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### New at the Top : Patricia J. Harned

Monday, January 5, 2004; Page E05

**Position:** Vice president, Ethics Resource Center.



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**Career highlights:**  
 Managing director of programs, director of research and character development, Ethics Resource Center; director of teacher education and research fellow, Heartwood Institute; assistant to the dean of student affairs, Carnegie Mellon University.

**Age:** 37

**Education:** BS, education, Elizabethtown

College; MS, education, Indiana University, Bloomington; PhD, philosophy, University of Pittsburgh.

**Personal:** Lives in Vienna.

#### How did you get to where you are today?

The Ethics Resource Center has been around since 1922. It's done a huge amount of work for a lot of companies and school systems and a wide variety of organizations to help them set up programs in their settings. We set up programs so employees know what the values of their company are. At schools, we help teachers integrate ethics into the class day.

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One of the reasons I came to this organization was their fundamental belief that, even though there are universal standards, the way you go about helping people understand values and a sense of ethics can vary based on the setting that you're in, the traditions you have and the language you use.

The first thing we do is conduct a form of assessment to understand who we're working with. Next we help companies specifically develop codes of conduct, statements of ethics and a set of values to guide behavior. Then we develop training programs that make sense for their organization. We do a lot of research across companies as well.

We have a national business ethics survey that helps people understand what trends are out there across industries. We work with a wide variety of companies, including nonprofits, for-profit, Fortune 500 and private companies.

I grew up thinking I wanted to be an elementary [school] teacher. I got my certification in elementary and early childhood education. I wanted to be able to teach young kids. After I finished my degree work and had done my student teaching, I really found as I was both working with young kids and college students that I enjoyed working with adults as well as children.

A mentor of mine in college, Dennis Murphy, encouraged me to go into higher education administration. I started working as the judicial officer at Carnegie Mellon as well as Greek [fraternity and sorority] adviser. Helping students plan programs to better them as well as having to discipline students when they did bad stuff drove me to think more about why I was in the education field. A lot of it had to do with helping students have a set of standards for themselves and become ethical people. In my doctoral work, I focused on ethics and learned about the character education field.

I came to the ERC with the purpose of helping the organization to develop in the character education field. We're devoted to teaching ethics in a wide variety of settings. I've learned a great deal about teaching not only young people but also employees of companies to be ethical and do the right thing. I've learned a lot about how people learn a sense of ethics, and how companies really influence their employees' sense of ethics.

This position is a culmination of that expanding perspective of how people learn ethics, but also how you can help people learn them and how you can teach them.

-- **Andrea Caumont**

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