



2014

Career Development Program Catalog



CAREER



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Career Development Catalog

This catalog lists all of the training courses offered through the DOE Career Development Program. The catalog gives a description of each program to include the DOE's training points of contact. The catalog displays the career development programs in the order of grade levels for ease of understanding relative to who may apply for each program.

Aspiring Leader Program

The Aspiring Leader Program is designed to challenge participants to increase the capacity of their current skills and abilities. Participants will engage in a variety of learning activities and planning efforts, which will result in key learning and practical applications. These learning activities better prepare participants to continue to add value to their organizations and contribute to the success of the federal workforce.

Participants are required to attend two one-week training sessions. Key training addresses fundamental competencies that are identified by the Office of Personnel Management (OPM) as essential for all federal employees. These competencies are Continual Learning, Written Communication, Oral Communication, Interpersonal Communication, Integrity/Honesty, and Public Service Motivation. The Aspiring Leader participant is exposed to a myriad of activities and assignments to explore resources. These activities are required of all program participants:

- Identify skills to improve performance. Participants will assess and identify current skills and competencies needed for continual growth and development.
- Develop a career strategy. Participants are required to develop a plan outlining their career development goals that also identifies barriers and strategies for overcoming challenges.
- Enhance written communication skills. Participants engage in a variety of writing assignments to elevate their written communication skills.
- Create a personal leadership philosophy. Participants will create a personal philosophy and framework for practicing leadership.

Target audiences for this career development program are federal employees in the **grades of GS-4 through GS-6 or equivalent**. Individuals should be nominated based on both their leadership potential and their motivation to fully participate in and complete all program requirements. To complete the Aspiring Leader Program, participants will be absent from their position of record for two weeks of training and must complete several assignments that need to be submitted between week one and week two. Consideration should be given to ensure completion of these assignments.



Participants are required to attend three one-week residential training sessions beginning on Sunday evening and ending each week at noon on Friday. Key training is developed under the Executive Core Qualifications designed by the Office of Personnel Management with an emphasis on the 22 competencies key to personnel at the GS 7-11 Grade Level. Training focuses on competencies such as Customer Service, Continual Learning, Written Communication, Flexibility, and Team Building. Program special interests focus on self-awareness, diversity and generations, the power of strong communication skills, and understanding their job from an organizational perspective. A 360 Group Report identifies additional training that may be critical to a specific cohort of students.

The New Leader Program is designed to develop future public leaders who are currently in **the GS-7-11 grade** level. Through assessment, experiential learning, and individual development opportunities, this program builds on critical competencies designed to develop high performing employees with effective leadership skills. This is a six-month program and requires participants to attend three one-week residential sessions.

Developmental Assignments; The New Leader participant is exposed to new ideas and new thinking through a number of developmental activities. These activities are required of all program participants:

- **Personal Development Action Plan.** Participants complete the Graduate School's Leadership Effectiveness Inventory (LEI), a 360 assessment, to determine strengths and developmental needs. Through feedback, each participant designs a Personal Development Action Plan (PDAP) that is tailored to the participant's individual needs. This plan includes a series of developmental assignments and independent study activities, primarily within their organizations.
 - **Developmental Assignment.** A 30-day work experience is required during the six-month program. This assignment provides participants the opportunity to develop skills and competencies in areas outside of their technical expertise. This activity provides an opportunity to network and represent their office in new contexts.
 - **Shadowing Assignment.** Participants complete one three-day assignment "shadowing" a senior federal manager from the GS/GM-13 level to the Senior Executive Service (SES) level. Through this assignment, participants are exposed to managerial excellence and gain visibility among managers and executives. This is an opportunity to view decision-making styles and problem-solving techniques in a real-world situation.
 - **Management Interviews.** Participants are required to interview two career employees of the federal workforce at the GS/GM-13 or higher level. These interviews provide opportunities to gain critical information for successful long-term career planning and development. Participants gain insight and knowledge about the role of public sector managers through well-designed personal and professional questions.



- Book reviews. Participants read and review two books related to the competencies that they are trying to develop during the program. Book reviews enhance participants' sensitivity to management issues, trends, and concepts that may or may not be currently observed.

Executive Leadership Program

Learn to increase your visibility while expanding your knowledge and experiences through customized developmental opportunities. Build the self-confidence to achieve your personal and professional goals while gaining a deeper understanding of your role in your organization through Graduate School USA's Executive Leadership Program.

Participants are required to attend four one-week residential training sessions, beginning on Sunday evening and ending each week at noon on Friday. Key training is developed under the Executive Core Qualifications designed by the Office of Personnel Management with an emphasis on Leading People. Training focuses on competencies such as Team Building, Conflict Management, External Awareness, and Critical Thinking. There is a special emphasis on the study of Emotional Intelligence, Mentoring, and Coaching. A 360 Group Report identifies additional training that may be critical to a specific cohort of students.

Program participants work with an experiential learning team throughout the nine-month program. Teams consist of peers representing diverse agencies and job series. The team environment provides an opportunity for participants to practice new leadership concepts. Additionally, each team is tasked with developing a team project and delivering their results to their class peers. The ELP emphasizes sharpening skills that define the role of a leader on a team. The Myers-Briggs Type Indicator is used as a tool to assist teams better understand member preferences resulting in successful team engagement.

The target audience for this prestigious program is federal employees in the **grades of GS-11 through GS-13**. The program requires that participants attend four one-week residential sessions.

Developmental Assignments: Developing the self as well as others is critical to personal and professional growth. This change occurs when ELP participants are exposed to new ideas and new thinking as presented through a number of developmental activities. These activities are required of all program participants:

- Leadership Development Planning. Participants complete Graduate School USA's Leadership Effectiveness Inventory (LEI), a 360 assessment, to determine strengths and developmental needs. Through feedback, participants design a Leadership Development Plan, which is used as a road map for the nine-month program as well as for career planning. ELP staff and trainers coach participants in writing a well-defined plan that targets strong personal and professional objectives. Support and final approval for this plan are coordinated with the first-line supervisor and agency program coordinator.



- **Mentor.** Participants are required to have a mentor during the ELP. The benefits of having a mentor are significant in helping define goals and providing support and encouragement.
- **Developmental Work Assignments.** Developmental work assignments are designed to provide exposure to different leadership/managerial experiences and perspectives. At a minimum, participants complete one eight-week developmental assignment outside of the position of record. Assignments are to be completed during the nine-month program.
- **Shadowing Assignment.** Participants complete a three-day assignment "shadowing" a federal manager or executive at the GS-13 to Senior Executive Service (SES) level. By observing executives in action, participants gain exposure to managerial duties, responsibilities, and various leadership styles. They observe how the concepts learned in the program are applied in real-world situations.
- **Executive Interviews.** Participants interview five or more federal managers/executives including one equivalent manager in the private sector. Executive interviews provide participants the opportunity to interact at the highest levels of management and gain critical information for long-term networking and career planning.
- **Leadership Readings.** Participants read and review three or more books on leadership and management issues. This component helps broaden knowledge of the field and strengthen analytical skills. A leadership-reading list is provided at the orientation session.
- **Community Service.** Participants are required to complete eight hours of community service to demonstrate a commitment to serve the public.

The Advanced Management Program

- The Advanced Management Program (AMP) is the college's flagship resident course delivery format for rising senior-level managers and leaders responsible for promoting and attaining national and international security goals through the strategic use of information and information technology. AMP students form a learning community that fosters multiple perspectives on a wide range of issues.
- The 14-week Advanced Management Program (AMP) prepares middle- and senior-level leaders to leverage information for strategic advantage by educating participants in: policy, planning, performance, process, acquisition, and information assurance. AMP students participate in field studies and complete the strategic leader development curriculum, an integrated graduate-level course of study. While graduates earn the CIO Certificate, some of their coursework may also apply toward additional certificates at the college.
- Federal civilian government employees **must be at least GS/GM-12 or equivalent**, and military officers must hold at least the grade of O-4. Non-federal students, to include state and local government and private industry employees, must be of an equivalent grade. All students must possess a bachelor's degree from a regionally accredited institution. Most students possess a master's degree prior to attending, and most military attendees are at the rank of Lt. Colonel.



Graduate School USA offers a one-year training program designed to help senior leaders understand and meet the challenges facing today's federal workforce. Through personal and professional development, The Executive Potential Program builds leadership capacity through strengthening the competencies needed to help today's leaders create a work environment prepared to meet changing agency initiatives.

Sunday evening and ending each week at noon on Friday. Key training is developed under the Executive Core Qualifications designed by the Office of Personnel Management with an emphasis on Leading Change. Being a change agent requires skills in multiple ECQs to include Results Driven and Building Coalitions. Through a variety of training and exercises, participants work to learn how to identify and solve real organizational problems. They learn to think and work strategically to meet the visions and goals of their organizations. Emphasis is placed on the study of best practices used in government and non-government organizations.

Program participants work with a diverse team of federal employees to create high performing teams that design and deliver quality products. Participants learn to diagnose systemic problems and lead others to identify and implement change efforts. Through program activities that address current issues facing leaders in the federal workforce, the team platform gives way to strengthening individual leadership and interpersonal skills.

The target audience for the prestigious program is federal employees in the **grades of GS-13 through GS-15**. The program requires that participants attend four one-week residential sessions.

Developmental Assignments: Personal growth and development is the responsibility of the participant. Through a variety of developmental assignments, the participant has the opportunity to strategically target career opportunities to create personal and professional growth. These activities are created under the following program requirements:

- **Leadership Development Planning.** Participants complete the Graduate School USA's Leadership Effectiveness Inventory (LEI), a 360 assessment, to determine strengths and developmental needs. Through feedback, each participant develops a Leadership Development Plan designed to strengthen leadership competencies. Support and final approval for this plan are coordinated with the first-line supervisor and agency program coordinator.
- **Mentor.** Federal employees at this level should have a mentor and prepare to mentor others. To strengthen this essential leadership role and build skills, participants are required to have a mentor during the program. The mentor provides the support and encouragement to reach program and career goals.
- **Developmental Work Assignments.** Each Executive Potential Program participant is required to complete two eight-week developmental assignments. One of the strongest ways to develop new ideas and thinking is through a developmental assignment. The learning outcomes are powerful for the self as well as the organization. Developmental



work assignments are designed to provide exposure to different leadership/managerial experiences and perspectives. Assignments are to be completed during the yearlong program.

- **Shadowing Assignment.** Participants complete a three-day assignment "shadowing" a member of the Senior Executive Service (SES). By observing executives in action, participants gain exposure to managerial duties, responsibilities and various leadership styles. They observe how the concepts learned in the program are applied in real-world situations.
- **Executive Interviews.** Participants interview five or more federal senior executives, flag rank officers, or high-level executives who work in a private sector or non-profit organization. The executive interviews provide the opportunity to interact at the highest levels of management and gain critical information for long-term networking and career planning.
- **Book Reviews.** Participants read and review two or more books on leadership and management issues. This component helps broaden knowledge of the field and strengthen analytical skills.

**National Defense University Center for the Study of
Weapons of Mass Destruction (WMD)
Program for Emerging Leaders**

: The Program for Emerging Leaders (PEL) is an initiative of National Defense University's Center for the Study of Weapons of Mass Destruction (WMD). Its goal is to create a community of rising U.S. Government leaders with the awareness and skill-set to respond to the dangers of WMD. PEL brings together select individuals from across government to provide an appreciation of the variety of WMD threats and the full range of means, processes, and organizations for addressing them. Its members are early to mid-career national security professionals. Through periodic membership activities, PEL provides a forum for building an interagency network of next generation leaders with a better understanding of the role of WMD in U.S. national security.

Nominees should be early to mid-career United States Government employees (**GS-11-13, O-3, and O-4 or equivalent ranks**) with responsibilities related to national security and an interest in learning about WMD-related issues. Nominees are competitively selected to become members based on the strength of their applications and the goal of convening a diverse group that reflects the interagency nature of WMD threats. Membership lasts three years with a new class joining the broad and vibrant network each summer.

Since its creation in 1994, the WMD Center has provided research and analytic support to a wide range of government offices and has pursued a broad education and outreach agenda. It is the



focal point for professional military education on combating WMD. Through its education, research, and outreach programs, the WMD Center prepares U.S. national security leaders to address the challenges posed by weapons of mass destruction.

LEGIS Fellows Program

The formation of public policy is an increasingly critical responsibility for leaders in government, yet few executives have firsthand experience of the complex federal policy-making process. The LEGIS Congressional Fellowship provides an exceptional public policy learning experience for government managers who seek insight into how congress works and how public policy is made. By working for members of congress in their offices and on congressional committees, Fellows gain practical insights into congressional decision-making while broadening their knowledge about the American political process.

Spend seven or twelve months working in the office of a member of Congress or serving on the staff of a congressional committee. Learn the policymaking process from the inside: draft legislation, brief congressional representatives, serve as a constituent liaison, and plan and participate in committee hearings. An intensive two-week orientation at Brookings will prepare you for your congressional assignment. Program participants will develop new leadership capabilities and political acumen in addition to congressional expertise. Your understanding of the legislative world will help you build a strategic and competitive advantage when you return to your agency or company.

Applicants must have a significant interest in legislative policy and be able to work independently. Government candidates must have a **minimum grade level of GS-13** and must be nominated by their immediate agency training office.

College of International Security Affairs

College of International Security Affairs (CISA). CISA's mission is to educate and prepare civilian and military national security professionals and future leaders from the United States and partner nations for the strategic challenges of the contemporary security environment. CISA is the Department of Defense flagship for education and the building of partnership capacity in combating terrorism and irregular warfare at the strategic level. CISA prepares students for high-level policy and command and staff responsibilities through a graduate, interagency, and joint education program.

The program prepares federal civilian employees for high-level policy, command, and staff responsibilities. Participants will gain valuable experience in leadership, information strategy, national security studies, military strategy, logistics, economics, industry studies, and more. This experience will help produce capable and exceptionally prepared professionals for the Department. Students will have an opportunity to travel abroad for industry studies. Students are offered a wide and interesting variety of electives, and the opportunity to intermingle with the multi-agency student body at the Eisenhower School and/or the CISA.



Federal employees are targeted from within the following fields are encouraged to apply, safeguards and security, international affairs, non-proliferation, emergency managers, infrastructure specialists, economic advisors, and information and resource managers. **Eligibility is for federal employees in the GS/GM-14 or GS/GM-15 or equivalent Pay Band levels, who have earned a Bachelor's Degree.**

NOTE: All nominees must have, at minimum, a National Agency Check with Inquires (NACI) completed prior to their arrival. NDU does offer classified electives at a higher security clearance level and individuals possessing the appropriate level will have the opportunity to attend. It is important to understand these classes are not required to complete the master's degree program. NDU will not assume responsibility for upgrading a student's security clearance nor will they authorize the owning security office to submit a student for an upgraded security clearance for attendance. Candidates who fail to provide their current level of security clearance, investigation type, and date of adjudication on the nomination form will not be considered for enrollment. Detailed information is available on the National Defense University website, College of International Security Affairs.

Dwight D. Eisenhower School for National Security And Resource Strategy

The National Security Studies Program (NSSP) is designed to prepare future leaders of civilian agencies for high-level policy, command, and staff responsibilities. This program focuses on international environments and commercial partnerships. All participants that successfully complete this program are awarded a Master's degree. This program does not involve a promotion or a change in position.

This year DOE employees have the opportunity to apply for the National Security Studies Program, the Dwight D. Eisenhower School (ES) for National Security and Resource Strategy. The Eisenhower School conducts executive-level courses of study focusing on the resource component of national power, with special emphasis on material acquisition and joint logistics, and their integration into national security strategy for peace and war. The program prepares federal civilian employees for high-level policy, command, and staff responsibilities. Participants will gain valuable experience in leadership, information strategy, national security studies, military strategy, logistics, economics, industry studies, and more. This experience will help produce capable and exceptionally prepared professionals for the Department. Students will have an opportunity to travel abroad for industry studies. Students are offered a wide and interesting variety of electives, and the opportunity to intermingle with the multi-agency student body at the Eisenhower School.



DOE employees in the following fields are encouraged to apply, safeguards and security, international affairs, non-proliferation, emergency managers, infrastructure specialists, economic advisors, and information and resource managers. **Eligibility is for federal employees at the GS/GM-14 or GS/GM-15 or equivalent Pay Band levels who have earned a Bachelor's Degree. The majority of students attending currently hold a Master's Degree.**

NOTE: All nominees must have, at minimum, a National Agency Check with Inquires (NACI) completed prior to their arrival. NDU does offer classified electives at a higher security clearance level and individuals possessing the appropriate level will have the opportunity to attend. It is important to understand these classes are not required to complete the master's degree program. NDU will not assume responsibility for upgrading a student's security clearance nor will they authorize the owning security office to submit a student for an upgraded security clearance for attendance. Candidates who fail to provide their current level of security clearance, investigation type, and date of adjudication on the nomination form will not be considered for enrollment. Detailed information is available on the National Defense University website, College of International Security Affairs.

Excellence in Government Fellows Program

The Excellence in Government Fellows program brings public, private, and nonprofit-sector leaders together to focus on key leadership and management principles, including the government's Executive Core Qualifications. **This yearlong program meets the interagency training requirements for OPM-approved candidate development programs.** Participants receive a combination of innovative coursework, best practices benchmarking, action-learning projects, executive coaching, and government-wide networking. Participants in this program are referred to as Fellows.

Fellows remain in their job while participating in the program. During the yearlong program, participants will meet every six weeks, spending a total of approximately 20 days in session. Fellows will also devote up to five hours per week to their projects. Moreover, participants are expected to attend all seven sessions. While exceptions are made for family and work-related emergencies, applicants and sponsors should review the class schedule below to confirm the participant's availability before applying for the program.

The target audience for federal employees in the grades of **GS-14 and GS-15 (exceptional GS-13)** employees.

Benchmarks: Fellows benchmark some of the most successful organizations for a behind-the-scenes look at strategies for delivering results.

Results Projects: Fellows reinforce lessons taught in the classroom by working with agency executives to tackle complex issues confronting our country. For example, past Fellows have developed strategies for streamlining drug approvals, strengthening collaboration during food



recalls, and improving recruitment practices for mission-critical occupations. Fellows will be assigned to a project either by their agency or by have the opportunity to select a project of interest.

Coaching and Mentoring: Fellows receive targeted support from experts and experienced government leaders. They also have access to the Partnership's extensive network of public, private, and nonprofit-sector leaders.

Networking: Fellows interact with a community of leaders who support continued learning through networking, online forums, and other ongoing professional development opportunities.

Senior Executive Fellows

The Senior Executive Fellows (SEF) program is designed for upper-level managers. The curriculum incorporates the executive core qualifications (ECQs) for SES and it is the program of choice for participants in SES Candidate Development Programs and other professionals looking to strengthen skills in problem solving, strategic analysis, persuasion and negotiation. The curriculum in this course encompasses all of the Executive Core Qualifications including Leading Change, Leading People, Results Driven, Business Acumen, and Building Coalitions.

The program does not teach answers to specific problems rather, it provides a strategic approach to problem solving. From the start, you will take on a leadership role, discovering ways to look at issues from new perspectives. You will learn how to generate a more diverse array of possible interpretations, and therefore, a wider range of possible solutions. Through class work, group work, and individual study, you will practice strategic analysis daily, until it becomes a natural, ingrained response.

The program focuses on skills associated with the Office of Personnel Management's (OPM) executive core qualifications (ECQs) and is designed for federal government employees at the **GS-14/GS-15** levels and their international counterparts. Many government agencies offer the SEF program as part of their Senior Executive Services (SES) Candidate Development Programs (CDPs). Program sessions are usually offered three times per academic year in February, April, and October.

Early application is encouraged since programs often fill to capacity. Due to the interactive nature of Executive Education programs, the number of participants is limited. Applications received after the stated program deadline will be considered only if space remains in the class. Because the time required to obtain a visa can be lengthy, we encourage applicants from outside the United States to apply at least 12 weeks before the start date of each program.



The Naval War College is accepting one GS-14/15 or equivalent, DOE employee as a senior primary candidate and one alternate candidate in the same grade(s) to the College of Naval Warfare Program, at the senior level. In addition, the Naval War College is accepting one primary and one alternate candidate to attend the intermediate level College of Naval Command and Staff (CNCS) Program, at the GS-13 or equivalent level. The Registrar and the Academic Department Heads screen and recommend applicants based on their academic accomplishments, professional achievements and their potential to complete the program. The Associate Provost is the approval authority for civilian student admission.

Students detailed to the Naval War College in Newport will participate in a ten-month residency program of academic and strategic development. Depending on the curriculum requirements of each trimester, students are expected to read on average of 500 pages per week, write regular papers, and take exams. The average student class and study time is 50 to 60 hours per week. Needless to say, this program is a rigorous and incredibly rewarding year requiring significant time management skills.

Nominees must understand and have experience in DOE's national security policy decisions and know how DOE interacts with defense agencies. The expectation is that selectees possess an understanding of both national policies with which DOE is involved and the interagency relations in which DOE is engaged. The curricula are not a good fit for fields of acquisition, contracts, or other support personnel.

National War College

The mission of the National War College is to educate future leaders of the Armed Forces, State Department, and other civilian agencies for high-level policy, command, and staff responsibilities by conducting a senior-level course of study in national security strategy. The National War College (NWC) provides a single-phase Joint Professional Military Education (JPME) program for mid-career U.S. military officers, civilian U.S. government officials, and foreign military officers. We achieve our mission by offering a professional, rigorous, multi-disciplinary curriculum emphasizing active learning and immersion in a joint environment. This joint experience is further enriched by the inclusion of interagency and multinational partners in all aspects of the program. The NWC program is accredited by the Middle States Commission on Higher Education, and qualified graduates are awarded a Masters of National Security Strategy.

When he served as Chairman of the Joint Chiefs of Staff, General Colin Powell first approved the current NWC mission statement (noted above) in 1990; this mission has been reaffirmed five times since then by subsequent Chairmen. This is the fourth mission statement the College has had, but all have had the same essential thrust, which flows clearly from the original conception



of the National War College: a joint school focused on what was then considered to be the realm of "grand strategy".

The National War College annually hosts roughly 220 mid-career students drawn from the U.S. military services, civilian U.S. government departments and agencies, and more than 30 foreign countries. These students are selected for attendance by their services, departments, and countries, in consultation with NWC. (There is no process for others to "apply" for admission to NWC. Military students are either O-5 (lieutenant colonel or Navy commander) or O-6 (colonel or captain) in rank (or in a few international cases, O-7 or flag officer rank). Civilian students are of comparable seniority. All come to NWC with extensive experience in their fields; many already possess a graduate degree.

The National War College program is based on seven educational outcomes derived from the mission and fully consistent with the joint learning areas outlined in the Joint Staff's Officer Professional Military Education Policy (OPMEP). These outcomes define the essential concepts our graduates must master, and they serve to integrate the entire academic program.

- Analyze the logic of strategic thinking for national security matters.
- Analyze how national, transnational, and international factors shape policy and strategy.
- Evaluate how U.S. domestic factors influence the development of strategy and policy.
- Analyze war across its spectrum as a holistic phenomenon.
- Analyze the nature, purpose, capabilities, limitations, and principal concepts for use of the non-military instruments of power (e.g., diplomatic, economic, and informational) in peace, crisis, and war.
- Develop national security strategies in peace, crisis, and war.
- Examine how strategic leaders shape and implement policy and strategy.

Mike and Maureen Mansfield

Fellowship Program

The Mansfield Fellowship Program—named after Mike Mansfield, former U.S. ambassador to Japan, U.S. Senate majority leader, and U.S. congressional representative from Montana—is a first-of-its-kind program for the United States and Japan. The Mansfield Fellowship Program has been restructured for the upcoming year to allow ten Fellows to participate in a one-year program in Japan. The shorter program duration is expected to increase the number of Fellows who are able to participate and preserves the principles behind the program and the features that make it a unique professional career development opportunity for U.S. federal government employees.



The restructured Mansfield Fellowship Program includes a seven-week home stay and intensive Japanese language program in Ishikawa Prefecture and ten months of placements in Tokyo. During the year in Japan, Fellows will develop an in-depth understanding of Japan's government and policymaking process and establish relationships with their counterparts in the government of Japan and the business, professional and academic communities. After completing the program, the Fellows are required to serve at least two additional years in the federal government, where it is anticipated they will continue to work on projects involving Japan issues. The Mansfield Fellowship Program is administered by the Maureen and Mike Mansfield Foundation, with the United States Department of State, Bureau of Educational, and Cultural Affairs, as grantor. The program receives significant in-kind support from the government of Japan and the Ishikawa Prefectural Government.

The Mansfield Fellowship Program was established by the U.S. Congress in 1994 to build a corps of U.S. federal government employees with proficiency in the Japanese language and practical, firsthand knowledge about Japan and its government. Through their placements, Fellows develop networks of contacts in Japan and an understanding of the political, economic, and strategic dimensions of the U.S.-Japan relationship.

Mansfield Fellowship Program alumni have skills, contacts, and expertise that facilitate their agencies' work on Japan-related programs and policies. They return to federal service with a deep, practical understanding of Japan, including knowledge of:

- the Japanese language;
- Government of Japan policies, including how the government addresses issues in Fellows' professional fields;
- Japanese decision making, including how their counterpart agencies in Japan are organized and make decisions; and
- Japanese society and culture.

Following the Ishikawa Prefecture language training, Fellows travel to Tokyo to begin ten months of placements, further language training, and supplemental education programs and study tours. In their placements, Fellows work full-time with their Japanese colleagues on issues relevant to their professional expertise and provide their perspective while learning from their Japanese counterparts. Given that ministries and agencies have overlapping jurisdiction over certain issues, some Fellows may work in more than one government office during the year in Japan. In addition, Fellows have benefited from the perspective gained by working in the offices of Japanese National Diet (parliament) members and private companies and may participate in a two-week administrative training program provided for Japanese mid-career level civil servants. Placement details are negotiated with the government of Japan prior to moving to Tokyo and begin with a detailed placement plan included in the program application. This plan will be tailored to the interests of Fellows and their agencies and will be considered by Embassy of Japan attaches in Washington, D.C., Japan's National Personnel Authority, and the agencies



where Fellows request to be placed. In addition to their placements, Fellows participate in a morning language class provided once a week and funded by the government of Japan.

NOTE: Post-Fellowship Return to U.S. Agencies

Following the year in Japan, Fellows are required to return to U.S. federal government service for a minimum of two years. It is expected that agencies sending officials to the program will use Fellows' expertise and network of contacts to benefit the agency in Japan-related work. As alumni, Fellows participate in Foundation-sponsored professional development activities and programs and are expected to participate in educational outreach programs and assist the Foundation in the recruiting, training and orientation of new Fellows.