



**THE FUTURE IS NOW**  
**FACILITATOR'S GUIDE**



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# OVERVIEW

## I. Introduction

The Virtual Experience Immersive Learning Simulation (VEILS®) **THE FUTURE IS NOW** supports the development of Cadets in the Basic Officer Leader Course — Pre-Commissioning (BOLC A), U.S. Army Cadet Command, both as a collection of scenarios that can be discussed in the classroom and as a stand-alone interactive simulation. It may also be used in other Accessions applications to demonstrate the challenges faced by students in a ROTC environment.

Although as ROTC members, Cadets may be in the college community, they need to understand that they are not of it. Cadets are held to a higher standard and must abide by Army values from day one. They no longer represent themselves but also both the U.S. Army Profession and the United States of America. The interactive simulation will expose Cadets to situations where professional behavior is required and reflect how the decisions and habits of Cadets in college can either positively or negatively influence their later responses to professional and ethical challenges they will face as junior officers. The aim of the simulation is to show the importance of developing a strong foundation of ethical decision making and professionalism upon which their military career will rest.

The audience for **THE FUTURE IS NOW** is primarily MS2 level Cadets. Some of the scenarios in the simulation that focus on campus life exclusively may be used with MS1 Cadets, but the focus is on MS2 Cadets.

There are four playable characters in this simulation. Each reflects different aspects of college life, family circumstances, and demographics. Two characters go to a large state university, and two characters attend a small private college. Some of the decisions made while in college will have consequences solely there, while others will illustrate a Cadet's character and suggest later consequences – both positive and negative – to his or her life as a junior officer.

Using the simulation, students will have the opportunity to practice making decisions that will be in line with the Army Profession and Ethic. Participants will make decisions on behalf of the characters and then see the consequences of those decisions play out. **THE FUTURE IS NOW** helps them think through and practice making decisions in a safe environment so that they can apply what they learn here to situations they face in college and later as junior officers.

## II. Supported Objectives

The scenarios within **THE FUTURE IS NOW** may be used by a classroom facilitator to support learning objectives for professional character development in Cadets. These objectives include:

1. Define Army professionals as members of the Army Profession
  - a) Define the Army as a profession
  - b) Define the Army culture
  - c) Define the Army ethic

- d) Define civil-military relations
  - e) Reflect on membership in the Army profession
2. Define professional character in terms of Army Values, Warrior Ethos, and Soldier's Creed
- a) Define Army Values, Warrior Ethos, and Soldier's Creed
  - b) Define professional character development
  - c) Apply the Army ethic and culture (Army Values, Warrior Ethos, Soldier's Creed) to the concept of professional character
3. Apply ethical processing to decision making
- a) Describe why we need ethical processing in the Army
  - b) Explain the use of ethical processing
  - c) Apply ethical processing to decision making through the use of stories/vignettes.
4. Describe principles and practices of Army professionals
- a) Describe the practices of Army professionals
  - b) Describe how the levels of Army culture shape professional Soldiers
  - c) Describe fundamental principles of the Army ethic
  - d) Describe civil-military relations concepts
  - e) Describe the responsibilities of Soldiers in ethical command climates
  - f) Describe the roles of ethical leaders
5. Apply concepts of the Army profession, professional character, and ethical decision making as a leader
- a) Describe professional character within the concept of ethical leadership
  - b) Apply and demonstrate concepts of the Army profession, professional character, and ethical decision-making within leader situations








### III. System Requirements



To play **THE FUTURE IS NOW**, you must have:

- Windows XP, Vista, or 7 / Mac OS 10.4 or higher
- Adobe Flash Player version 10+
- 1Ghz or faster processor (2GHz recommended for full-screen playback at high resolutions)
- 256MB of RAM (512MB recommended)
- DVD-ROM Drive Video Card & Display (1024 x 768 minimum resolution)
- Sound Card & Speakers / Headphones Keyboard & Mouse)

### IV. Using the Interface

Here's how to navigate the program.

CONTROL	WHAT IT DOES
	Moves to the next screen. You have to click NEXT to leave text screens.
	Moves to the previous screen
	Stops the action.
	Plays or pauses the video.
	Goes to full-screen mode.

CONTROL	WHAT IT DOES
	Movie clips automatically play to conclusion, but clicking and dragging this bar allows you to move back and forth within the clip.
	Clicking on it gives you a toggle to drag along a bar to raise or lower the sound volume.

## V. Delivering the Lesson

Depending upon Cadet Command guidance and student needs in local ROTC programs, this simulation may be used in different ways. It can be:

- Shown in its entirety as a facilitated classroom tool to explore the professional development of all the playable characters
- Adapted to specific learning needs and schedule requirements by presenting specific storylines (playable characters) in different classes
- Used as a vehicle for classroom discussion by extracting specific video clips that illustrate the Army profession and ethic, as well as any professional character development issues to be addressed
- Individual online study (the option could be given to play the four modules away from class as homework via Blackboard prior to facilitated classroom discussion)

The next part of the guide describes how to use the simulation in the classroom.

# FACILITATED CLASSROOM DISCUSSION

## I. Materials Needed

You will need the following materials and equipment to facilitate this program:

- **THE FUTURE IS NOW** DVD
- Facilitator's Guide
- PC computer, monitor or video projector
- Screen if projecting

## II. Starting the Program

**THE FUTURE IS NOW** comes on a DVD. The program should automatically launch in your default web browser when it is inserted into your computer's DVD drive. If your computer does not have the required version of Adobe Flash, then you will automatically be prompted to install it. If the program does not self-start, please complete the following steps:

### Windows Users

1. Insert **THE FUTURE IS NOW** into your DVD-ROM drive.
2. If it does not self-start within 30 seconds, follow the next steps:
  - a) Open Windows Explorer (My Computer) and browse to your DVD drive.
  - b) Double-click on "The\_Future\_Is\_Now.exe"

### Mac Users

1. Insert **THE FUTURE IS NOW** into your DVD-ROM drive.
2. Double click on **THE FUTURE IS NOW** disc icon on your desktop (or browse to its location in the Finder).
3. Double click on "The\_Future\_Is\_Now.app"

### III. Delivering the Lesson

Delivery Time: 20 minutes viewing time for each playable character, with approximately 20 minutes of discussion, for a total of 40 minutes per playable character, or 160 minutes for the entire simulation.

Choose whether to use the entire simulation as a tool to explore the professional development of all the characters or one of the specific characters and storylines most applicable to the audience.

1. Start up the program and click the pause button.

Explain that they will have an opportunity to see examples of professional and unprofessional behavior. They will be able to make decisions as one of the playable characters and then see the consequences of those decisions play out. The challenge is to develop the strength inside, through applying ethical decision-making tools, to make the proper life choices that are in line with the Army profession and ethic.

Describe which character or characters participants will be playing. (Descriptions of each character can be found in the following pages, with that character's segment.) The characters, all ROTC Cadets, include:

- Josh "Sully" Sullivan
- Tammy Headen
- Christina "Zoo" Jaszewski
- Tobias Cantillo

This interactive simulation will allow them to see what happens as the result of the decisions they make. It will help them to:

- Define Army professionals as members of the Army Profession
- Define professional character in terms of Army Values, Warrior Ethos, and Soldier's Creed
- Apply ethical processing to decision making
- Describe principles and practices of Army professionals
- Apply concepts of the Army profession, professional character, and ethical decision making as a leader

Explain that you will lead them through the simulation.

2. Play one of the character's segments. When you reach the first decision point, discuss each option with the group. Poll the participants to see what they want to do, make the choice, and then continue playing until the next decision point. You can use the decision summary in the next section to explore choices and facilitate discussion as you go



through the simulation. For each decision, the available choices are listed, along with any short- or long-term consequences. Key content points and discussion questions follow many of the decision points.

Remember that it is important to also explore alternative outcomes. You may want to give the wrong answer occasionally just to see what happens. Be sure to answer questions and encourage discussion.

3. Repeat the process for any of the other character segments that you show.

## IV. CADET SULLIVAN - Summarizing and Discussing the Decisions



**Cadet Josh “Sully” Sullivan** is a frat boy who joined ROTC for the college tuition assistance and the adventure the Army could bring. His mom raised him on her own in Norman, Oklahoma while working as a dental hygienist. His parents were unmarried and young when they conceived him, and his dad died in a motorcycle accident before he was born. Josh was drawn in to the Army by the slick ads and Hollywood films that showed Soldiers jumping from planes and riding in the back of Humvees with large, mounted machine guns. He aspires to be part of the Special Forces.

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### Taking off for the weekend – What do you say?

- ▶ Tell him you’ll be there.
- ▶ Tell him you have a take-home midterm you need to do.

### For Discussion

What does this small decision say about Josh’s concept of duty?

### Takeaway

Even the smallest decisions can reveal a person’s integrity and devotion to duty.

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### Hiring someone to write the paper – What do you say?

- ▶ That’s not my thing. I don’t cheat.
- ▶ Play along and ask how much it’d cost.

*If students decide to play along, then they face the next question.*

### For Discussion

What does asking about the cost communicate to Hauser about Josh?

**Takeaway**

If you state clearly up front what you will and won't do, often the subject won't come up again because people know where you stand and respect you for it.

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**Want the phone number? – What do you say?**

- ▶ I can't risk getting caught.
- ▶ I don't do that sort of thing.
- ▶ I guess it couldn't hurt.

*If students decide not to shut Hauser down firmly, then they face the next question.*

**For Discussion**

What does "risk getting caught" say about someone's identity as a professional?

What would it be like to lead Soldiers who do the right thing only because they are afraid of being caught?

**Takeaway**

Using a weak rationale for doing the right thing can leave people around you uncertain of where you stand and wondering what you'll do next time. Right behavior based on right thinking is better.

---

**It's a win-win situation – What do you say?**

- ▶ Why not? Let's call her.
- ▶ Sorry. It's not worth the risk.

*If students decide that Josh should hire someone else to write his paper, then he gets caught and kicked out of school and the ROTC program. He goes home to attend junior college. The simulation ends, and students are directed to go back and make a better decision. However, if the reason they decide not to do it is because of the risk, then a question is asked about what their decision will be next time and what pattern of behavior that suggests.*

**For Discussion**

Imagine if Josh had gotten away with cheating. How would that influence his pattern of decision making in the future?

### **Takeaway**

Ethical choices made on principle can be simple even if they demand sacrifice and hard work. And each ethical choice made boosts your confidence about making the right choices in the future.

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### **Adding what more you can contribute beyond demonstrating a dressing – What do you say?**

- ▶ No problem.
- ▶ Suggest you could contribute more.

*If students decide that Josh should suggest he can do more, then Headen tells him to stick with what she told him, and they face the next question below.*

### **For Discussion**

What does mutual respect among professionals mean? What does that behavior look like?

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### **Headen says this is what she needs you to do – What do you want to do?**

- ▶ Drop it and do what Headen says.
- ▶ Explain why and how you could do more.

*If the students decide to persist, then Headen puts Josh in his place and they face the next question below.*

### **For Discussion**

Does Josh respect Tammy as a professional or her position in the chain of command? Why or why not?

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### **Just do the assignment – What do you want to do?**

- ▶ Drop it.
- ▶ She's taking this wrong. Straighten her out.

*If the students decide to persist, then others on the team are dragged in to the argument and Pang supports Headen.*

### **For Discussion**

What are some unintended consequences of Josh's persistence?



How does Headen look if Pang has to step in to the discussion?

### Takeaways

A professional Soldier supports the chain of command and puts the performance of the team first.

Think about how your words and actions may be perceived and affect the actions of others.

### Talking with Hauser about going out instead of studying – Do you tell your friend about your frustrations with Headen?

- ▶ Drop it. It's not his business.
- ▶ Tell him about it.

### For Discussion

What does talking to Hauser about Headen say about Josh's loyalty to his leaders?

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### Hauser creates a digital photo of Headen – What do you want to do?

- ▶ Forward it to Graciano and Pang.
- ▶ Keep it to yourself.

*If the photo is passed on, then it makes the rounds of the battalion. Josh has to apologize to Headen, write a letter of apology to the battalion, and ask for their help in deleting all electronic copies of the photo. He has to hope that this photo won't show up in the future on a search engine somewhere.*

### For Discussion

How might this photo circulating around affect the performance of the team?

What are some long-term implications of this photo showing up again?

### Takeaways

Once a digital image leaves your hands, you have no control over what happens to it.

You cannot earn respect from professionals until you start demonstrating it to them.

**Going out for pancakes or studying – What do you want to do?**

- ▶ Look at the First Aid references and go to sleep.
- ▶ Join him for some pancakes.

*If Josh goes out, then he tries to coast by on his prior experience the next day and loses the attention of rest of the class by failing to involve them in a practical activity. Headen is annoyed, and LTC Dickerson comments on losing the group's attention.*

**For Discussion**

What does going out say about Josh's commitment to his unit's success?

**Takeaway**

Preparation is the mark of a professional in any discipline. Professional Soldiers prepare for training as seriously as they prepare for war.

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**At the frat house – Do you want to drink?**

- ▶ Don't drink.
- ▶ Have a beer, but just nurse it throughout the night.
- ▶ Have a couple beers.

*If Josh doesn't drink or nurses only one beer, he has the ability to make good choices later on. If he has a couple, he ends up drinking more and this contributes to bad choices later on.*

**For Discussion**

What are some possible unintended consequences to drinking in this situation?

**Takeaway**

Some seemingly minor choices can impair future options and compromise judgment in subsequent situations.

---

**Join your friends in drinking to celebrate – What do you want to do?**

- ▶ Just say "no."
- ▶ Have a shot.

*If Josh has a shot, then he ends up having more than one, because his judgment is already impaired. If he has already had several beers but tries to say no, he lacks the ability to resist Hauser's pressure and ends up drinking shots. Consequently, Josh wakes up hung over with a bloody T-shirt wrapped around his foot, cut on a beer bottle in the rowdy partying.*

*If Josh refuses to drink (has not already had more than one beer), then he faces the next question.*

### **For Discussion**

How does alcohol affect your decision-making?

### **Takeaways**

The ability to maintain superior judgment in all situations is an essential attribute of officer leaders.

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### **Explaining your injured foot to LTC Dickerson – What do you want to say?**

- ▶ Tell him the truth.
- ▶ Give him a cover story.

*If Josh tells the truth, LTC Dickerson thanks him for his honesty. If he covers up, LTC Dickerson looks skeptical and Josh feels that he is never fully trusted in the future. In either case, Josh barely completes the ROTC program and receives a foot profile because of his injury. He receives a commission but cannot go to Airborne or Ranger Schools.*

### **For Discussion**

What is the importance of being trusted as a Soldier and an Army Leader?

What do you reveal about your character and identity by owning up to an embarrassing error? By trying to protect your reputation with a cover up?

### **Takeaways**

Choices made in college can have permanent consequences and affect your ability to serve.

Small decisions that compromise your integrity can affect how much others trust you.

**Going out with them to steal a stop sign – What do you think?**

- ▶ Live a little. Go with them.
- ▶ Sit out this adventure.
- ▶ Try to talk them out of it.

*If Josh goes with them, then he's arrested for stealing a stop sign and it hurts his chances for finishing the ROTC program. If he stays behind, then his friends get in trouble for stealing a stop sign, and another frat brother questions Josh about not trying to stop them. If he does try to stop them, then a few stay out of trouble, and a frat brother praises Josh for his actions. LTC Dickerson asks him about it, even if he wasn't mentioned in the police report.*

**For Discussion**

What loyalty does Josh owe his frat brothers?

Which identity has greater control in Josh's life choices; being a frat brother or being a Cadet and future Army Leader?

**Takeaways**

Loyalty and discipline are part of being a professional Soldier and part of the reason why U.S. citizens regard members of the Profession so highly.

Your reputation and identity as a professional Soldier is formed not just by your duty performance; it is also formed by your behaviors off-duty and your associations with others.

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**Flash forward to Josh's first assignment as a Lieutenant**

*If students as a group have a pattern of poor decisions, then Josh will not be able to mentor effectively one of his Squad Leaders on his first duty assignment as a new Second Lieutenant. Josh's pattern of poor decisions in college leave him feeling incapable of engaging the Soldier on matters of moral behavior. If that happens, the students will receive a message that they have not successfully completed this module.*

*If students have a pattern of superior decisions, the Josh character is able to articulate his sense of right and wrong without hypocrisy and have a positive impact on the lifestyle choices of his Squad Leader.*

**Takeaway**



You cannot mentor without moral clarity. Caring for Soldiers requires personal depth, developed over years of becoming a member of the Army Profession while in ROTC.



Students can then view an After Action Review (AAR) of the group's decisions. A map of the decisions made will allow the group to explore other choices. More information about the AAR and Decision Review pages can be found below.

**NOTE**

An AAR, or After-Action Report, analyzes the decisions that were made. The report analyzes each decision and has more questions and comments. You can use this to evaluate the group's performance and facilitate learning. To continue to the Decision Review page, click NEXT in the bottom right hand corner of the AAR screen. (See below for AAR Navigation instructions)

<p><b>CONTROL</b></p>		
<p><b>WHAT IT DOES</b></p>	<p>Arrows in the upper left and right hand corners of the AAR will allow you to turn the pages.</p>	<p>A print/zoom tool bar on the far left side of the AAR screen will allow you to print the AAR and allow you to increase and decrease the size of the text for easier reading.</p>

**NOTE**

The Decision Review page lists all the decision points. Where the best possible choice was made, the decision point is grayed out but still active. Highlighted text indicates a decision point where the best possible choice was not made. Clicking on this text will return students to that decision point, and they will have a chance to choose correctly. When all poor choices are corrected, then the group can move on. From this screen, alternative choices and paths through the story can be explored.

## V. CADET HEADEN - Summarizing and Discussing the Decisions



**Cadet Tammy Headen** comes from a middle class, African-American family in San Diego, California. Her dad was Army, and her mom was Navy. Both served their time and got out. Now her dad is a federal employee, and her mom is a teacher. Tammy may not have grown up on a base, but her parents joke that they designed their own “baby boot camp” for her and her twin sister, Jayna, which they adapted to each new phase of the girls’ development. Tammy wants to follow in her parents’ military footsteps whereas Jayna wants to be a scientist. Tammy is disciplined, goal-oriented, and has ambitious plans for her Army career. She truly wants to make her parents proud. Tammy is also big into politics and hates when leaders lack a big-picture approach. She thinks people too often sweat the small stuff at the expense of fully realizing the larger plan.

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**Graciano calls to get a ride to CVS for art project supplies and invites you to a party – Are you going to drive over there?**

- ▶ Stay home. Let him figure it out.
- ▶ Head over to your friends’ apartment.

*If students decide that Tammy should say no, then she hears him trying to borrow a car over the phone, and they receive another question about whether Tammy should go. If Tammy does not go, then Graciano borrows a car, runs a red light, and is cited for DUI. He also fails his assignment, gets a C in the class, and loses his scholarship.*

*If Tammy encourages him to stay home and stay safe, then he calls back later. She can tell he’s been drinking, and students receive another question about whether Tammy should go.*

*If Tammy goes to pick him up, then students receive the next question below.*

### **For Discussion**

What does being a Team Leader mean? What does Tammy owe Graciano as his Team Leader?

### **Takeaway**

Soldiers look out for one another, and leadership always requires personal sacrifice. Leaders are responsible for the well-being and performance of their subordinates.

**Graciano offers you a hot toddy for your cold – What do you want to do?**

- ▶ You came to drive him to the store, not to party. Insist on going now.
- ▶ Relax a bit. Watch the debate, go to the store in a while.

*If students decide that Tammy should insist on leaving, then he buys his art supplies and spends the rest of the night working and does well on his project. If Tammy stays, then students face the next question.*

**For Discussion**

What might motivate Tammy to kick back and relax for a while?

**Takeaway**

A leader makes decisions about the best course of action and then guides others to do the same.

---

**Graciano presses you to drink the hot toddy – What do you want to do?**

- ▶ Make Graciano feel good. Drink it.
- ▶ Decline the drink and just watch the debate.

*If Tammy declines the drink and stays longer, then he's drunk so much that he does poorly on his art project. And Tammy does poorly on her test because she didn't get enough rest.*

*If Tammy has a drink, then students get the next question.*

**For Discussion**

What does Tammy's reaction to Graciano's offer say about her as a leader?

**Takeaway**

Recognize the influence of peer pressure or alcohol on your decisions so you can avoid taking short cuts or compromising your standards.

---

**Graciano offers to drive, but he's had a lot to drink – Do you drive him?**

- ▶ He needs help. Drive him.
- ▶ Don't get in the car. Get a taxi.

*If Tammy drives, then she gets into a minor car accident. The police are not involved, but her deductible for the insurance is high. If they take a taxi, then they both do poorly on their schoolwork because they didn't have enough rest.*

**For Discussion**

What are the risks of choosing to drive in this situation?

**Takeaway**

Good decision-making includes reducing risk of negative consequences.

---

**Going to a political protest in your school's ROTC T-shirt – Go dressed as you are or find a place to change?**

- ▶ Just go as you are. You don't want to be late.
- ▶ Push Alison for a couple minutes to change.

**For Discussion**

Where else might it be inappropriate to go wearing your uniform or other clothing that identifies you as a member of the military? Why?

**Takeaway**

In your uniform, you represent the U.S. Army, so you need to be perceived as politically neutral.

---

**Talking to a reporter – What do you want to do?**

- ▶ Stay part of the crowd.
- ▶ Talk to the reporter.

*If Tammy declines, and she is not wearing her ROTC T-shirt, then her friends post a link to the news station video and word gets around, but there are no other consequences. If she declines, and she is wearing her ROTC T-shirt, then LTC Dickerson sees her on the news that night. He calls her in for a stern reminder about keeping the uniform apolitical.*

*If Tammy talks to the reporter, then students face the following question.*

**For Discussion**

If you're wearing your uniform and voice your opinions, how do you think the public perceives those opinions?



**Takeaway**

Be careful to protect the neutral image of the U.S. Army and the uniform.

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**Your opinion of the President's policy on guns? – How do you want to answer?**

- ▶ Bluntly.
- ▶ Diplomatically.

*If Tammy speaks bluntly, she is taken to task by LTC Dickerson the next day for her lack of appreciation for the importance of the apolitical nature of the military profession. If she speaks diplomatically, LTC Dickerson acknowledges her attempt to be temperate in speech, but cautions her concerning political activities as a professional Soldier.*

**Discussion**

What are some unintended short-term consequences of Tammy responding bluntly? What about long-term?

Even if Tammy answers in a diplomatic manner, should she be speaking politically in the first place?

**Takeaway**

Be circumspect and careful when speaking publicly.

Understand and protect the apolitical nature of the military profession.

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**An opposing protester sees your ROTC T-shirt and yells at you – How do you respond?**

- ▶ Give it back to her.
- ▶ Try to ignore her.

*The next day, Tammy is called into Dickerson's office. Depending upon the decisions made by students, Tammy is criticized for wearing the uniform to a political protest, talking to a reporter, attacking the President, and responding to the protester. If she managed a diplomatic response and didn't respond to the protester, then Dickerson reacts less harshly.*

**For Discussion**

Why was the protester able to identify Tammy as a member of ROTC?

What does Tammy's reaction to the protester say about her self-control as a professional and a leader?

### **Takeaway**

Even junior members of the Profession have a responsibility to respect and support the Constitution and to abstain from political activities prohibited by law and regulation.

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### **Flash forward to Tammy's first assignment as a Lieutenant**

*The pattern of decisions made so far by the students will affect what Tammy does in preparing for an Inspector General inspection on her first unit assignment. If there is a pattern of poor decisions, then Tammy agrees to bribe the inspector and is caught. This marks Tammy as potentially unfit for commissioned service in the eyes of her leadership.*

*If the group has a pattern of making good decisions, then Tammy reports the attempt and the Battalion XO talks to the Inspector General and learns that this inspector is under investigation. The fire safety inspector is replaced, and Tammy's unit passes the inspection with only minor issues. Her principled stand gains her positive recognition by her chain of command.*

### **Takeaways**

Clear, ethical reasoning as a Cadet lays a foundation for clear, ethical decisions as a commissioned officer.

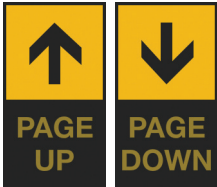

Professionals cannot selectively comply with the tenets of the Profession or put their needs and opinions above the Profession.

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**Students can then view an After Action Review (AAR) of the group's decisions. A map of the decisions made will allow the group to explore other choices. More information about the AAR and Decision Review pages can be found below.**

### **NOTE**

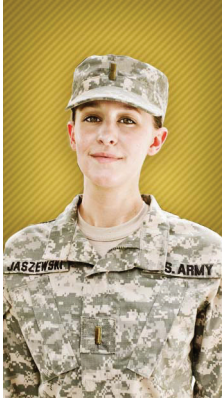
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## VI. CADET JASZEWSKI - Summarizing and Discussing the Decisions



**Cadet Christina “Zoo” Jaszewski** grew up in a divorced household in Denver, Colorado. Her mom is an alcoholic who lost custody of her when she was 11 years old. Her dad remarried, but Christina views her stepmom as a nag. Christina is a good student. Nevertheless, she does have a wild side. She is very outgoing and tries to be liked by everyone. She considers herself one of the guys, but she hates mindless aggression and cannot stand bullies. Part of the draw of ROTC was the money, which was a necessity in order to be able to attend school. But Christina, always priding herself on doing the unexpected, mainly wanted to show her parents she was capable of handling the rigors of both the school and the Army.

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**You hear about a dispute between Raeburn and Henderson, but Cantillo tells you to mind your own business – What do you say to Cantillo?**

- ▶ Agree with him.
- ▶ Tell him you’re going to look into it.

### **For Discussion**

Is this Christina’s responsibility? Why or why not?

### **Takeaway**

Sound judgment includes discerning when certain behaviors are significant enough to require correction, even over peer pressure.

---

### **Finding out what’s going on – Are you sure?**

- ▶ It’s not your business. Just forget about it.
- ▶ Talk to someone about your concerns.

*If students decide that Christina should let it go, then Raeburn continues to insult Henderson. A fight between them breaks out, resulting in Raeburn needing surgery when he tears a ligament.*

*If Tammy wants to tell someone else, then students get the next question.*

**For Discussion**

What loyalty does Christina owe Raeburn, who's a friend?

**Takeaway**

As a professional, you help set the command climate for a unit and expectations for what will and won't be tolerated.

As an officer, you are obligated to correct a wrong whenever you encounter it.

---

**Raeburn and Henderson – Who do you want to want to talk to about it?**

- ▶ Check with Raeburn since he was the accused.
- ▶ Ask Henderson what happened.
- ▶ Go to the Cadre with your concerns.

*If students decide that Tammy should go to Henderson or Raeburn, then she doesn't learn much from Raeburn and Henderson tells her to drop it. If she honors Henderson's wishes, then it leads to the fight. The only positive outcomes are to go to the Cadre to relay her concerns.*

**For Discussion**

At what point does Tammy get enough information to know she should go to her chain of command?

**Takeaway**

As a professional, you will have a higher obligation to the good of the unit and the Army than you do to individual friends.

---

**Lindsay wants to use your uniform as part of her Halloween costume – What do you tell her?**

- ▶ Let her wear it.
- ▶ Better not.

*If Christina says no, then Lindsay protests, and students receive the same question again. If Christina says yes, or caves in to her protests, then the photos from the party go up on Facebook, and Christina gets into trouble with LTC Johnson.*

*If Christina continues to say no, then both women go to the party dressed as sexy school girls and increasingly racy photos are taken.*

### **For Discussion**

What's the harm in letting Lindsay wear the uniform?

### **Takeaway**

Your uniform is a symbol of the Army Profession and must be treated with appropriate respect.

---

### **Your friends want to post the racy photos – What do you say?**

- ▶ Delete them.
- ▶ Forward them the photos.
- ▶ Post the photos online now.

*Unless Christina deletes the photos, they show up online. She and her friends all get chewed out by LTC Johnson, who sees them.*

### **For Discussion**

What are some long-term unintended consequences of posting those photos online?

### **Takeaway**

What appears to be innocent fun today can become a significant liability in future years. Digital media is permanently accessible. Use social media with an eye toward how it will look in five, ten, and twenty years.

---

### **Marking Glenn Edwards absent for PT – Do you want to cut him some slack?**

- ▶ Mark him present.
- ▶ Put him down as absent.

*If Christina says that she won't lie for him, then the others protest and say that she should have his back. The students have to decide again between reporting him absent or marking him as present and checking up on him.*

### **For Discussion**

What loyalty does Christina owe Edwards? The chain of command?

What does this decision say about Christina's identity and integrity as a Soldier?

**Takeaway**

Integrity in reporting, even in small matters, is a critical part of being a professional Soldier.

---

**Checking on Edwards – What do you want to do?**

- ▶ It's early. Check on him later.
- ▶ Go see if he's in his room.

*If Christina fails to check up on him, then he tries to commit suicide. If she does check up on him, then she stops him from trying to commit suicide. He gets help. If she lied about his attendance, then it comes out later, and she receives a negative counseling comment.*

**For Discussion**

Would this be a harder or easier decision if Christina were close friends with Edwards? Why?

**Takeaway**

Effective action is timely action.

---

**Flash forward to Tammy's first assignment as a Lieutenant**

*The decisions made by the group for Christina suggest a pattern in college life that is reflected in her performance in her first unit as a second lieutenant. She is assigned to a CONUS post as a Platoon Leader in a Support Battalion. A pattern of bad decisions means that Christina fails to grow in her identity as an Army Leader and is too concerned about what her Soldiers think about her. She fails to understand the basic aspects of the Army culture and her Platoon becomes notorious for disciplinary problems.*

*A pattern of good decisions means that Christina grows in her professional character and is able to demonstrate respect for her Soldiers while maintaining an appropriate demeanor. Discipline is maintained and her Platoon develops a solid reputation.*

**Takeaway**



The practice of ethical decision making and professional conduct are integral to creating a leadership environment of excellence.

Cultivating your character and identity as an Army Leader now is essential preparation for your commissioned service.

Students can then view an After Action Review (AAR) of the group's decisions. A map of the decisions made will allow the group to explore other choices. More information about the AAR and Decision Review pages can be found below.

**NOTE**

An AAR, or After-Action Report, analyzes the decisions that were made. The report analyzes each decision and has more questions and comments. You can use this to evaluate the group's performance and facilitate learning. To continue to the Decision Review page, click NEXT in the bottom right hand corner of the AAR screen. (See below for AAR Navigation instructions)

<p><b>CONTROL</b></p>		
<p><b>WHAT IT DOES</b></p>	<p>Arrows in the upper left and right hand corners of the AAR will allow you to turn the pages.</p>	<p>A print/zoom tool bar on the far left side of the AAR screen will allow you to print the AAR and allow you to increase and decrease the size of the text for easier reading.</p>

**NOTE**

The Decision Review page lists all the decision points. Where the best possible choice was made, the decision point is grayed out but still active. Highlighted text indicates a decision point where the best possible choice was not made. Clicking on this text will return students to that decision point, and they will have a chance to choose correctly. When all poor choices are corrected, then the group can move on. From this screen, alternative choices and paths through the story can be explored.



## VII. CADET CANTILLO - Summarizing and Discussing the Decisions



**Cadet Tobias Cantillo**, or Toby, as his friends call him, is the youngest of four children of parents who are small business owners in Austin, Texas. He attended an all-male Catholic high school and was a dual-sport athlete. He has always been a popular guy, especially with the ladies. Tobias is a team player, but he is also a natural leader. He always pushes himself hard, strives for excellence, and wants to earn respect. Even though he loves to play first-person-shooter video games of war, he would rather be able to make a real difference defending the country abroad. ROTC was a no-brainer for him.

---

### Your friends want to go clubbing – What do you want to do?

- ▶ Invite them to your house instead of going out.
- ▶ Tell them you'll go to the club.

*Even if Toby decides not to go, his father encourages him to go, saying that he can't sequester himself from problems.*

### For Discussion

Is isolation and risk avoidance the answer to staying out of trouble? Why or why not?

### Takeaway

As a professional, you will encounter situations where your loyalty to your friends comes into conflict with your duty to your profession.

---

### Gray has a tendency to get into trouble and Wilkins tends to take that trouble up a notch – Do you want to warn Gray about not getting too crazy tonight?

- ▶ Explain you've got to keep it cool.
- ▶ Don't say anything.

*If Toby doesn't warn Gray, then a confrontation happens later, no matter what Toby does to avoid it.*

### **For Discussion**

What might motivate Toby to keep quiet rather than telling Gray that he cannot afford to get into trouble?

### **Takeaway**

Leaders must anticipate consequences and take appropriate action to avoid problems and ensure success.

Leaders must maintain high standards of conduct for themselves before demanding those standards of others.

---

### **Two jerks muscle into line at the club – Do you want to say anything to them?**

- ▶ Stick up for yourself.
- ▶ Let it slide.

*If Toby lets it slide, and he has warned Gray about getting in trouble, then nothing happens. If he hasn't warned Gray, then a fight breaks out regardless of how Toby reacts. If Toby decides to confront the jerks, and he has warned Gray about getting into trouble, then his friends defuse the situation. If he has not warned Gray, then his friends join in, and there's a fight.*

### **For Discussion**

When does an individual leave behind the immaturity and emotions of youth and become an adult suited for military leadership?

### **Takeaway**

Self-discipline and self-control are part of what defines a professional.

---

### **There's a fight – What are you going to do?**

- ▶ Stay out of it.
- ▶ Jump in.
- ▶ Get the bouncer and cops.
- ▶ Try to break up the fight.

*If Toby jumps in, then he accidentally hits a police officer, gets arrested, and loses his ROTC scholarship. In that case, students are told to select Continue in order to pick a better choice.*

*If Toby stays out of it or gets the bouncer and cops, then his friends are angry, but there are no other consequences. If he tries to stop the fight, then everyone is taken to the police station, but the charges against Toby are dropped. Students then face the next question.*

**For Discussion**

How can Toby weigh his loyalty to his friends against his duty to his profession in this situation?

**Takeaway**

Your identity and reputation is formed not only by your performance but also by those you associate with.

---

**Applying for a security clearance you are asked about encounters with the law – How do you want to respond?**

- ▶ Report the Spring Break incident.
- ▶ Don't mention it.

*If Toby fails to mention it, then he's found out anyway and a cloud hangs over him because of his apparent deception.*

**For Discussion**

What does Toby's decision here say about his potential as a leader?

**Takeaway**

Your ability to maintain your integrity in small matters leads to a pattern of behavior where you will maintain your integrity under pressure, in larger matters as well.

---

**At a party with Erin – Do you want a beer?**

- ▶ You came to have fun. Why not?
- ▶ Stay sober for the night.

*If Toby decides to drink, Erin does not. Students face the next question.*

**For Discussion**

What loyalty do you owe Erin's ex-boyfriend as a member of your ROTC Battalion?

### **Takeaway**

You are a leader even when you don't realize it. Others may choose to follow your example.

---

### **Do you want to encourage Erin to drink?**

- ▶ Pull a guilt trip.
- ▶ Let her be.

### **For Discussion**

What does this decision reveal about Toby's character?

### **Takeaway**

A mark of an Army Leader is having a positive influence on the individuals and situations you encounter.

---

### **Finding an empty room – What do you do?**

- ▶ Go into the room.
- ▶ Don't go in.

*If Toby has been drinking, then he enters the room with Erin, no matter what the students decide, because alcohol has clouded his judgment. If she hasn't been drinking, then Toby moves too fast, she storms out, and her old boyfriend has a confrontation with Toby that is witnessed by LTC Johnson, who pulls them both in for the full story. Toby is reprimanded for poor judgment and sent to remedial programs at the counseling center.*

*If Erin has been drinking too, then they have sex. She feels guilty and when her ex confronts her she accuses Toby of rape. Fortunately, she recants, but when Toby says his near miss calls for a celebration with his friends, LTC Johnson reprimands him for bad judgment and learning nothing. Toby is sent to remedial programs at the counseling center.*

*If Toby has not been drinking, and they do not go into the room, then they talk together out on porch and start building a relationship. Toby is also straight with her ex, who admits that they are history, so there are no bad feelings.*

### **For Discussion**

How does alcohol affect decision making in these situations?

What are some of the short-term implications of these decisions? How about long-term?

**Takeaway**

As a Leader, you will need to mentor and correct your Soldiers about high-risk behaviors in their personal lives. Engaging in those behaviors in your own life makes you ineffective in mentoring others, as well as a hypocrite.

---

**Flash forward to Toby's first assignment as a Lieutenant**

*The pattern of decisions made by the students reflect on Toby's development as a professional and shape how Toby addresses a problem in his first assignment as a Field Artillery Second Lieutenant in Korea. His driver, a Private, has been drinking too much and carrying on with a bar maid he just met.*

*If the group has a pattern of poor decisions, then Toby lacks moral clarity and fails to give the Private good advice. The Private continues his bad behavior, and in a fight, his liver is nicked with a knife. He dies later.*

*If the group has made good decisions as Toby, then he has the moral confidence and clarity to give the Private good advice and is able to turn him around.*

**Takeaway**



Your moral clarity in mentoring others is influenced by the choices you make in your own life.

---

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# TECHNICAL SOLUTIONS AND SUGGESTIONS

This section answers technical questions, helps to trouble-shoot problems, and offers suggestions to create a technically better presentation of **THE FUTURE IS NOW** in a classroom setting.

## I. Projecting for a Large Audience

**THE FUTURE IS NOW** can be projected onto a screen for large audiences, given the right equipment, **if the classroom/auditorium is already set up to project multimedia.**

**If the classroom/auditorium is only set up to use or project TV/VCR images,** and you want to project the simulation, then you have two options.

- a) Large computer monitor (21" or more) for a small group.
- b) Computer projection system with LCD projector for large groups.

## II. Graphics/Color Issues

**THE FUTURE IS NOW** is designed to work best in a screen resolution of at least 1024 x 768, with at least High Color (16 bit) color palette/depth.

## III. Playback Problems

### Video Skips and Hesitations

**THE FUTURE IS NOW** is not made for older computers. Skips and hesitations in the video indicate that part of your computer is not processing quickly enough. This is generally caused by a lack of either CPU processor speed, amount of physical memory (RAM), or both.

If you have the minimum system requirements, you may be able to improve performance by closing all other applications and/or decreasing your desktop resolution. You can also try playing the simulation in the minimized screen version rather than full screen.

### No Sound

Double-check the wires – be certain that the speakers have electricity, that all the connections are in the right places, and that the speakers are turned on and the volume is up.

If you still do not have sound, contact your computer support technicians and tell them you may have a problem with your sound card or speakers.