

THE FOURTH REPORT

FACILITATION GUIDE

Overview

These case studies are narrative accounts designed to stimulate dialogue about the virtues that shape professional life. They differ importantly from the ethical case studies most faculty and students encounter in professional training. Rather than presenting a moral dilemma to be resolved, each case illustrates the presence—or absence—of a particular virtue as it operates in everyday practice. The goal is not to reach a verdict on what a character should have done, but to explore what a virtue looks like in action—and what may be at stake when it is absent.

Cases are organized by virtue and professional context, but many will resonate beyond their primary category. A case about curiosity in a business setting may illuminate curiosity in medicine or law. Instructors are encouraged to use cases flexibly and across disciplines.

General Facilitation Tips

- Focus on virtue, not verdict. Keep discussion centered on how the virtue appears (or is absent) in the case, not on whether the character made the right call. If the conversation drifts toward “what should they have done?”, redirect gently.
- Start with observation. Open by asking what students noticed before asking what they think. Grounding early discussion in specific moments from the case prevents premature judgment.
- Use questions as starting points, not a script. Follow student energy. If a student raises a more generative question than the ones provided, pursue it.
- Push back on easy agreement. If the room converges too quickly, the case’s complexity may not have been fully engaged. Invite students to complicate their own claims and consider opposing readings.
- Invite connection to professional life. The richest moments often come when students link the case to patterns they’ve observed or anticipated: “I’ve seen something like this when...”
- Let silence work. Resist the urge to fill every pause. Students often need a moment to arrive at their most substantive responses.
- Close with reflection. Reserve a few minutes to ask students what will stay with them — a question, an image, an unresolved tension. A sentence or two naming what they now understand about the virtue that they didn’t before is a strong closing move.

Discussion Questions

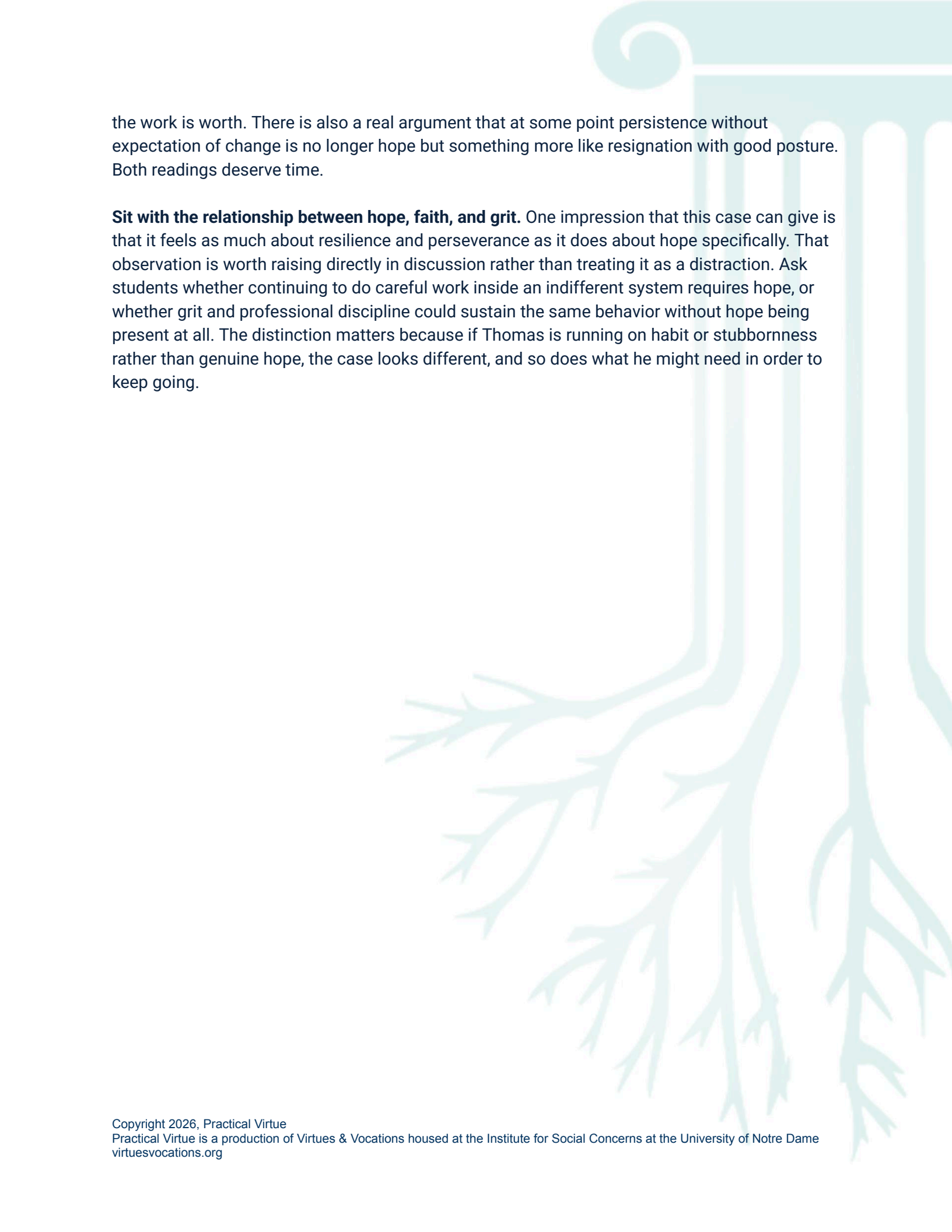
1. Thomas keeps doing the work carefully even when the system seems indifferent to it. Is that an expression of hope, or has it become something closer to habit? How would he tell the difference?
2. Thomas's hope has always been directed at something specific: that the system he works within will eventually respond to careful, honest documentation. Is that faith in the system a form of hope, and what happens to it when the system keeps absorbing his reports without acting? At what point does hope in a system become something a person has to decide to keep choosing rather than something that simply persists on its own?
3. Thomas worries that escalating the language in his report could backfire and reduce his credibility for future reports. How does hope navigate the tension between strategic patience and the urgency of a situation that keeps getting worse?
4. Engineers working inside large public institutions often have limited direct power over outcomes. What forms can hope take when the means of acting on it are constrained by the system you work within?

Facilitation of this Case

Work on locating hope in the case. Thomas has not abandoned his work. He shows up, he inspects the bridge carefully, he opens the document and begins to type. But he has also lost something, and the case is deliberately ambiguous about what exactly that is. Before moving to any of the specific questions, ask students simply to describe where Thomas is at the end of the case. Is he hopeful? Is he going through the motions? Is he something in between that doesn't have a clean name? That opening move surfaces the interpretive disagreement that will drive the best discussion.

Start with the conviction paragraph. The passage that traces Thomas's motivation from professional responsibility to persistence to something he can no longer name is the moral center of the case and deserves close attention before the discussion moves anywhere else. Ask students to trace that arc carefully. What was Thomas hoping for when he wrote the first report? The second? What has changed by the fourth, and when did it change? The case suggests that hope can erode not through a single defeat but through the slow accumulation of non-responses, and that process is worth naming precisely.

Take the habit question seriously. The first discussion question asks whether Thomas's continued careful work is an expression of hope or something closer to habit, and how he would tell the difference. This is genuinely difficult and should not be resolved too quickly. There is a real argument that continuing to do good work inside a system that ignores it is itself a form of hope—that the commitment to quality is a refusal to let the system's indifference define what

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the work is worth. There is also a real argument that at some point persistence without expectation of change is no longer hope but something more like resignation with good posture. Both readings deserve time.

Sit with the relationship between hope, faith, and grit. One impression that this case can give is that it feels as much about resilience and perseverance as it does about hope specifically. That observation is worth raising directly in discussion rather than treating it as a distraction. Ask students whether continuing to do careful work inside an indifferent system requires hope, or whether grit and professional discipline could sustain the same behavior without hope being present at all. The distinction matters because if Thomas is running on habit or stubbornness rather than genuine hope, the case looks different, and so does what he might need in order to keep going.