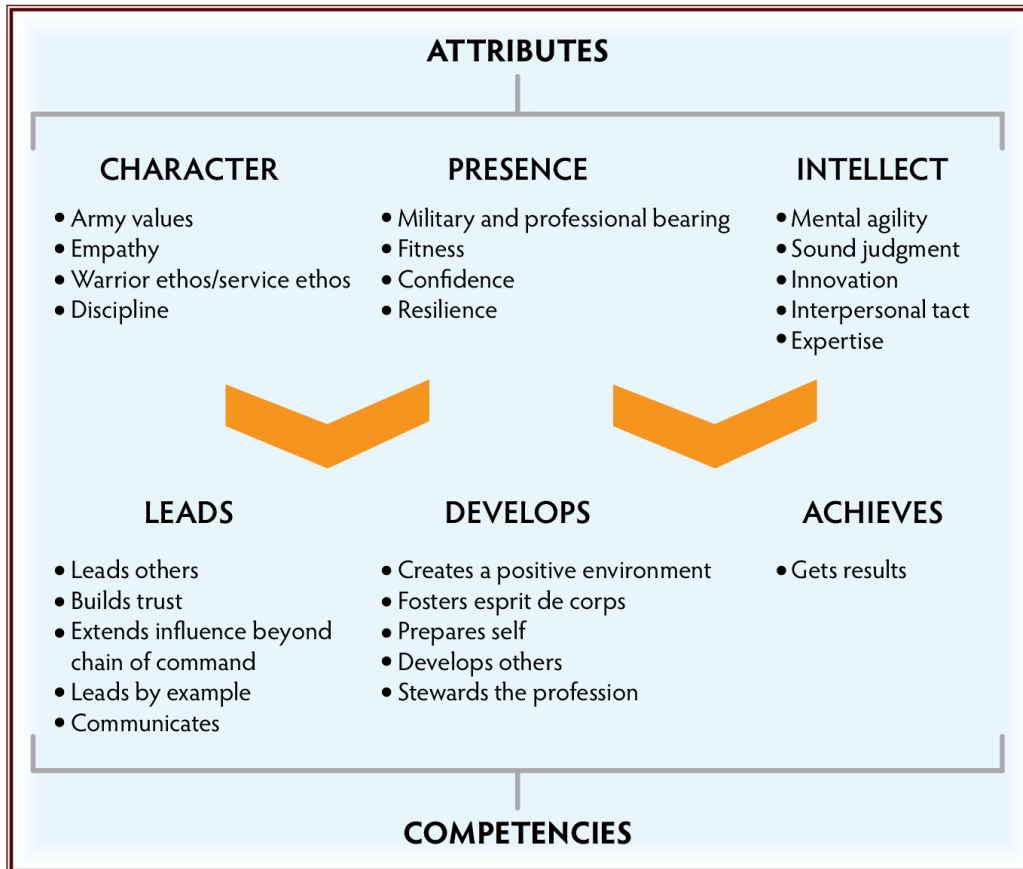
No leader – no matter how brilliant, experienced, and well-educated – is an island. In the absence of detailed orders, he must be willing to listen and accept advice from others.

Lt. Col. Douglas Pryer

In the realm of military leadership, Williams, Darryl A. emphasizes the evolving requirements for 21st-century leaders. Technological advancements and regional threats create a more complex battlefield, demanding new competencies and skills. His analysis suggests leaders must develop broader cultural awareness, enhanced intuitive skills, and an understanding of media effects. Future military leaders must also possess higher-level tactical decision-making abilities, rely on tacit skills for complex problem-solving, and demonstrate reflective leadership to adapt swiftly to changing scenarios. Additionally, the ability to think systematically, breaking down battlefield complexities, is deemed crucial for effective leadership in modern warfare.

In the field of military leadership, *the concept of Mission Command* plays a crucial role, particularly in addressing the unique challenges posed by high-pressure, life-and-death scenarios. This leadership framework is specifically tailored to meet the demands of the complex military environment.

Picture 1. A Trust-Based Culture Shift: Rethinking the Army Leadership Requirements Model in the Era of Mission Command



Source: Blom, G. M., & Force, U. A. (2016). A trust-based culture shift. *Military Review*, 96(2), 84-91

Core Tenets of Mission Command:

- *Commander's intent:* This critical component goes beyond outlining the mission objective, providing a comprehensive understanding of the mission's broader context, potential consequences, and desired end state. It ensures that all members understand the overarching goals, enabling them to make informed decisions aligned with the mission's objectives.
- *Initiative:* The framework empowers subordinates to take proactive actions and make decisions within their scope of authority. This encourages a culture of agility, adaptability, and a sense of ownership, which are vital for the dynamic nature of military operations.
- *Disciplined Initiative:* Mission Command emphasizes responsible decision-making while promoting initiative. Subordinates are encouraged to act innovatively but within the bounds of the commander's intent, ensuring that their actions are not reckless but calculated and in line with the mission's objectives.
- *Mission orders:* Clarity and conciseness in orders are pivotal. Mission Command advocates for orders that focus on essential tasks and outcomes, allowing for flexibility and adaptability in execution.
- *Risk management:* Recognizing the inherent risks in military operations, Mission Command involves establishing clear risk assessment and mitigation guidelines, balancing the need for initiative with prudent risk-taking.

Benefits of Mission Command:

- *Enhanced agility and adaptability:* The decentralization of decision-making and a shared understanding of the mission facilitate a swift and effective response to changing circumstances.
- *Improved motivation and engagement:* Giving subordinates a role in decision-making enhances their commitment and ownership, leading to higher motivation and engagement levels.
- *Stronger cohesion and trust:* The principles of open communication, transparency, and active listening under Mission Command foster a culture of trust and respect, essential for cohesive team dynamics.
- *Optimized performance and mission success:* The culmination of agility, motivation, trust, and effective decision-making under Mission Command contributes to enhanced performance and a greater likelihood of achieving mission objectives.

Challenges and Considerations:

- *Balancing control and autonomy:* One of the critical challenges of Mission Command is finding the optimal balance between providing direction and allowing autonomy for initiative.
- *Adapting to diverse teams:* Effective implementation of Mission Command requires tailoring leadership styles to suit diverse team compositions and individual member needs.
- *Maintaining effectiveness in ambiguity:* Leaders must be adept at operating in environments with incomplete information, necessitating strong situational awareness and the ability to develop flexible contingency plans.

Mission Command in the military context is a dynamic and adaptive framework. It empowers leaders to manage the complexities of the battlefield effectively, fostering a culture of shared purpose, mutual trust, and proactive initiative. This approach equips military leaders with the necessary tools to guide their teams through challenging scenarios, ensuring mission success amidst the uncertainties of warfare.

2.2. Military Leadership Development in the Ukrainian Armed Forces and trust-building mechanisms

2.2.1 Theoretical Foundations and Competencies in Military Leadership Development in the Ukrainian Armed Forces

The 2020 Doctrine of Military Leadership Development within the Ukrainian Armed Forces outlines a comprehensive framework of theoretical knowledge and practical skills essential for effective leadership, particularly in unpredictable or crises. This framework is built around key leadership competencies, each addressing distinct aspects of military leadership.

1. *Analytical and synthesis competencies:* This involves a leader's capacity to dissect and integrate various components, processes, and phenomena within military operations. It encompasses the ability to perceive military activities holistically, understanding both the granular details and the broader picture.
2. *Inspirational and motivational skills:* This competency focuses on the leader's ability to evoke emotional responses and inspire and motivate personnel towards noble actions and deeds. It

includes managing and directing service members' behavior to ensure organization, activity, and stability within the ranks.

3. *Leadership abilities*: Central to this is the leader's proficiency in comprehensively assessing personnel capabilities and, through authority, trust, and personal example, guiding them toward specific objectives.
4. *Developmental skills*: This skill set is about enhancing the personnel's professional knowledge, abilities, and skills. It involves fostering self-improvement, shaping worldviews, and aligning the team around common goals and tasks.
5. *Goal achievement*: This competency relates to the leader's ability to realize objectives and attain successful outcomes in military activities. It entails mastering various methods, techniques, and technologies coupled with optimal resource utilization.
6. *Transformational leadership*: This aspect involves the ability to effect positive change within the military organizational culture, aligning actions with higher ideals and moral values. It emphasizes individual attention and support to each service member and promotes creative solutions to problems.

The Doctrine underscores that leadership in the military is rooted in a shared understanding of values, normative rules, ethical standards, and the characteristics of effective leadership behavior. At its core, the general principle of military leadership is encapsulated in one word: trust. **Trust** is seen as the culmination of mastered competencies, the manifestation of will, and the cohesion of personnel. It is emphasized that trust cannot be mandated; it is cultivated internally and continuously assessed by the personnel. Trust is thus deemed a reward for adherence to the ideals of military service and honor.

A key indicator of the successful implementation of the Doctrine's provisions is the demonstration of coordinated action and unity of purpose among well-trained service members and units. This unity reflects Ukraine's strong, competent Armed Forces with a clear understanding of their duties and operational methodologies. The principal measure of a commander's leadership competence is the trust vested in them by their subordinates, with high levels of trust integral to achieving victory in combat situations.

2.2.2. Analysis of military leadership and trust-building mechanisms, particularly in the context of NATO operations

The key competencies of leaders and trust-building mechanisms in the NATO framework are comprehensive and multifaceted, focusing on personal attributes, trust, group-level understanding, cross-cultural competence, and strategic leadership. These competencies are essential for building and managing effective relationships in diverse and complex operational environments.

1. *Personal attributes*: Leaders need to be self-aware and understand their preferences in relationships and communication styles. This self-awareness helps them identify and meet their development needs in building and maintaining successful relationships. Leaders should also be aware of potential biases and tailor their approach to meet the needs of others. Personal impact and maintaining self-regulation under pressure are crucial for responding effectively in rapidly changing situations.
2. **Trust**: Trust is fundamental in building relationships, especially in complex and uncertain environments. Leaders must understand the importance of building trust and demonstrating

trustworthiness. Developing cognitive processing skills under time pressure is critical for forming and maintaining calibrated trust in cooperative and collaborative relationships.

3. *Group-level challenges and diversity training:* Understanding and bridging group faultlines and leveraging social identity theory are important for promoting team cohesion and identity. Training should reflect the operational environment's diversity, incorporating stakeholders from various backgrounds, including non-military organizations. Multinational exercises and gaming simulations are recommended for leader development, capturing the diverse aspects of operational environments.
4. *Cross-cultural and cross-organizational communication:* Leaders are expected to adapt their decision-making by considering cultural factors, ensuring effective cross-cultural communication, and sharing situational awareness and intent. This requires skills in managing diversity synergistically, technological competence, and an understanding of the impact of advanced technologies like AI, drones, and robotics on military operations.
5. *Strategic leadership framework:* At the strategic level, leaders need to acquire transcultural skills, third culture-making skills, cross-cultural creative problem-solving skills, and ethical skills. These competencies enable effective operation in cross-cultural contexts through understanding cultural nuances, the influence of culture on self and others, and effective cross-cultural communication.
6. *Training methods:* A comprehensive range of geostrategic knowledge and understanding of the global security environment is vital. Training methods should include specialized tailor-made training using an experimental approach, such as workshops, role-plays, simulations, and immersive virtual technologies. This approach should aim at developing cultural self-awareness and a creative visionary approach.
7. *Iterative learning process:* The education and training of leaders is an ongoing process, requiring a commitment to develop leaders with cross-cultural competency. This includes learning from real-life experiences and case studies and using various tools like the Cultural Competence Self-Assessment Awareness Checklist and psychometric tests. Leaders must also understand the importance of partnerships with academia, industry, and international organizations, requiring a high level of cultural competence.

In summary, the NATO framework emphasizes a holistic approach to leader development, integrating personal and interpersonal skills, cultural intelligence, strategic thinking, and the ability to adapt to diverse and dynamic environments. This comprehensive approach ensures leaders are well-equipped to face the multifarious challenges of modern military operations.

The range of leadership competencies is further broken down into their parts for detailed examination, such as how future leaders will build the trust and relationships critical to multinational military operations.

2.3. Game-Based Solutions for Leadership Development and Trust-Building

2.3.1. Analysis of World of Communities Board Game

The 2017 World of Communities Board Game audience profile and impact study, involving 71 experts across 20 Ukrainian regions, analyzed the game's impact through approximately 350 public games with 3,358 players. The expert study was conducted from December 1 to 14, 2017, in quantitative, remote analysis via an online survey. This study surveyed 71 experts from 20 regions of Ukraine, each owning at least one copy of the game. These experts organized approximately 350 public games, engaging a total of 3358 players. The study aimed to provide comprehensive insights into the game's reach and influence. was a quantitative, remote analysis via an online survey. Key findings highlighted significant advancements in competencies: **problem-solving (71.83%), collaborative work (69.01%), networking (60.56%), learning skills (54.93%),** understanding local politics (52.11%), and community engagement (52.11%). Additionally, the game served educational purposes in community development (66.20%), activated engagement (57.75%), and was utilized **for team-building (35.21%) and strategic planning (29.58%).**

The 2019 World of Communities Board Game audience profile and impact study, conducted from December 20, 2019, to January 22, 2020, was a quantitative, remote analysis via an online survey. It aimed to understand the experiences of 90 experts from 23 Ukrainian regions (excluding Kharkiv oblast) who use the game in diverse settings. These experts, mostly certified at the first and second levels, conducted approximately 1250 public games with over 5598 players. The study focused on evaluating the game's impact on professional activities and competence development among its users.

The key findings of the study exhibit a predominantly urban audience (87.32%) with more female (56.34%) than male (43.66%) participation across a wide age range. Public and charitable organizations led organizational involvement (59.15%), followed by small businesses and government entities. Community activists and institutional workers, youth, and entrepreneurs were highly engaged (78.87%). **The professional impact was positive for 77.47% of respondents.** Competence development showed significant improvements in **problem-solving (71.83%), teamwork (69.01%), networking (60.56%), and learning skills (54.93%),** with notable enhancements in **leadership (50.70%)** and entrepreneurial skills (38.03%).

In the 2019 study, personal changes were observed in several areas: **Relationships improved by 67%.** Broadening of perspectives was reported by 63%, indicating an enhanced ability to see problems more comprehensively. **Leadership qualities improved for 65% of participants, while 59% found increased willingness to collaborate on common tasks.** Inspiration for change was experienced by 55%, and community participation motivation was noted by 54%. **Learning abilities improved for 44% of the respondents.**

These percentages indicate a shifting trend in the perceived benefits and effectiveness of the game in certain areas compared to previous years.

2.3.2. How are simulation games used in measuring leadership style in the military?

Simulation games are increasingly being used to measure leadership style in the military. Here are some ways simulation games are used:

- *Multi-player starship bridge simulator:* A study by the University of Northern Iowa employed a multi-player starship bridge simulator in a military-based leadership course. The mechanism employed to measure achievement through computer-simulation game training was participants' opinions on leadership styles.

- *Adaptive Thinking and Leadership simulation game:* According to Sandia National Laboratories, the Adaptive Thinking and Leadership simulation game developed by Elaine Raybourn and her team is built on the Army Game platform, which measures leadership style in the military.
- *Cognitive learning training:* According to PCMag, game-based training in the military focuses on cognitive learning, or "how to think" training. Simulation games are used to hone decision-making skills and prepare military personnel for various scenarios.
- *AI framework:* The same article by PCMag notes that AI in simulation games is typically "semi-autonomous," meaning that a human operator needs to give the AI some kind of high-level order. This AI framework can be used to support military training and to measure leadership style.

Simulation games can be used to measure leadership style in the military by providing a controlled environment in which leaders can be evaluated. Using simulation games, leaders can be assessed on their decision-making skills, ability to work in a team, and ability to adapt to changing situations. Simulation games can also be used to train leaders and prepare them for various scenarios.

The advantages of using simulation games to measure leadership style in the military.

Simulation games offer several advantages when it comes to measuring leadership style in the military. Here are some of the benefits:

- *Unbiased measurement:* According to Flow Leadership, one of the main advantages of game-based profiling is the unbiased nature of the resulting skill measurements obtained via the leadership simulation. These contrast with other measures generated via the organization's survey or one of the standard surveys, which can be biased.
- *Controlled environment:* Simulation games provide a controlled environment for evaluating leaders. This allows for a more accurate assessment of leadership style, decision-making skills, and ability to work in a team.
- *Realistic scenarios:* Simulation games can be designed to simulate realistic scenarios that military leaders may encounter in the field. This allows leaders to practice their decision-making skills in a safe and controlled environment.
- *Active learning:* Simulation games offer active learning opportunities that can be more engaging and effective than traditional training methods. According to ScienceDirect, simulation gaming opens possibilities for actively learning leadership skills in a simulated business environment.
- *Cost-effective:* Simulation games can be a cost-effective way to train military leaders. According to Austin Visuals, simulators are used to increase team cooperation and learn combat skills, and they can be used to train soldiers for various purposes.
- *Immediate feedback:* Simulation games can provide immediate feedback to leaders, allowing them to adjust their leadership style and decision-making skills in real time.

Overall, simulation games offer a unique and effective way to measure leadership style in the military. By providing a controlled environment, realistic scenarios, and active learning opportunities, simulation games can help military leaders develop their skills and improve their effectiveness.

2.3.3. The key challenges of using simulation games to measure leadership style in the military.

Using simulation games to measure leadership style in the military can also present some challenges. Here are some of the key challenges:

- *Limited realism*: Although simulation games can provide a controlled environment, they may not always be realistic enough to accurately measure leadership style. According to Flow Leadership, the level of realism in a simulation game can vary, and more complex and realistic systems produce a more realistic experience for the user.
- *Limited scope*: Simulation games may not be able to capture all aspects of leadership style. According to a study by Georgia Southern University, leadership style is a complex construct that includes multiple dimensions, such as transformational leadership, transactional leadership, and laissez-faire leadership. Simulation games may not be able to capture all these dimensions.
- *Limited feedback*: Simulation games may not provide enough feedback to leaders to help them improve their leadership style. According to ScienceDirect, feedback is an essential component of leadership development, and simulation games may not provide enough feedback to be effective.
- *Limited generalizability*: Simulation games may not be generalizable to real-world situations. According to a study by the University of Northern Iowa, the mechanism employed to measure achievement through computer-simulation game training was participants' opinions on leadership styles. This may not be an accurate reflection of leadership style in real-world situations.
- *Limited accessibility*: Simulation games may not be accessible to all military personnel. According to Sandia National Laboratories, the Adaptive Thinking and Leadership simulation game is built on the Army Game platform, which may not be available to all military personnel.

Overall, simulation games offer a unique and effective way to measure leadership style in the military. However, they also present some challenges, such as limited realism, scope, feedback, generalizability, and accessibility. By recognizing these challenges, leaders can develop more effective methods and tools for assessing leadership effectiveness.

Simulation board games are used in military personnel and staff recruitment to provide a controlled environment for evaluating leaders. Here are some key takeaways from the search results: Simulation board games can be used to train military personnel in tasks that are too dangerous to perform otherwise. They can also be used to increase team cooperation and learn combat skills. Simulation board games can be used to evaluate leadership and decision-making abilities in the military. They can provide immediate feedback to leaders, allowing them to adjust their leadership style and decision-making skills in real-time. Simulation board games can be used to prepare military personnel for a range of scenarios. They can simulate realistic challenges that military personnel may face in the field, allowing them to practice their decision-making skills in a safe and controlled environment. Simulation board games can be used to assess leadership in times of crisis. They can provide a framework for assessing leadership in times of crisis that draws on military lessons, organizational experiences, and the power of influence to lessen the impact of chaos on the people you lead. Simulation board games can be used to improve military operations. They can be used to train soldiers in teamwork, preparing for an actual war, and more.

According to a RAND Corporation article (Bartels, E. M.), games can be a powerful teaching tool, but not all games can serve all purposes. Research games are designed to produce specific outcomes, while educational games are designed to teach specific skills or knowledge. A study published in Annual Reviews explores the lessons that crisis management theory offers leadership in times of crisis. The study emphasizes the importance of frameworks and education in preparing leaders for crisis leadership. A study published in Sage Journals provides a conceptual framework for studying leaders and military conflict. The

study traces the evolution of research on leaders in international relations and provides a conceptual framework that can be used to guide future research. A Defense Technical Information Center report describes the development of a measure of Army leadership climate called the Military Leadership Behavior Survey. The survey reflects a subjective view of the leader's behavior, which correlates with their actual behavior and can be dealt with most effectively by educational programs. This paper deals with the characteristics of the military organization and the complex environment in which it operates, imposing major demands on the military. The paper discusses the issue of leadership styles in the military organization. Another study published in Annual Reviews proposes a framework for crisis leadership that draws on military lessons, organizational psychology, and leadership theory. The study identifies five key competencies for crisis leadership and reviews four leadership theories that offer insights into crisis leadership. These studies provide insights into leadership frameworks for times of global conflicts, crises, and the military. They propose frameworks for assessing leadership in times of crisis, explore the importance of clear leadership in crises, and discuss the need for research on leadership principles and best practices applicable to on-scene commanders during a crisis.

Overall, simulation board games offer a unique and effective way to measure leadership style in the military. Simulation board games can help military leaders develop their skills and improve their effectiveness by providing a controlled environment, realistic scenarios, and active learning opportunities.

2.4. Trust-building frameworks in military teams

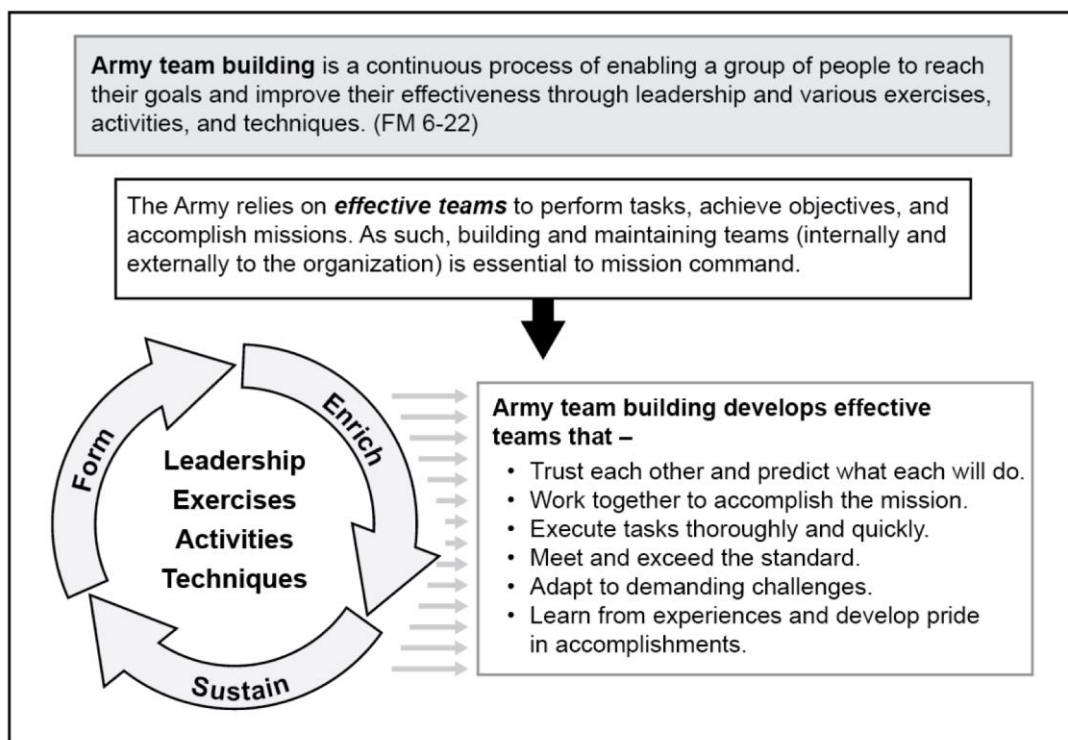
The publication "Trust in Small Military Teams" (Adams, B. D., & Webb, R. D. G.) offers a comprehensive overview of trust dynamics within small military teams, focusing on how trust is developed, and maintained, and its implications on team performance. Here are the top three findings:

- *Two forms of trust:* The study distinguishes between 'person-based trust' and 'category-based trust'. Person-based trust develops over time through direct interactions and experiences, while category-based trust is derived from assumptions about the group or category to which a person belongs.
- *Factors influencing trust:* Several factors influence the development of trust in military teams. These include competence, integrity, shared goals, values, and communication. The context of the relationship and the demands of the situation significantly affect which dimension of trust is most salient.
- *Implications of trust on team dynamics:* Trust significantly impacts team processes and performance. High levels of trust within a team reduce the need for defensive monitoring and facilitate better communication, cooperation, and conflict resolution, thereby enhancing overall team effectiveness and efficiency.

The publication "Army Techniques Publication 6-22.6: Army Team Building" provides an extensive guide on building and maintaining effective teams in the Army. It emphasizes the importance of mutual trust, clear communication, and shared goals in team dynamics. Key points include:

- *Team building stages:* It outlines three stages of team building - formation, enrichment, and sustainment, detailing strategies for each phase to foster cohesive and efficient teams.
- *Roles and responsibilities:* The document emphasizes the critical roles and responsibilities of team leaders and members, highlighting the importance of positive team dynamics and effective leadership.
- *Building trust and communication:* It underscores the significance of trust and effective communication in team success, offering practical advice on cultivating these elements within military teams.

Picture 2. Army team building



Source: Department of the Army. (2015). ATP 6-22.6: Army team building. Headquarters, Department of the Army
 This document is a comprehensive resource for Army leaders to understand and implement effective team-building practices.

Christian Libutti's dissertation, "*Trust in High-Performance Teams: How Do U.S. Special Operations Teams Build and Maintain Trust?*" delves analytically into the trust mechanisms within U.S. Special Operations Forces. It uncovers crucial themes through grounded theory methodology and interviews with 26 members. Building trust hinges on proficiency, attitude, humility, values, and motivation. Maintaining it relies on shared hardship, embracing failure, self-discipline, and resilience. Conversely, trust erodes with the lack of discipline, reliability, motivation, and rising arrogance. The study also emphasizes cultural factors like transparency, communication, and

respect, highlighting their role in fostering trust. This research offers a nuanced understanding of trust's pivotal role in the dynamics and effectiveness of military teams.

Patrick Lencioni's "*The Five Dysfunctions of a Team*" is a framework that identifies common obstacles teams face. These dysfunctions are:

- **Absence of trust:** Lack of vulnerability within the team.
- *Fear of conflict:* Teams that avoid healthy debates and conflicts.
- *Lack of commitment:* Absence of clear direction or commitment.
- *Avoidance of accountability:* Hesitation to call peers on counterproductive behavior.
- *Inattention to results:* Prioritizing individual needs over team goals.

In the context of military leadership, this framework is beneficial for analyzing team dynamics and performance. It can help military leaders identify and address issues hindering team effectiveness, improving operational efficiency and mission success. In a capstone project, this model can be used to evaluate team processes and develop strategies to enhance teamwork and leadership within military settings.

In conclusion, cultivating trust within military teams emerges as a fundamental skill for leaders, crucial in both peaceful and combat situations. Trust is a dynamic, multifaceted characteristic that serves as a barometer for team effectiveness and task accomplishment. However, trust is also intricately linked to subjective perceptions and influenced by team members' cultural and organizational backgrounds. Recognizing and addressing these aspects of trust can significantly enhance military teams' operational efficiency and success. This understanding is vital for developing strategies that foster robust team dynamics and leadership, as outlined in the examined publications and frameworks.

3. Research Question and Hypotheses

The main research question: Can the World of Communities Board Game, as a game-based tool, effectively develop trust-building skills during leadership training within the military formations of the Armed Forces of Ukraine?

Hypotheses:

- **H1:** Using the World of Communities Board Game in leadership training significantly enhances trust-building skills among members of the Ukrainian Armed Forces.
- **H2:** Cooperative Simulation Board Games, like the World of Communities, contribute positively to the understanding and application of trust-building mechanisms in military leadership.
- **H3:** The integration of simulation games into leadership training methodologies effectively supplements traditional training approaches in the Armed Forces of Ukraine, particularly in developing trust among team members.

4. Methodology

To test the hypotheses, we will try a combination of the mixed methods:

4.1. Key informant interviews

Key informant interviews were conducted with military representatives involved in leadership training at various levels. The aim was to understand the context of trust-building mechanisms in small teams and whether trust-building challenges leadership development (Annex 1).

These interviews explored current practices and challenges in trust-building as part of military leadership training.

4.2. A/B Testing on Trust-Building in Military Leadership

Date: January 27, 2024

Participants: 24 recruits from the Azov Brigade of the National Guard of Ukraine, including volunteers without military background. Split randomly into two groups of 12 each.

Purpose: To assess and compare the effectiveness of traditional training and game-based learning in enhancing trust-building and team-working skills among military personnel.

Objective: To compare traditional trust-building training with the World of Communities Simulation Game in developing leadership potential in small military groups.

Method:

- Group A (Traditional Training): Interactive training session focusing on various trust-building tools for military leadership development.
- Group B (Simulation Game): Engagement in the World of Communities Simulation Game.

Schedule:

9:40 AM: Arrival, Registration, Welcome Coffee.

10:10 AM: Opening, Briefing, Division into Groups.

10:30 AM: Start of Interactive Training (Group A) / Simulation Game (Group B).

11:45 AM: Break.

1:00 PM: Post-training Survey, Summary, and Discussion.

1:30 PM: Conclusion and Informal Interaction.

Location: American University Kyiv, Poshtova Square 3.

Collaboration: Organized in partnership with the Humanitarian Support Division (Warrant Service), Personnel Section, and the 12th Special Purpose Brigade Azov of the National Guard of Ukraine.

The event agenda is available under Annex 2.

The A/B testing questionnaire, designed based on Patrick Lencioni's "The Five Dysfunctions of a Team" concept, was structured to assess trust-building in military leadership training. This questionnaire focuses on the first dysfunction - lack of trust. The survey, conducted among recruits of Azov and volunteers without military backgrounds, evaluated openness, vulnerability, mutual support, constructive discussion, honesty, and trust in intentions.

Participants rated their experiences on these dimensions, providing insights into the effectiveness of traditional training versus the World of Communities Simulation Game in developing crucial leadership skills like understanding people, quick situational assessment, decision-making, internal communication, conflict resolution, and trust-building under critical conditions.

Responses are scored on a 5-point scale, where 1 means "Strongly disagree" and 5 means "Strongly agree." Scoring process: Add up the scores for each response. Higher overall scores indicate a higher level of trust in the team.

The questionnaire and form of the agreement are available under Annex 3-4

4.2.1. Interactive Training (Group A)

Topic: Trust in a combat unit as a key to survival in combat and performance of combat missions

Instructor-trainer: Oleksandr Kosynskyi

Professional bio: Chief Master Sergeant Oleksandr Kosynskyi is a prominent figure in the Ukrainian Armed Forces, currently serving as the Head of the Sergeant Personnel Management Office. Born on January 26, 1978, in Rava-Ruska, Lviv region, he has a rich educational background with master's degrees from Kirovograd State Pedagogical University and the Interregional Academy of Personnel Management. Kosynskyi's military education includes the Military College of Sergeant Personnel and advanced leadership courses. He joined the Ukrainian Armed Forces on December 1, 1998, and has since held various significant roles, including in special forces and rescue units. His career is marked by participation in peacekeeping missions and combat operations, showcasing his dedication and versatility. Additionally, Kosynskyi is an experienced paratrooper diver and has been honored with numerous awards, including those for service in Sierra Leone and Iraq and for his exceptional leadership and service in the Ukrainian military. Oleksandr Kosynskyi is responsible for designing, implementing, and evaluating educational programs on leadership development in the Ukrainian Armed Forces.

The training comprised several modules:

1. **Theoretical Block:** Focused on the role of trust in developing leaders of combat units, this segment provided foundational knowledge and theoretical insights.
2. **Interactive Exercise - Group Work:** Participants engaged in group activities to apply the theoretical concepts in practical scenarios.
 - a. **Leadership Qualities Development:** The training emphasized the qualities and characteristics essential for a combat unit leader to gain the team's trust.
 - b. **Team Trust-Building Characteristics:** This section delved into the traits and characteristics that must be cultivated within a combat team to foster mutual trust.
 - c. **Group (Unit) Evolution Components/Measures:** Explored the necessary steps and activities for developing an atmosphere of mutual trust in Ukraine.
3. **Reflection:** The final training focused on reflecting on the learnings to reinforce the concepts and strategies discussed.
4. **Feedback:** Participants were asked to complete individual questionnaires after the reflection.

This training is part of the training of sergeants in the Ukrainian Armed Forces.

4.2.2. World of Communities Simulation Game (Group B)

Game Tables: 3 tables.

Participants per table: 4 players.

Conductors: Certified masters of the World of Communities game.

Game Scenario: Investment Leap.

Individual and collective objectives: Players had specific individual and collective goals to achieve.

Card categories: with a requirement to play at least 3 life circumstances from this list of accidents during the game.

Roles: Each player was able to act as the mayor to demonstrate his leadership potential to lead the group.

Gameplay: The main goal was to foster interaction, communication, active listening, decision-making, and trust-building among players, reach the common goal, and win the game.

Conflict resolution: Conflicts were to be resolved by the group or by a leader.

Timing: The focus was gathering survey data and staying within the program schedule, not completing the game.

Post-Game Analysis: If the team achieved the scenario's objective and won, discussions were held to analyze the contributing factors, player qualities, and the role of leadership in the outcome.

Feedback: Participants were asked to fill out individual questionnaires after the discussion.

5. Data Analysis

Profile of the participants.

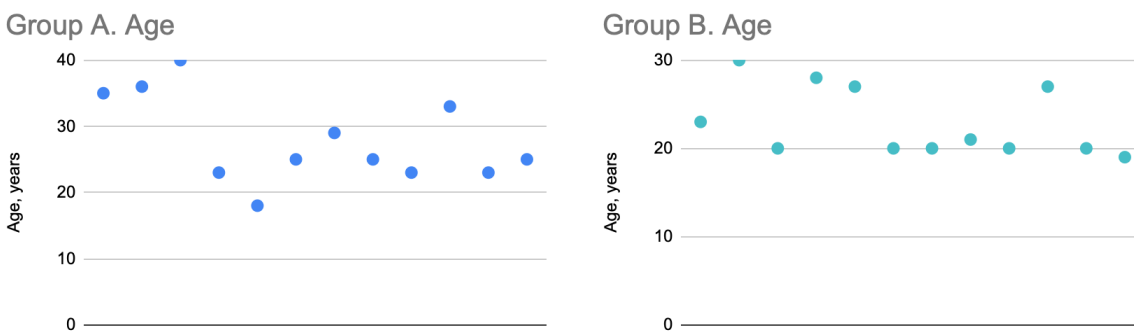
The participants in this experiment were recruits who recently applied to join the AZOV brigade, the National Guard of Ukraine, as a part of Ukraine's Security and Defense Forces. These individuals came from diverse backgrounds and regions and had not met each other prior to the exercise, adding spontaneity and unfamiliarity to the group dynamics.

Each participant arrived individually at the railway station and was subsequently transported to the venue by bus.

The group was characterized by a varied age range, encompassing both young adults and more mature individuals. Most of them brought different levels of professional experience, either as employees in various sectors or as students in academic institutions. Notably, only one participant had prior experience in the military, which presented a unique blend of perspectives and skills in the group.

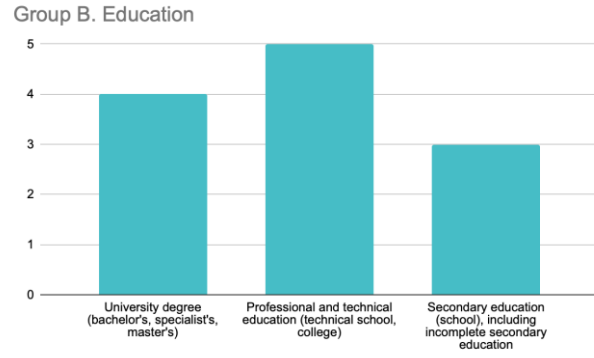
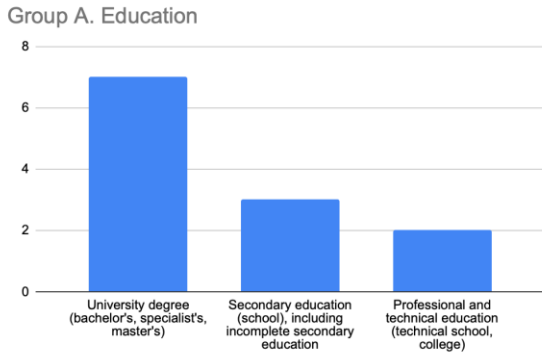
To foster diversity in interaction and collaboration, the participants were divided into 2 smaller groups through a process of random selection. This approach ensured a mix of backgrounds and experiences within each group, thereby enriching the overall dynamics and potential outcomes of the exercise.

Picture 4. Study results – Age.



Source: Annex 5. Survey results

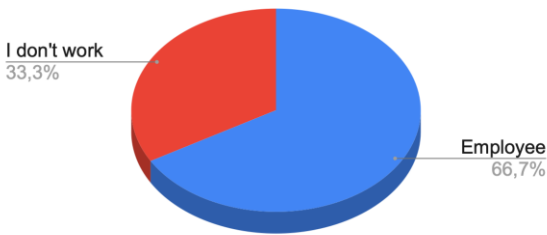
Picture 4. Study results – Education



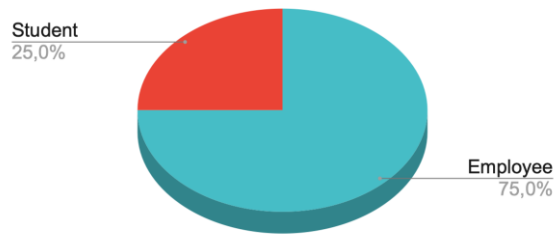
Source: Annex 5. Survey results

Picture 5. Study results – Recent employment status.

Group A. Recent employment status



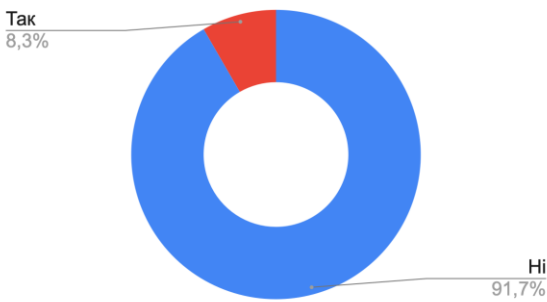
Group B. Recent employment status



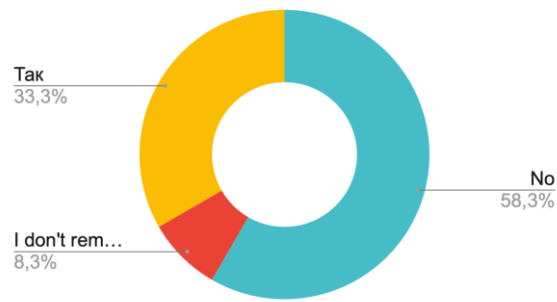
Source: Annex 5. Survey results

Picture 6. Study results – Answers to questions.

Group A. Have you taken any leadership courses?

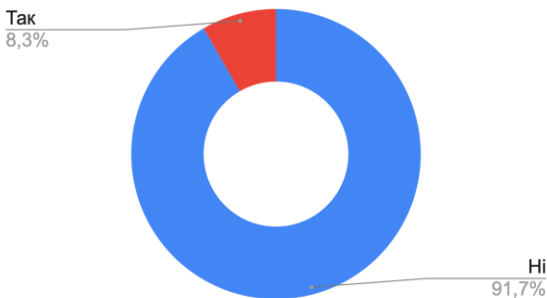


Group B. Have you taken any leadership courses?

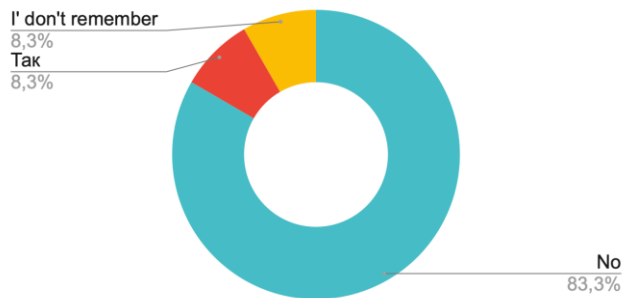


Source: Annex 5. Survey results

Group A. Have you taken any military leadership courses?

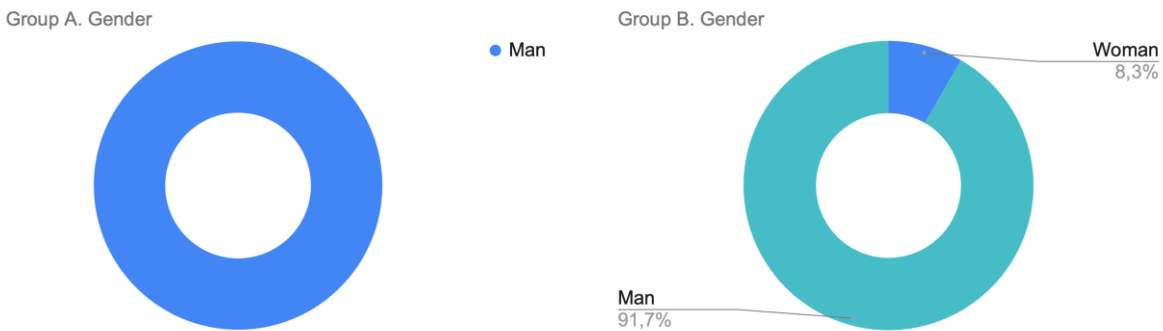


Group B. Have you taken any military leadership courses?"



Source: Annex 5. Survey results

Picture 7. Study results – Gender.

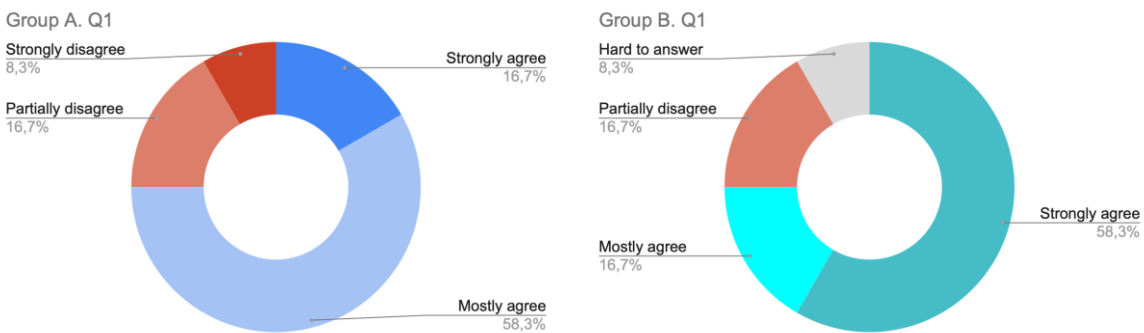


Source: Annex 5. Survey results

Part 1: Openness and Vulnerability

Q1. I was able to share my weaknesses with other team members freely.

Picture 8. Study results – Question 1.



Source: Annex 5. Survey results

The comparative analysis of participant responses from the game simulation and training activities reveals a striking difference in the levels of expressed openness and vulnerability levels. Notably, a significantly higher proportion of simulation game participants (58.3%) strongly agreed that they could demonstrate openness and vulnerability, compared to just 16.7% in the training group. This pronounced disparity suggests that the simulation game's design and dynamics may have created an environment conducive to vulnerability and open communication more effectively.

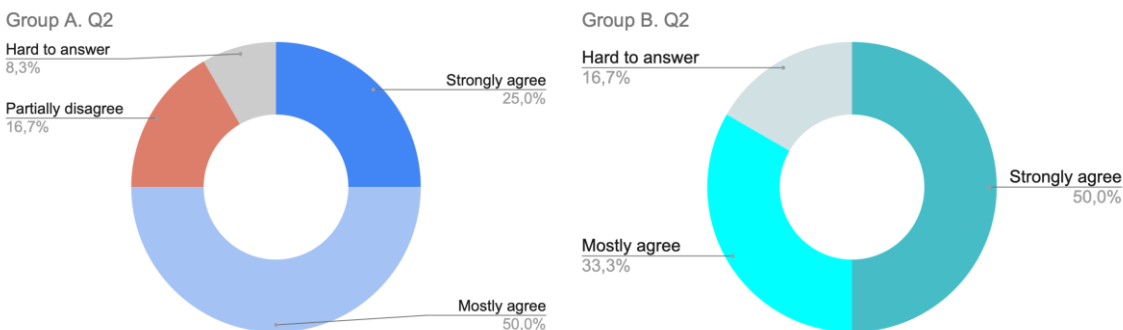
However, it is important to note that when considering the broader spectrum of responses (beyond 'Strongly agree'), the total percentage of participants who felt able to be vulnerable was equal in both groups, at 75%. This finding indicates that while the intensity of expressed openness

and vulnerability may vary, the overall capacity for such interaction is similarly high in both settings.

This analysis provides valuable insights into the effectiveness of different types of activities in fostering an atmosphere where individuals feel comfortable being vulnerable. It highlights the need for a nuanced understanding of how activity design influences participant engagement and emotional openness, which is crucial for developing effective team-building and training programs.

Q2. I felt I could be open about my feelings and concerns with others in the team.

Picture 9. Study results – Question 2.

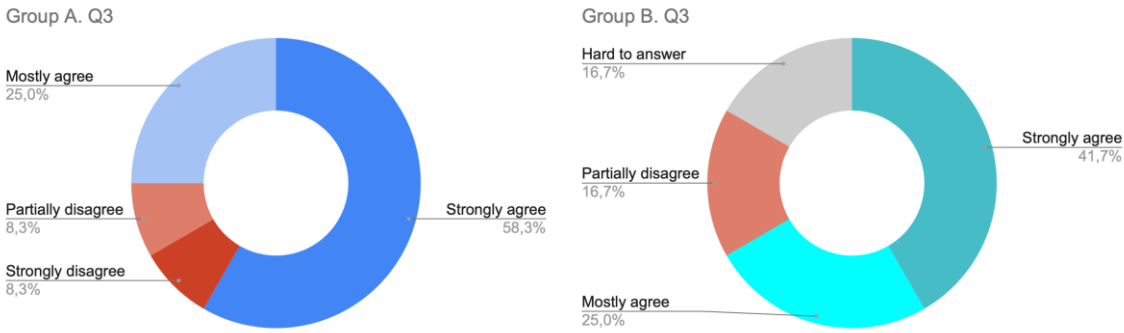


Source: Annex 5. Survey results

The analysis of participant responses from the simulation game reveals a higher degree of openness in communication about personal feelings and problems compared to the training group, with 88.3% agreement versus 75% in the latter. This notable difference suggests that the simulation game environment may have fostered a more conducive atmosphere for emotional expression and vulnerability among team members. The increased percentage in the simulation game group could indicate a stronger sense of psychological safety or a more established rapport, encouraging individuals to share personal concerns more freely. This disparity in the levels of open communication between the two groups warrants further investigation to understand the underlying factors contributing to this variance. It raises important questions about the role of different team-building activities and their impact on the depth of interpersonal relationships and trust within teams.

3. I trusted that other team members would not use my weaknesses against me.

Picture 10. Study results – Question 3.



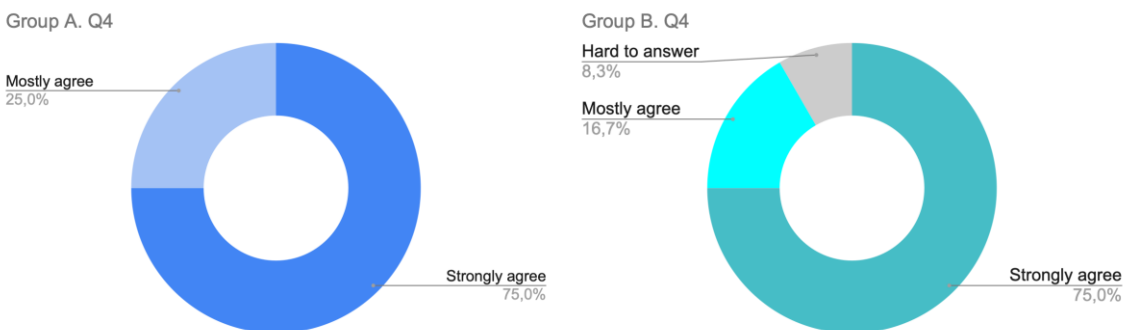
Source: Annex 5. Survey results

The data reveals a notable pattern: exactly 66.6% of participants in both the simulation game and the training session expressed confidence that other team members did not exploit their weaknesses. This significant majority suggests a prevailing sense of security and mutual respect within the teams, indicating that most participants felt their vulnerabilities were not used against them in team interactions. However, the identical 16.6% dissent in both groups who disagreed with this sentiment presents an interesting point of contrast. This minority perception indicates that some participants experienced or perceived a less supportive team environment, where they felt their weaknesses might be leveraged to their disadvantage. This dichotomy within the responses is significant as it highlights the diversity of experiences and perceptions within the teams. It underscores the importance of addressing individual differences in perception and experience to foster a uniformly supportive and respectful team environment.

Part 2: Mutual support

Q4. My team members responded positively to requests for help or support

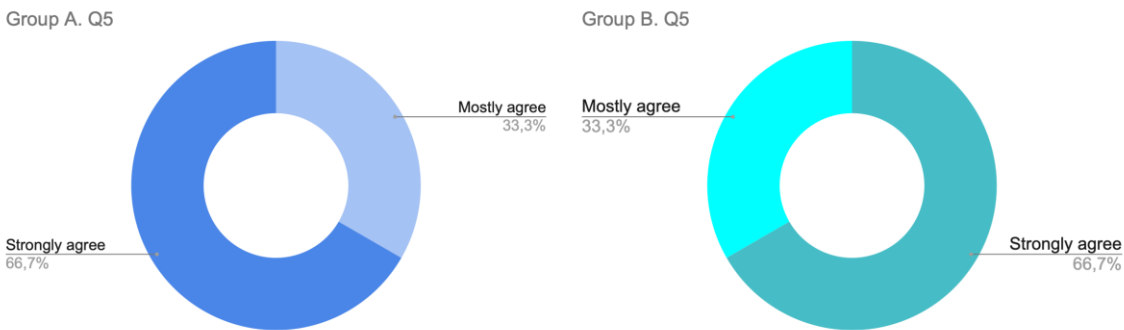
Picture 11. Study results – Question 4.



Source: Annex 5. Survey results

Q5. I felt that others in the team supported my ideas and efforts.

Picture 12. Study results – Question 5.



Source: Annex 5. Survey results

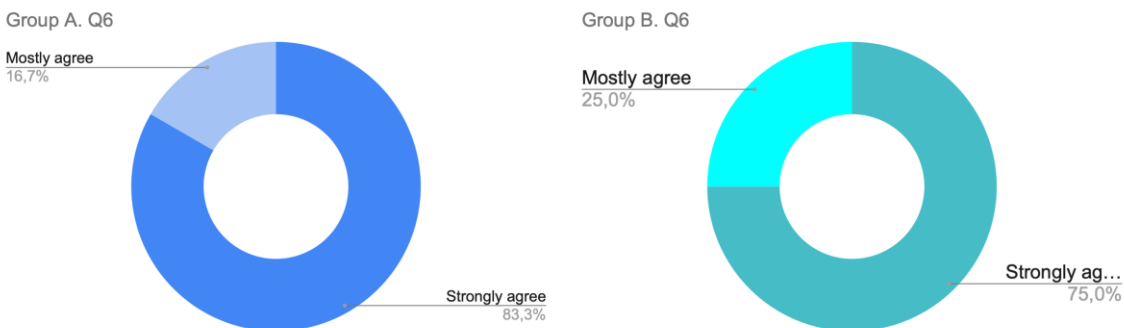
In both groups, the overwhelmingly positive response to requests for help or support suggests a strong sense of camaraderie and willingness to assist among participants. This tendency could be attributed to the shared identity and experience of the participants, many of whom are recruits and volunteers of the Azov unit. Such a common background likely fosters a sense of unity and mutual understanding, which facilitates cooperative behaviors.

Additionally, both groups' friendly and conflict-free atmosphere further reinforced this trend. This finding is significant as it highlights the impact of shared identities and a harmonious environment on the propensity for collaborative support within teams. It suggests that fostering a sense of belonging and a positive group dynamic can be crucial in enhancing cooperative interactions among team members.

Part 3: Openness to discussion

Q6. In our team, we could freely discuss mistakes and learn from them without fear of criticism.

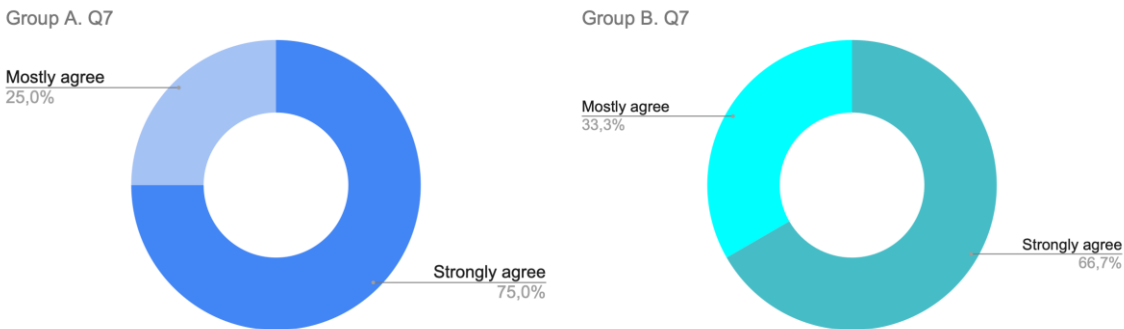
Picture 13. Study results – Question 6.



Source: Annex 5. Survey results

Q7. Constructive criticism in our team was perceived as an opportunity for development, not an attack.

Picture 14. Study results – Question 7.



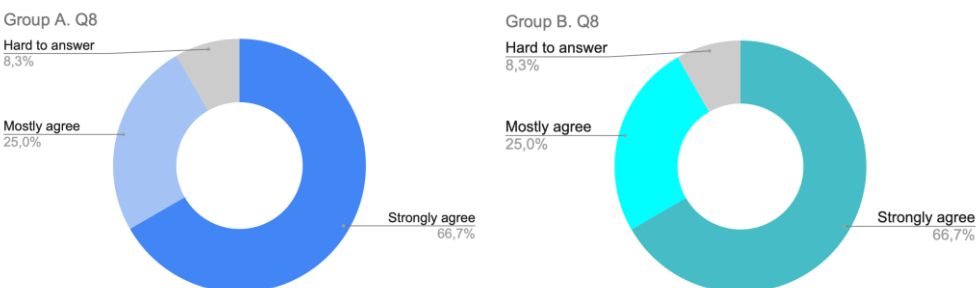
Source: Annex 5. Survey results

The instructors' emphasis on the absence of right or wrong answers in these learning activities appears to have set the stage for a constructive interaction among participants. This approach likely contributed to the observed willingness of participants to openly discuss mistakes and learn from them without fear of criticism. The data reflects a high response rate to queries regarding this aspect of the learning experience, suggesting that the environment fostered by the instructors successfully encouraged a culture of open communication and continuous learning. The similarity in responses between both groups further underscores the effectiveness of this instructional strategy in creating a non-judgmental, collaborative learning atmosphere conducive to honest dialogue and mutual growth. This finding is significant as it highlights the importance of instructional approaches in shaping participant engagement and the overall success of the learning activities.

Part 4: Honesty and transparency

Q8. Team members were always open and honest with each other.

Picture 15. Study results – Question 8.

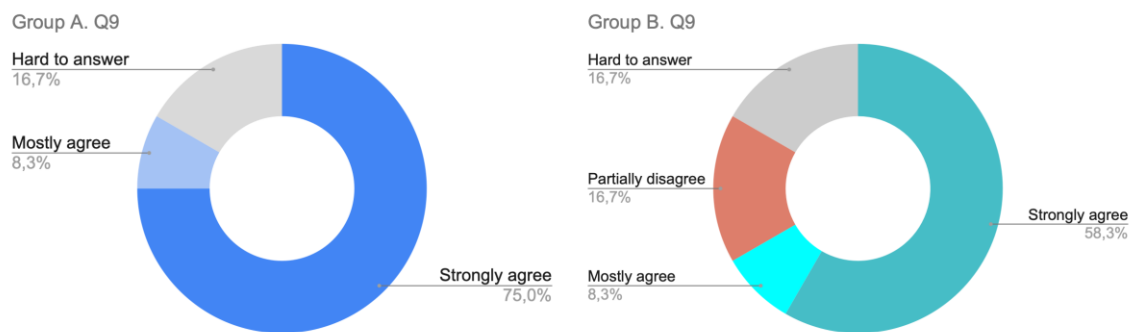


Source: Annex 5. Survey results

The data analysis of participant responses from both groups reveals a noteworthy consensus on the aspects of openness and honesty within team interactions. This widespread agreement on transparent communication practices among team members indicates a robust underlying trust framework within the groups. Such a high degree of candor and transparency in communication is a hallmark of healthy team dynamics and a critical component for effective collaboration and team efficacy.

Q9. There were no hidden motives in the team.

Picture 16. Study results – Question 9.



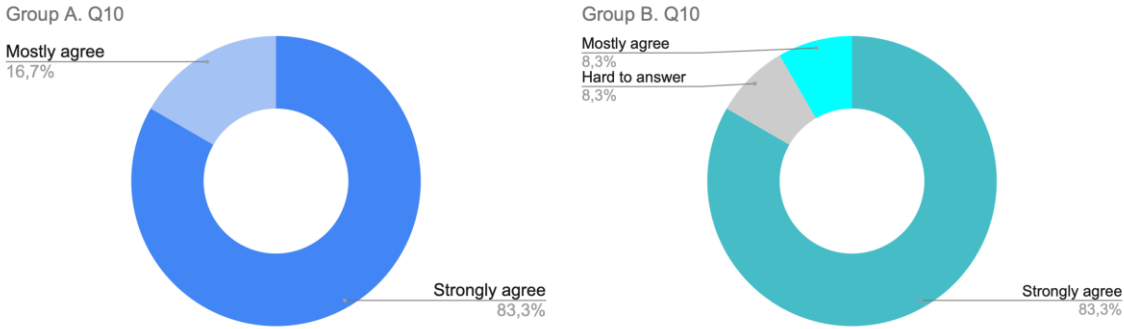
Source: Annex 5. Survey results

In the simulation game group, the design strategically placed participants in scenarios where their personal interests were potentially at odds with the team's goals. This facet of the game was deliberately structured to expose players to the complexities of concealed, individual agendas in a collaborative environment, offering a realistic and nuanced challenge in balancing conflicting interests. This might explain why 16.6% of participants in this group identified the presence of these competing interests, a dynamic absent in the other group where direct competition between participants was not a feature of the activity. This contrast underscores the game's effectiveness in simulating real-world team interactions and the inherent complexities of aligning individual and collective objectives.

Part 5: Trust in intent

Q10. I am confident that my colleagues acted with positive intentions.

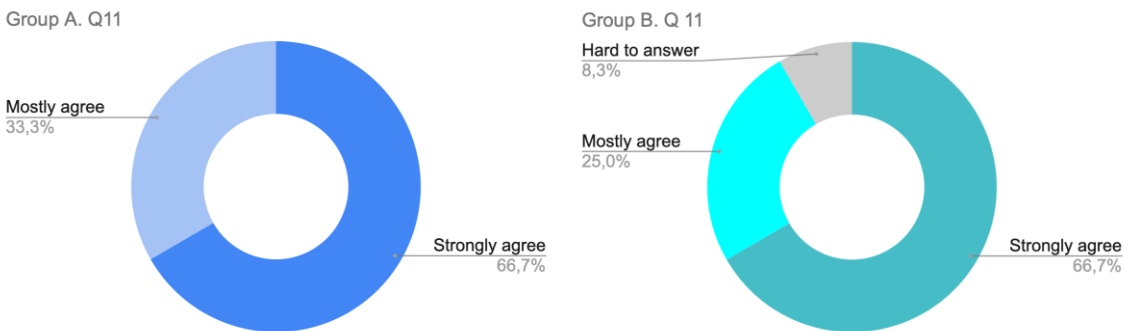
Picture 17. Study results – Question 10.



Source: Annex 5. Survey results

Q11. I believe that everyone in the team wanted to achieve joint success, not just personal gain.

Picture 18. Study results – Question 11.



Source: Annex 5. Survey results

The analysis of participant feedback from both activities reveals a remarkable level of consensus, with almost all participants acknowledging that each team member showed commitment to both their personal goals and the group's collective interests. This near-unanimous perception of shared dedication is a crucial finding, as it highlights a pervasive sense of unity and collaboration within the teams.

This strong sense of collective purpose among team members is particularly significant in the context of team dynamics and effectiveness. The alignment of individual goals with group objectives suggests high cohesion and cooperative spirit, essential elements for successful team performance.

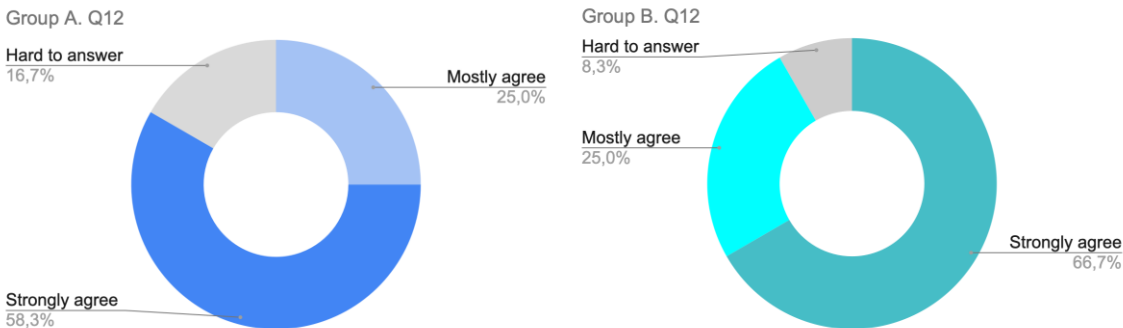
Furthermore, this shared dedication likely facilitates smoother collaboration, as team members are perceived to work towards common ends, thereby minimizing potential conflicts of interest.

This insight is valuable for understanding the factors contributing to effective team functioning. It emphasizes the importance of ensuring that team members are focused on their personal

objectives and attuned to and invested in the team's overall goals. Such a balance between individual and collective interests indicates a healthy, productive team environment, which is crucial for achieving success in collaborative endeavors.

Q12. I found people in the team with whom I am unafraid to go on a combat mission.

Picture 19. Study results – Question 12.



Source: Annex 5. Survey results

Engaging in a combat mission is inherently fraught with substantial risks, and the presence of a dependable comrade or colleague plays a pivotal role in ameliorating these hazards. What stands out significantly is that, even though a considerable number of participants had their first encounter with their team members during these activities, a prevailing sentiment of profound trust exists in their fellow team members. This observation implies that the dynamics within the teams facilitated an expedited establishment of trust, a pivotal component crucial for the triumphant execution of high-stakes missions.

This insight is noteworthy as it underscores the agility of trust development within teams, even when individuals have little prior acquaintance. It underscores the adaptability and effectiveness of team-building processes in rapidly cultivating trust, reinforcing trust's significance as an enabler of successful mission outcomes. This understanding can be instrumental for military training and operational planning, emphasizing the importance of fostering trust-building mechanisms within teams to enhance their readiness for high-risk assignments.

The formula for calculating trust based on Patrick Lencioni's "The Five Dysfunctions of a Team" concept.

Number of participants in each group (P): 12

Number of questions (Q): 12

Scoring system for each question, where:

- 'Strongly agree': 5 points
- 'Mostly agree': 4 points

- 'Hard to answer': 3 points
- 'Mostly disagree': 2 points
- 'Strongly disagree': 1 point

Given these parameters, the maximum score for each question per participant is 5 (for 'Strongly agree'). Therefore, the maximum score per participant for all questions is 5 points/question × 12 questions = 60 points. Since there are 12 participants, the maximum total score for the group is 60 points/participant × 12 participants = 720 points, as stated. To calculate the trust score, we would first need to sum up all the points earned by all participants for all questions. Let's denote this total sum of points as S1 for Group A and S2 for Group B.

The formula for the trust score (T) for each group as a percentage of the maximum score would then be:

- For Group A: $T1 = (S1 / \text{Maximum Total Score}) \times 100$
- For Group B: $T1 = (S2 / \text{Maximum Total Score}) \times 100$

Substituting the maximum total score (720) into the formula, we get:

$$T1 = (644 / 720) \times 100$$

$$T2 = (645 / 720) \times 100$$

Total trust score in Group A: 89,44%

Total trust score in Group B: 89,58%

Annex 5. Survey results

Top 10 skills expected by participants from a leader to build trust in a team after learning activities (1 most important, 10 the least important):

Group A

1. ***Motivating and inspiring others***
2. ***Quickly assess the situation***
3. ***Establish internal communication and be able to listen***
4. ***Create a positive moral and psychological climate in the team***
5. ***Involve the team in decision-making***
6. Resolving conflict situations
7. Make decisions and delegate
8. Understand people find an approach to everyone.
9. Admit mistakes, learn, adapt
10. Think creatively, inventively, and out of the box.

Group B

1. ***Understand people and find an approach to everyone.***
2. ***Quickly assess the situation***
3. ***Establish internal communication and be able to listen.***
4. ***Make decisions and delegate***
5. ***Motivating and inspiring others***
6. Resolving conflict situations
7. Admit mistakes, learn, adapt
8. Think creatively, inventively, and out of the box.
9. Create a positive moral and psychological climate in the team
10. Involve the team in decision-making

6. Key Findings

6.1 Effectiveness of games as a tool of trust-building in small military teams

The key finding from the experiment is that game-based training in the military context can be as effective as training conducted by super-professionals, who are often limited in number. This discovery highlights the potential of games as a scalable and versatile tool for trust and leadership training within military systems. By integrating games into training programs, the military can benefit from a more accessible, engaging, and adaptable training method, capable of simulating complex scenarios and fostering critical skills like team dynamics, communication, and decision-making under pressure. This approach addresses the challenge of limited expert availability and enhances training effectiveness through interactive and immersive learning experiences.

6.2. Assessment of trust dynamics in small military teams

The research involving interviews with military personnel and trainers responsible for educating these individuals reveals a notable gap in the practice of quantitatively measuring various elements of trust within small teams in military settings. These interviews indicate a prevailing consensus among military instructors that trust predominantly results from prolonged interpersonal interactions within these units.

This finding underscores the inherent complexity of developing trust in military contexts. The instructors highlight the challenges associated with rapidly cultivating trust, suggesting that it is a gradual process, evolving through sustained engagements and shared experiences among team members. This perspective aligns with the understanding that trust is not an instantaneous outcome, but a slowly maturing dynamic fostered through continuous and consistent interactions.

The absence of systematic measurement tools or methodologies to assess different facets of trust within small military teams indicates a potential area for further investigation and

development. This gap highlights the need for more structured approaches to understand and quantify trust levels in military formations, which could be critical in enhancing team cohesion, operational efficiency, and overall mission effectiveness.

6.3. Training trust-building mechanisms in military organizations

Initial onboarding stages for soldiers in combat units predominantly focus on developing technical skills. These skills, essential for basic operational competence, include handling equipment, tactical maneuvers, and other fundamental military procedures. The emphasis is heavily skewed towards these hard skills, which are deemed immediately necessary for the practical demands of military service. In contrast, the development of soft skills, particularly those enhancing teamwork and interpersonal effectiveness, is not given the same level of priority in the early training phases. These skills, which are vital for building trust among team members, are typically deferred to later stages of military training. It was specifically noted that such training in trust-building and other soft skills is introduced during specialized programs designed for sergeants and other higher-ranking personnel. This approach suggests a hierarchical structure in the skill development process, where the cultivation of trust and other soft skills is reserved for those who progress to leadership roles. The implication of this finding is significant, as it points to a potential delay in fostering a trust-based environment among recruits, which could impact team dynamics and overall unit efficacy.

6.4. Perspectives of Innovative approaches to trust-building in military organizations

The finding from the analysis reveals that the Azov Brigade, operating under the National Guard of Ukraine, exhibits a notably progressive stance towards adopting innovative methods in its training regimen. This inclination towards modernization, especially compared to the Ministry of Defence (MoD) of Ukraine, highlights a significant shift in the approach to military training within different branches of the Ukrainian armed forces. While the MoD has shown readiness to support and facilitate the implementation of game-based methodologies in the L1-L5 military training system, the Azov Brigade appears more actively engaged in exploring these avant-garde techniques. This proactive attitude of the Azov Brigade towards innovation is particularly evident in their consideration of piloting a process for empirically measuring trust among soldiers at various stages of their military journey.

Azov's reputation allows it to constantly flow volunteers as recruits. This may mean that the level of trust in this institution is quite high, and the mechanisms of trust building within this institution are functioning well. The educational military program by the Azov Brigade is comprehensive, encompassing various phases of a soldier's career, from the initial recruitment and selection process in training centers to more advanced, specialized exercises. This initiative reflects a deep understanding of the critical role of trust in military effectiveness and the need for its continual assessment and development. By experimenting with measuring trust, the Azov Brigade will be able to integrate a more systematic and data-driven approach into their training framework. This method could potentially provide valuable insights into how trust evolves and is influenced by

different training stages and experiences. Implementing such a program represents a pioneering step in military training, focusing on the development of tactical and operational competencies and the psychological and interpersonal aspects crucial in high-stress, high-stakes environments.

7. Limitations

Sample size and diversity: The study's conclusions are based on a group of recruits within the Ukrainian Armed Forces. This limited scope may not capture the full range of experiences and perspectives present in different military units or other armed forces.

Methodological constraints: The reliance on the World of Communities Board Game and interactive training as the tools for trust-building may not fully represent other effective methods or approaches available in military education. Additionally, the subjective nature of self-reported data from participants can introduce biases.

Cultural and organizational contexts: The findings are deeply rooted in the specific cultural and organizational context. Therefore, the transferability of the results to other military organizations, especially those with different cultural backgrounds or organizational structures, may be limited.

Temporal limitations: The research was conducted from November 2023 to January 2024, which may not account for long-term effects or changes in military dynamics.

Scope of research: The focus on trust-building in a military context does not encompass all leadership and team dynamics aspects. Other factors critical to military effectiveness may not have been fully explored.

Suggestions for future research.

8. Recommendations

Based on the study's findings, here are specific recommendations that might improve not only AFU and Ukraine's perspective on ongoing war but may contribute to the creation of synergy among stakeholders in designing effective management and leadership programs:

1. Ukrainian Armed Forces & Brigades like Azov:

- Tailored training programs: Integrate board games that focus on strategic thinking and trust-building into pilot regular training routines, reflecting real-life combat scenarios and decision-making processes.
- Team analysis post-game: Conduct debriefing sessions post-gaming to analyze team dynamics, decision-making, and trust levels, using insights to inform future training.
- Instructor training for game facilitation: Train instructors in effectively facilitating board games, focusing on enhancing team communication and trust-building.

2. American University Kyiv:

- Course development on interactive training methods: Develop courses focusing on innovative training methods, including simulation games, emphasizing their role in enhancing leadership and team dynamics.
- Joint research programs: Collaborate with military institutions for research on the effectiveness of simulation games in military training and leadership development.

3. Simulation board game developers:

- Custom military scenarios in games: Design games with scenarios tailored to military contexts, focusing on real-world challenges military personnel face.
- The feedback loop from military users: Establish a continuous feedback mechanism with military users to refine and adapt games based on real-time input and evolving training needs.

4. Researchers Community:

- Comparative studies on training effectiveness: Undertake comparative studies to evaluate the effectiveness of simulation games versus traditional training methods in military contexts.
- Longitudinal impact research: Conduct long-term studies to assess the sustained impact of simulation games on team dynamics, trust, and decision-making skills in military settings.
- Cross-cultural studies: Research the effectiveness of simulation games in different cultural contexts within military training, exploring universal and culture-specific elements.

Incorporating these recommendations into the training and development programs of the Ukrainian Armed Forces, American University Kyiv, simulation game developers, and the research community can lead to significant improvements in leadership, team dynamics, and trust-building in the context of military training. These advancements have the potential to not only enhance the perspectives on ongoing warfare but also contribute to the overall effectiveness of military personnel and their preparedness for the challenges they may face, especially during close integration with NATO structures.

9. References

1. Bartels, E. M. (2021, February 8). Wargames as an educational tool. Retrieved from <https://www.rand.org/pubs/commentary/2021/02/wargames-as-an-educational-tool.htm>
2. Beyond Be, Know, Do: Leadership Implications for the Force XXI Leader by MAJ Darryl A. Williams, USA, School of Advanced Military Studies, United States Army Command and General Staff College Fort Leavenworth, Kansas, 51.
3. Blom, G. M., & Force, U. A. (2016). A trust-based culture shift. *Military Review*, 96(2), 84-91.
4. Burroughs, C. (2005, May 13). Sandia-developed game helps Special Forces learn adaptive thinking problem solving. Sandia National Laboratories. Retrieved from <https://www.sandia.gov/labnews/2005/05/13/050513-3/>
5. Culkin, R. T. (1999). Post-Cold War wargaming and the American military leadership challenge. (AU/ACSC/032/1999-04). Air Command and Staff College, Air University. Maxwell Air Force Base, Alabama.
6. Department of the Army. (2015). ATP 6-22.6: Army team building. Headquarters, Department of the Army. <https://armypubs.us.army.mil/doctrine/index.html>
7. Development of a measure of army leadership climate: The military leadership behavior survey (Research-Proli. Review 74.5, 97 N). U.S.(1974, December)
8. Doctrine of Military Leadership Development in the Armed Forces of Ukraine. (2020). VKP 7-00(03).01.
9. Fisher, A. D. (2022). A computer-based simulation to accelerate military decision-making using a platoon tactical decision game (TDG). Naval Postgraduate School. Approved for public release. Distribution is unlimited.
10. Frederick, F. J. (2018, March 12). What are the benefits of using simulation in leadership development? Flow Leadership. Retrieved from <https://flowleadership.org/benefits-of-using-simulation/>
11. Gonzales, J. (2016). Leadership styles in military settings and their influences on program satisfaction. (Electronic Theses and Dissertations). Jack N. Averitt College of Graduate Studies, Summer 2016.
12. Green, R. (2016). Make it so: Employing a multi-player starship bridge simulator in a military-based leadership course. Graduate Research Papers. University of Northern Iowa. Retrieved from UNI ScholarWorks.
13. Holmberg, I., & Åkerblom, S. (2006). Modeling leadership – Implicit leadership theories in Sweden. *Scandinavian Journal of Management*, 22(4), 307–329. <https://doi.org/10.1016/j.scaman.2006.10.002>
14. Horowitz, M. C., & Fuhrmann, M. (2018). Studying leaders and military conflict: Conceptual framework and research agenda. *Journal of Conflict Resolution*, 62(10). <https://doi.org/10.1177/0022002718785679>

15. Iyengar, J. V., Hargett, G. H., & Hargett, J. D. (1999). Military development and applications of simulation systems. *Journal of International Information Management*, 8(2), Article 5.
16. Lencioni P. (April 11, 2002). *The Five Dysfunctions of a Team: A Leadership Fable*, 20th Anniversary Edition.
17. Libutti, C. (2021). *Trust in high-performance teams: How do U.S. Special Operations teams build and maintain trust?* (Unpublished doctoral dissertation). Temple University.
18. Massicot, D. (2023). *Russian Military Operations in Ukraine in 2022 and the Year Ahead*. Santa Monica, CA: RAND Corporation. <https://www.rand.org/pubs/testimonies/CTA2646-1.html>
19. Melkozerova, V. (2023). *Ukraine finds flexible ways to fill its army ranks*. Politico. <https://www.politico.eu/article/enlistment-a-la-carte-ukrainians-find-flexible-ways-to-fill-the-ranks/>
20. North Atlantic Treaty Organization (NATO). (2022). *Leader Development for NATO Multinational Military Operations*. HFM Research Task Group 286. <https://research.fak.dk/esploro/outputs/991875081303741>
21. Riggio, R. E., & Newstead, T. (2023). Crisis leadership. *Annual Review of Organizational Psychology and Organizational Behavior*, 10, 201-224. <https://doi.org/10.1146/annurev-orgpsych-120920-044838>
22. Riggio, R. E., & Newstead, T. (Year). *Crisis leadership*. Annual Review of Organizational Psychology and Organizational Behavior. Kravis Leadership Institute, Claremont McKenna College; Tasmanian School of Business and Economics, University of Tasmania.
23. Singer, M. J., & Knerr, B. W. (2010). *Evaluation of a game-based simulation during distributed exercises*. U.S. Army Research Institute for the Behavioral and Social Sciences. (Research Report 1931).
24. Siewiorek, A., Saarinen, E., Lainema, T., & Lehtinen, E. (Date of publication). *Learning leadership skills in a simulated business environment*. <https://doi.org/10.1016/j.compedu.2011.08.016>
25. Stuart, S. C. (2019, May 11). *How simulation games prepare the military for more than just combat*. PCMag. Retrieved from <https://www.pcmag.com/news/how-simulation-games-prepare-the-military-for-more-than-just-combat>
26. Stănciulescu, R., & Beldiman, E. (2019). The issue of leadership styles in the military organization. *Land Forces Academy Review*, 24(1), 93.
27. Tymchuk, T., & Voitovych, M. (2022). *Fix It: 100 Ways to Fix the Environment with the World of Communities Game*. https://market.woc.org.ua/home/fixit_book_100_cases
28. *World of Communities Game Impact: survey 2017* <https://gameblog.woc.org.ua/gra-svit-gromad-efektyvnyi-instrument-prosvitnytstva-aktyvizatsiyi-ta-doslidzhennya-povedinky-lyudej-rezultaty-doslidzhennya/>
29. *World of Communities Game Impact: survey 2019* <https://worldofcommunities.org/2019>

Appendices

Annex 1. Key informants

1. Dmytro Krylov, Colonel (Reserve), AUK/ASU student, Team Lead of PROTECT2 project of International Technical Assistance to Ministry of Defense and the Armed Forces of Ukraine
2. Oleksandr Kosynskyi, Chief Master Sergeant, Ministry of Defense.
3. Petro Koshukov, Project Manager, Ministry of Defense of Ukraine with experience in the Russian-Ukrainian War of 2022-2023.
4. Representative from the Security Service of Ukraine with experience in the Russian-Ukrainian War of 2022-2023.
5. Taras Kuts, Junior Sergeant of the Armed Forces of Ukraine.
6. Viktor Bishchuk, Veteran of the Armed Forces of Ukraine with experience in the Russian-Ukrainian War of 2022-2023.
7. Vladyslav Dutchak, Junior Lieutenant, 12th Special Purpose Brigade Azov of the National Guard of Ukraine.
8. Volodymyr Vernyhora, senior soldier, personnel section, humanitarian support department, 12th Special Forces Brigade of the Azov of the National Guard of Ukraine.
9. Yurii Vinnikov, combat of the Armed Forces of Ukraine.

Annex 2. Agenda of A/B testing event

Інструменти акселераційної розбудови довіри в малих групах як складова розвитку лідерського потенціалу у військових

Завдання заходу:

- Розглянути різні інструменти побудови довіри в малих групах як частину розвитку лідерського потенціалу військовослужбовців відповідно до доктрини з розвитку лідерства ЗСУ
- Потренувати навички роботи в команді
- Заміряти ефективність різних форм навчання

Дата: 27 грудня 2023 року

Формат:

Група А: інтерактивний тренінг (до 15 учасників)

Група Б: Симуляційна гра (до 15 учасників)

Місце: Поштова площа 3, American University Kyiv

Програма

Час	Що відбувається	
9:40	Прибуття учасників. Реєстрація. Вітальна кава	
10:10	Відкриття. Інструктаж. Поділ на групи	
	Група А <i>Інтерактивний тренінг</i>	Група Б <i>Симуляційна гра "Світ Громад"</i>
10:30	Інтерактивний тренінг	Симуляційна гра
11:45	Перерва	Перерва
12:00	Інтерактивний тренінг	Симуляційна гра
13:00:	Післянавчальне анкетування. Підсумки. Обговорення	Післянавчальне анкетування. Підсумки. Обговорення
13:30	Завершення. Неформальне спілкування	

Захід відбувається у співпраці з Відділенням гуманітарного забезпечення (Хорунжа Служба), Секції по роботі з особовим складом та Групи комплектування 12-ї бригади спеціального призначення Національної Гвардії України "Азов".

Контактна особа: Тарас Тимчук, магістр Global Management, taras.tymchuk@auk.edu.ua,
+38 067 448 09 12 <https://tarastymchuk.work/welcome/>

Annex 3. Form of participant's consent to participate in the study Форма згоди учасника на участь у дослідженні

Table 2. Form of participant's consent to participate in the study

Учасник повинен заповнити весь цей аркуш	Будь ласка, поставте галочку у відповідному полі	
	ТАК.	НІ
Чи отримали ви пояснення щодо дослідження		
Чи мали ви можливість поставити запитання та обговорити це дослідження?		
Чи отримали ви задовільні відповіді на всі свої запитання?		
Чи розумієте ви, що ваша участь у цьому дослідженні є добровільною?		
Чи розумієте ви, що можете відмовитися від участі в цьому дослідженні в будь-який час без пояснення причин?		
Чи розумієте ви, що ваше ім'я не буде згадуватися в жодному звіті щодо цього дослідження?		
Чи розумієте ви, що вся інформація, зібрана про вас під час цього дослідження, буде суворо конфіденційною?		
Чи згодні ви взяти участь у цьому дослідженні зараз?		
Підпис учасника дослідження:		
Дата і місце проведення:		
Підпис дослідника:		
Дата і місце проведення:		

Annex 4. A/B Questionnaire

Інструменти акселераційної розбудови довіри в малих групах як складова розвитку лідерського потенціалу у військових

Дата: _____

Місце: _____

Ваш вік: _____

Ваш освітній рівень:

- a. середня освіта (школа), тому числі незакінчена середня освіта
- b. професійно-технічна освіта (технікум, училище)
- c. вища освіта (бакалавр, спеціаліст, магістр)
- d. науковий ступінь (кандидат/доктор наук, PhD)

Ваша стать

- a. Жіноча
- b. Чоловіча
- c. Волю не вказувати
- d. Інше

Ваш недавній статус зайнятості

- a. найманий працівник
- b. підприємець, власник своєї справи
- c. студент
- d. пенсіонер (за віком, інвалідністю)
- e. не працюю
- f. відпустка по догляду за дитиною
- g. не хочу відповідати
- h. інше

Чи проходили ви спеціалізовані курси з лідерства

- a. Так
- b. Ні
- c. Вже не пам'ятаю

Чи проходили ви раніше спеціалізовані курси з військового лідерства

1. Так
2. Ні
3. Вже не пам'ятаю *Оберіть один з варіантів, відповідаючи на кожен питання*

Частина 1: Відкритість та вразливість

1. Я зміг/змогла вільно поділитися своїми слабкостями та помилками з іншими членами команди

1. Повністю НЕ згоден/на
2. Частково НЕ згоден/на
3. Складно відповісти
4. Переважно згоден/на
5. Повністю згоден/на

2. Я відчував/ла, що можу бути відвертим/ою про свої почуття та хвилювання перед іншими в команді

1. Повністю НЕ згоден/на
2. Частково НЕ згоден/на
3. Складно відповісти
4. Переважно згоден/на

5. Повністю

згоден/на

3. Я довіряв/ла, що інші члени команди не використають мої слабкості проти мене

1. Повністю НЕ згоден/на
2. Частково НЕ згоден/на
3. Складно відповісти
4. Переважно згоден/на
5. Повністю згоден/на

Частина 2: Взаємна підтримка

4. Члени моєї команди позитивно реагували на запити про допомогу чи підтримку

1. Повністю НЕ згоден/на
2. Частково НЕ згоден/на
3. Складно відповісти
4. Переважно згоден/на
5. Повністю згоден/

5. Я відчував/ла, що інші в команді підтримують мої ідеї та зусилля.

1. Повністю НЕ згоден/на
2. Частково НЕ згоден/на
3. Складно відповісти
4. Переважно згоден/на
5. Повністю згоден/на

Частина 3: Відкритість до обговорення

6. У нашій команді можна було вільно обговорювати помилки та навчатися на них, не боячись критики

1. Повністю НЕ згоден/на
2. Частково НЕ згоден/на
3. Складно відповісти
4. Переважно згоден/на
5. Повністю згоден/на

7. Конструктивна критика у нашій команді сприймалася як можливість для розвитку, а не як напад

1. Повністю НЕ згоден/на
2. Частково НЕ згоден/на
3. Складно відповісти
4. Переважно згоден/на
5. Повністю згоден/на

Частина 4: Чесність та прозорість

8. Члени команди завжди були відверті та чесні один з одним

1. Повністю НЕ згоден/на
2. Частково НЕ згоден/на
3. Складно відповісти
4. Переважно згоден/на
5. Повністю згоден/на

9. У команді не існувало прихованих мотивів

1. Повністю НЕ згоден/на
2. Частково НЕ згоден/на
3. Складно відповісти
4. Переважно згоден/на
5. Повністю згоден/на

Частина 5: Довіра до намірів

10. Я впевнений/а, що колеги діяли з позитивними намірами

1. Повністю НЕ згоден/на
2. Частково НЕ згоден/на
3. Складно відповісти
4. Переважно згоден/на
5. Повністю згоден/на

11. Я вірю, що кожен у команді хотів досягти спільного успіху, а не лише персональної вигоди.

1. Повністю НЕ згоден/на
2. Частково НЕ згоден/на
3. Складно відповісти
4. Переважно згоден/на
5. Повністю згоден/н

12. Я знайшов в команді людей, з якими не страшно піти в розвідку

1. Повністю НЕ згоден/на
2. Частково НЕ згоден/на
3. Складно відповісти
4. Переважно згоден/на
5. Повністю згоден/на

Частина 6. Оцінка вміння лідера швидко будувати довіру в команді в умовах обмежених часових ресурсів:

За результатами навчальної сесії, пріоритетизуйте ці навички, які необхідні для розбудови довіри у команді кожному військовому лідеру (1 - це найкритичніша навичка, 10 - найменш важлива)

- _____ Розбиратися в людях, знаходити до кожного підхід
- _____ Оцінювати швидко ситуацію
- _____ Приймати рішення і делегувати
- _____ Налагоджувати внутрішню комунікацію, вміти слухати
- _____ Вирішувати конфліктні ситуації
- _____ Мотивувати та надихати інших
- _____ Створювати позитивний морально-психологічний клімат в команді
- _____ Творчо, винахідливо і нестандартно мислити
- _____ Визнавати свої помилки, вчитися, адаптуватися
- _____ Залучати до прийняття рішень команду

Annex 5. Survey results

Table 3. Survey results

Date: January 27, 2024

Group A

Number of participants: 12

Age	Education	Gender	Recent employment status	Have you taken any leadership courses?	Have you taken any military leadership courses?
23	University degree	Woman	Employee	No	No
30	University degree	Man	Employee	No	No
20	University degree	Man	Student	I don't remember	No
28	University degree	Man	Employee	Yes	No
27	Professional and technical education	Man	Employee	No	No
20	Professional and technical education	Man	Employee	No	No
20	Secondary education (school)	Man	Student	Yes	Yes
21	Professional and technical education	Man	Employee	Yes	No
20	Secondary education (school)	Man	Employee	Yes	No
27	Professional and technical education	Man	Employee	No	No
20	Professional and technical education	Man	Employee	No	No
19	Secondary education (school)	Man	Student	No	I don't remember

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12			
	5	5	5	5	4	5	5	5	5	5	5	4			
	4	4	1	5	5	5	5	5	4	5	4	5			
	2	2	2	5	5	5	5	5	5	5	5	5			
	4	4	5	5	5	5	4	5	5	5	5	4			
	4	4	5	4	5	5	5	4	5	5	5	5			
	1	5	5	5	5	5	5	5	5	5	5	4			
	4	4	4	5	5	5	5	5	5	5	4	5			
	5	5	5	5	5	5	5	4	5	5	5	5			
	4	4	5	5	5	5	5	5	5	5	5	5			
	2	2	5	5	4	5	5	5	5	5	5	5			
	4	3	4	4	4	4	4	3	3	4	4	3			
	4	4	4	4	4	4	4	4	3	4	4	3	<i>Total</i>	<i>Max Score</i>	<i>Trust Rate</i>
Sum	43	46	50	57	56	58	57	55	55	58	56	53	644	720	89,44%

Group B

Number of participants: 12

Age	Education	Gender	Recent employment status	Have you taken any leadership courses?	Have you taken any military leadership courses?
35	University degree	Man	Employee	No	No
36	Secondary education	Man	Employee	No	No
40	University degree	Man	I don't work	No	No
23	Professional and technical education	Man	Employee	No	No
18	Secondary education (school)	Man	I don't work	No	No
25	Secondary education (school)	Man	Employee	Yes	Yes
29	University degree	Man	Employee	No	No
25	University degree	Man	Employee	No	No
23	University degree	Man	Employee	No	No
33	Professional and technical education	Man	Employee	No	No
23	University degree	Man	I don't work	No	No
25	University degree	Man	I don't work	No	No

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12			
	5	5	5	5	5	5	5	5	5	5	5	5			
	4	4	4	5	5	5	5	5	5	5	5	4			
	5	4	5	5	4	5	5	5	5	5	5	5			
	5	5	5	5	5	5	5	5	5	5	5	5			
	5	5	5	4	5	5	4	5	4	5	5	5			
	5	5	5	5	5	5	5	5	5	5	5	5			
	2	3	2	5	4	5	4	4	2	5	4	5			
	5	5	3	5	5	5	5	5	3	5	3	5			
	5	5	2	4	5	5	5	4	2	3	4	4			
	3	3	4	3	4	4	5	4	5	5	5	5			
	4	4	4	5	5	4	4	5	5	5	5	3			
	2	4	3	5	4	4	4	3	3	4	4	4	<i>Total</i>	<i>Max Score</i>	<i>Trust Rate</i>
Sum	50	52	47	56	56	57	56	55	49	57	55	55	645	720	89,58%

Acknowledgments

This research project would not have been possible without the support and contributions of many individuals and organizations who created the conditions for its inception. I want to extend my heartfelt gratitude to the following individuals and entities:

Armed Forces of Ukraine: I express my deepest appreciation to the Armed Forces of Ukraine for providing the opportunity to focus on the Capstone Project and not worry about necessities such as shelter and access to electricity.

Professor Roman Sheremeta: I am grateful to Roman, whose experimental research and guidance inspired the conceptualization and swift execution of my experiment.

Professor Volodymyr Vakhitov and Nataliia Zaika: I sincerely thank Volodymyr Vakhitov and Nataliia Zaika for their guidance during the experimental design phase and for supporting my endeavor to implement it.

Professor Hanna Shvindina: Special thanks to Hanna for her support with materials and research on trust, meticulous review of initial drafts, and support during the finalization phase.

Military Personnel: I extend my gratitude to military personnel who generously shared their practical experience in leadership development, both in Ukraine and international missions. Specifically, I would like to acknowledge: Oleksandr Kosinskyi, Dmytro Krylov, Vlad Vernyhora, Vlad Dutchak, Petro Koshukov, Taras Kuts, Yuri Vinnikov, and Viktor Bishchuk.

Chief Master Sergeant Oleksandr Kosinskyi: A special thank you to Oleksandr Kosinskyi for placing trust in me and agreeing to conduct a trust-building training within a combat unit, which became an integral part of the experiment.

Maryna Bakaienko, Natalia Harasivka, and Tymofiy Dyukaev: I express my appreciation to Marina, Natalia, and Tymofiy for investing time and their expert facilitation of the World of Communities gaming sessions.

Professor Monika Pompeo: I am thankful to Monika Pompeo for introducing me to the world of research using public goods games and for providing valuable recommendations for research design.

Humanitarian Support Department (Horunzha Sluzhba), Personnel Section, and the Recruiting Group of the 12th Special Purpose Brigade of the National Guard of Ukraine "Azov": My appreciation goes to these entities for their assistance in recruiting volunteers in this research.

Professor Mark Voyager: I extend my thanks to Mark Voyager for his strategic game during the Global Security course, which provided a profound intellectual and emotional experience and reaffirmed the power of games as a flexible educational tool.

Professor Yuriy Bots and Artem Klyuchnikov: My gratitude to professors Yuriy Bots and Artem Klyuchnikov for their courses that explored various aspects and frameworks related to leadership and trust-building in teams.

World of Communities Team: I would like to thank the WOC team for investing their time and skills in developing new educational tools that unleash the potential of individuals and teams.

Mariia Naumchyk: A special acknowledgment to Mariia Naumchyk, who sacrificed her winter holidays to assist in preparing and conducting experimental activities at the university and promoting them on social media.

Through this research, I had the opportunity to collaborate with diverse individuals and felt immense support and a shared commitment to this endeavor. I also want to express my gratitude to American University Kyiv for creating an environment conducive to learning and development in a critical time for our country.

Author's Biography

Taras Tymchuk is a highly accomplished independent management consultant, skilled facilitator, and distinguished development expert with a strong track record of success in the aid development industry. He is also a visionary co-founder of two forward-thinking companies specializing in R&D and innovative game-based services. With a solid educational foundation, Taras holds a Master's degree in PR and is currently pursuing a second Master's degree in Global Management at AUK, demonstrating his commitment to continuous learning and growth.

Taras is on a mission to identify, address, and resolve systemic issues that impede efficiency and productivity within organizations, communities, and businesses. His unique ability to diagnose and rectify these challenges has made him a sought-after consultant in his field. A notable achievement in Taras's career is his co-authorship of the Ukrainian simulation board game "World of Community." This groundbreaking game has been instrumental in leadership development, community engagement, civic education, and team building.

Academic Integrity Statement

I, Taras Tymchuk, at this moment, affirm that this Capstone project, Cooperative Game Simulations: A Lens into Concealed Leadership Facets and Cultural Dynamics, is composed of my original work. This document has been created in compliance with the American University Kyiv (AUK) and the School of Business Administration's academic integrity policies. I have conducted all research and presented findings according to the highest standards of academic honesty.

I confirm that:

All research and written material included in this project are the results of my intellectual efforts and, where applicable, in collaboration with the project advisor as per the prescribed syllabus guidelines.

All sources of information have been properly acknowledged, and no part of this project has been plagiarized intentionally or unintentionally.

I have cited all materials, whether quotes or paraphrases, from the work of other scholars, practitioners, or information sources.

Any assistance received in preparing this work and all sources used have been disclosed fully and are cited within the text and listed in the bibliography.

I have not shared my work with others or unfairly used others' work to complete my project.

I understand that any violation of the AUK's academic integrity policy will result in severe consequences, including but not limited to a failing grade for the project, a failing grade for the course, and potentially further disciplinary action by the University.

This statement is a testament to my commitment to upholding the principles of academic integrity and the scholarly values of the American University Kyiv. My signature below signifies my understanding of these guidelines and my pledge to abide by them throughout the process of conducting and presenting my Capstone project.

Taras Tymchuk
[17 January 2024]

[Project Advisor's Name]