



Israel National Defense College

Handbook

45th Class

2017 – 2018

September 2017

Greetings by the Commander of the IDF Colleges

Students of the 45th class,

Welcome,

The Israel National Defense College (INDC) is the highest of Israeli institutions, intended to educate command and professional echelons in the field of leadership in national security.

During the academic year, we will deal with serious questions concerning the identity of the State of Israel and its future, the objectives of Israel's existence and its vital interests. We will analyze these issues and others and attempt to deeply explore them. We will learn about these foundations; we will examine and analyze national security, which relies on its four supporting pillars: the economy, military, foreign relations and society.

The INDC graduate will be familiar with all facets of national security and will be educated in the various issues which lie at the heart of the challenges facing Israel. Moreover, graduates will acquire analytical and cognitive tools to assist them in analyzing a complex reality, understanding current challenges and coping with complex problems.

Together with these fields of knowledge, we will deal with strategic thinking throughout the year. This is a tool that will facilitate the fusion of all the content studied throughout the year into effective, combined action. We will deepen our familiarity with the field of strategy and the campaign; we will understand how systemic thinking contributes to the building of a plan for realizing this strategy; and we will analyze various topics affiliated to national security by means of this tool.

These achievements are complex and cannot be easily reached, therefore cooperation and commitment are required for learning – both by students and instructors. INDC students, you are full partners in the learning process. As experienced professionals, you are required to learn and teach, and to take responsibility for your intellectual fortunes during the academic year. The year

will pass in the blink of an eye, and we are committed to do the utmost, in the best way possible, to take the fullest advantage of learning and individual development.

The awareness of leadership and influence INDC graduates acquires could be their most significant achievement. The graduate must strive to influence, and will know how to do so. The graduates will be involved, both from the moral aspect of issues needing to be addressed, and from the practical aspect of handling them. This is leadership in a nutshell – the desire to influence and the ability to put that influence into action.

Today we begin a journey, and just like many of the journeys we have negotiated in the past, it is only at its end – certainly from the perspective of time, will we be able to understand its depth, importance and level of influence.

I hope this will be a learning experience that is also useful, and enjoyable – but even more so, I hope that we will be wise enough to reap the benefits from the journey's goal.

Best wishes for a productive academic year,

Tamir Hayman, MG Commander of the IDF Military Colleges & INDC

The Chief Instructor's Message

Students of the 45th class,

Welcome,

The academic year at the Israel National Defense College (INDC or *MABAL*) compares to the start of a fascinating and intensive year-long journey that will leave its mark for years to come.

Today you are joining a small but exclusive group of INDC students. *MABAL* graduates leave with a large amounts of knowledge, understandings, angles of analysis and observations of Israeli and global systems. This knowledge is meant to enable the graduate's development for senior command and management postings and to produce future generations of leaders.

One of the greatest challenges in the transformation from a tactical leader to a strategic leader is the ability to adopt a systemic approach, in the ability to truly inquire about the purpose for the action (as opposed to the operational abilities of the action itself, which is the purpose of leadership on the tactical level).

The Israel National Defense College is prepared to assist you in the transformation while relying on the personal experience that each of you brings to the class. We are making efforts that will create an environment of support the openness, curiosity, exploration and the discovery of a variety of subjects connected to national security in its broader definition.

In assist you in thorough research, the INDC provides almost absolute *academic freedom* and an open platform for the sounding of different and diverse opinions. You are expected to fully take advantage of the opportunities that will transpire in order to listen, confront, learn and inquire - while of course observing, the rules of fairness, discreteness and tolerance.

The 2017-18 academic year is marked by the new risks and opportunities facing Israel – the regional upheaval has not been forgotten and it also presents new theoretical challenges. Just as in the past, the uniqueness of the National Defense College is lies in its ability to carry out change and adjustment of theoretical associations to dynamic developments.

The staff and I will be attentive and focused on creating the necessary connections. We invite you, of course, to assist in combining current events in

the study program. You must see this year as an opportunity, not only to fill in your own personal "cistern" with new insights, but also to become a well that creates new water emerging from new depths.

The instructional staff, research center, INDC advisors, in-house lecturers and the staff will make the year a "jumping off point" and will allow you to realize the learning experience in an enjoyable and exceptional way.

I hope that the mutual journey will be an experience to be remembered. May this be a successful and enriching year of learning for all of us.

**Colonel Yonaton (Yoni) Sayada Marom,
Chief Instructor**

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Israel National Defense College

Background

The Israel National Defense College was intended to be an institution of extensive and in depth study of national security, of all its components and their mutual relations. The College was established in 1962 by a government decision that determined:

"...The National Defense College ... in intended to provide officers in the IDF with a higher education. Its students will engage in learning the foundations of national security at an academic level, along with general issues that are required for understanding the political, social and technological background of the problems of security and the country..."

(22.7.1962) In 1967 the College closed its doors and reopened in 1976, as a result of a government decision that established that the purpose of the National Defense College was to be **"...the highest institution of education, study and research of the national security problems of Israel..."**

(23.5.1976). The INDC's curriculum is combined with academic studies that take place both at the campus of the University of Haifa and in the INDC.

Therefore, since 1987, there is an agreement with the University of Haifa which allow students of the INDC who have successfully accomplished all the requirements of the program to receive two diplomas:

1. Graduation certificate from the Israel National Defense College.
2. Master of Arts (M.A), non-research, in Political Science/ National Defense, from the University of Haifa.

The Objective

The National Defense College is the highest national institution in the country for training senior officers and members of the I.D.F., government and government security agencies in senior positions of command and management, according to the government decision of May 23rd, 1976.

Goals

- A. Studying and researching of the different components of Israel's national security of and analyzing their relationships.
- B. Developing strategic and systemic thinking among the students who belong to the senior leadership in the national security systems in Israel, by promoting ideas and command concepts, management and values, in order to make them significant partners in forming the national security concept of Israel.
- C. Developing applicable knowledge by researching national defense issues in order to assist Israeli government and security systems.

Required Achievements

- A. The student will implement critical and creative learning and research habits appropriate for senior echelon positions in the fields of national security.
- B. The student will understand the main components of the national security equation, including National Defense, foreign relations, economy, society, law and government.
- C. The student will be exposed to leadership tools that are suitable for the senior environment in which he will be practically tested.
- D. The student will implement knowledge in command and management with an ability to lead change in complex systems.
- E. The student will implement research and the development of new knowledge in the fields of national security.

- F. The student will implement themes, values and norms that are derived from the values of the state of Israel as a Jewish and democratic state.

The INDC Vision

- A. The Israel National Defense College will be an elite, central, and leading institution for training, shaping and improving the senior leadership of Israel. The college will be a center of knowledge and professionalism in the field of national security.
- B. The INDC will include in the faculty members and students, those most influential and excelling within the government security systems in Israel. Studying in the college will be a necessary condition for appointment to senior positions in these systems.
- C. The Israel National Defense College will aim for excellence and innovation in every subject engaged and studied, in everything related to the instructional staff, subjects and methods reflecting the most modern and up to date knowledge in the world. This intention is also to establish an innovative and high quality educational approach, which will combine theoretical and practical knowledge, and will rely on leading and professional instructional and research sources from Israel and the world.
- D. The Israel National Defense College will serve as a leverage and focal point for the development of innovative knowledge and to challenge concepts for the I.D.F. and national security systems, as well as through the establishment of a research institution of high standard. It will maintain constant interaction with research and training institutions, in parallel systems both in Israel and abroad. Through this, it will aspire to attain significant attention among the government systems and as a result, influence its decisions.

- E. Graduates of the INDC will be characterized as experts and as exceptional in their field, holding a way of thinking labeled as professionally unique, that will contribute to improving the decision making processes on the national level. The students of the college will be knowledgeable and proficient in both continuous and changing reality of the country, in order to strengthen and develop Israel, out of national responsibility.
- F. The Israel National Defense College will act to promote integrative concepts amongst the national security community in Israel, will continue to create a common language between the students and infuse culture and norms of thinking, responsibility and systemic cooperation.

According to the decision of the Chief of Staff, the principle of the INDC serving as a condition to reach the rank of Brigadier General is a directing principle for the discussions of postings and promotions of senior officers in the IDF

The IDF Colleges

The Objective of the IDF Colleges

"To serve as a senior learning institution for the training of all services and inter-service training" (The IDF Colleges, Organization Order 06/13).

The Vision of the IDF Colleges

The vision is presented from two aspects which complement each other. Both serve as the essence of the College's strategic reasoning (strategic from the perspective of goals and the means to achieve them).

The two aspects are:

- A. The supreme goal – the result of the desired training and its effects on the military;
- B. The appropriate method – the desired instruction concept and its effects on learning in the Colleges.

1. The First Aspect – the College's Supreme Goal – Professional Officers

The essence of the instruction array is to improve the reality on the ground, and not the instruction array itself. Every instructional organ, is only a means to achieve the goal. Therefore, the success of the instructional array is only measured by its effect on reality outside the campus, in a way that improves the organization's ability to achieve its goals.

The Vision: The IDF will have professional, daring, creative and sophisticated officers who have to ability to think critically and strategically. The officers will serve as a model of national excellence, operate on a level of leadership motivated to influence reality, and will be courageous enough to generate change based on deep understanding and learning. These officers will only operate to promote the essence of the IDF and to fulfill its missions.

Professional Officers – We believe that strategy, the campaign, tactics, the military, national security and national defense are professional disciplines that can be integrated by means of institutional learning.

- A. **Daring, creativity and sophistication** – affiliated to the foundations of strategic learning – the other side! This area deals with enforcing the leader's desires on the other side (usually the enemy) and preventing the other side's plans from succeeding. The most efficient way to do this is by surprise or sophisticated manipulation, until the other side is made to respond.
- B. **Critical strategic thinking** – the ability to think in a way that enables a critical understanding of reality. This kind of understanding enables the officer to quickly discern gaps between the desired results and the current situation. Strategic thinking requires the ability to understand complex systems, simplification and analysis, containment and terminology and the ability to organize information into simple statements, and clear and achievable results.
- C. **Excellence of official leaders** – leadership is the trust and confidence leaders create around them – which together create motivation. Trust is based on values and professional integrity. The connection to being official concerns the basic requirement of realizing Israel's Zionist objective, while emphasizing what is common and uniting between the different parts of the nation.
- D. **Deep learning and understanding of reality** – we need officers that will be open to changing their opinions and behavior based on deep learning. The expectation of senior officers is they will recognize deviation in thinking and the complexity of understanding reality. This kind of awareness facilitates clarity of thought and better diagnosis of problems. Understanding and defining the problems is a fundamental component in solving our problems and promoting our goals.
- E. **Only to promote the goals of the organization** – senior officers wield a great deal of power. This power cannot be used to realize private goals or narrow interests. Senior officers are expected to act responsibly with the power they hold. They are expected to behave modestly and appropriately,

and that they will always place the organization's goals as their top priority and will only act to achieve them.

2. The Second Aspect – The Appropriate Way to Achieve the Objective: A Military Academy

A quality academic college (academic campus) for military and national security studies. A multi-service institution that trains senior officers through courses and workshops that is a mandatory milestone for the professional advancement of the officer.

An advanced school that specializes in providing thinking and analysis abilities, which influence, and are influenced from, Israel's defense and national security systems.

- A. **An academic campus** – an architectural landscape that combines the excellence of a military base and a liberated university campus that projects freedom of thought and creativity, study and physical education.
- B. **Quality** – expressed in the quality of education, the teachers, the study content and the method of study.
- C. **Senior training** – compared to the professional training that is the responsibility of the services and corps, such as the School for Command and Control and Operational Staff that was recently established. The College is characterized by its training for the general environment of senior positions and not for a specific role.
- D. **Mandatory milestones** – training in the College serves as a prerequisite for promotion and accepting senior positions. This condition creates exclusiveness and assures the quality of its students. This prerequisite creates an array of officers with a common language, common values and a unified military culture.
- E. **Providing thinking skills** – we provide students "the fishing rod, and not the fish". In a changing world, educational relevance is achieved by providing tools that enable continuous adjustments and enhancement. Memorizing content is not as efficient as enhancing thinking and the personal development of the students' abilities.

- F. Influencing, and being influenced from, the national security system –** the College's instructional array is an open system. It is not academic from the perspective of only being an "ivory tower" of theoretical research. The connection and influence that are created by connecting people to the practical world by appointing them to secondary positions they will hold in an emergency, through lectures by practical lecturers and by research that influences decision makers.

The Desired Graduate

The National Defense College – "A National Defense Strategist"

The term "national defense strategist" was coined by the staff of the INDC. The term depicts a profession that expresses the two fundamental roles of the INDC's training program: strategic thinking and national defense.

Strategists are military leaders, but for our purposes, they are senior officials in the service of the country that are able to lead advanced thinking and learning processes, through which they can examine reality and attempt to clearly understand it. This understanding facilitates the discernment of relevant gaps in the systems in which they operate. This ability enables strategists to wisely and correctly define their goals, and even create a different vector for the system under their responsibility. The strategist needs act to practically and continuously realize the current course of action by modifying available tools, and even by inventing new tools to realize the objective.

National security is comprised of sources of power which are the foundations of a strong nation. The "sources of power", or as they are also known, "the pillars of national security ", are: the economy, national defense, statesmanship and social resilience. The learning of the characteristics of these four source are the basis of the INDC's training.

The knowledge acquired in the disciplines of national security, with the addition of strategic thinking, create the desired graduate: a national defense strategist that is able to create changes in reality by understanding the complexity of systems and wisely taking action to alter the situation, deeply understands the subject content and has advanced thinking skills.

The College's Leading Values

Command – the centrality of command in a senior officer's perspective. Command is a basic form of behavior in which an officer/official realizes the mission at hand by utilizing people allocated to them. Command will always exist among the tension between caring and relating to people and the determination to achieve the goal, which occasionally could endanger subordinates.

Learning – the motivation and courage to change, based on understanding, curiosity and personal openness. Learning is a change in behavior stemming from the acquisition of new knowledge. A person who does not change does not learn, and an organization that does not learn is destined to become extinct.

Academic Openness – despite the military environment. This tension is the main anomaly of a military academy. An academy demands there be no borders, freedom of research and complete openness, while military culture is completely different. It demands discipline, hierarchy and a behavioral code that restricts the individual. In the Colleges, we search for the proper balance to facilitate learning. This obligates us to prefer openness, promote freedom of thought, research and expression – but not as an excuse for anarchy.

Partnership and Comradery – among the faculty and students. Creating academic openness requires openness between faculty and students. Since these are courses for officers, the requirement of comradery is legitimate and does not endanger the routine activities requiring military hierarchy.

Instructional Thoroughness and Quality – instructional processes are processes of dismemberment and reassembly of the graduate's behavioral situations. In light of these understandings, detailed definitions have been created, and specific educational processes and teaching methods have been produced. These processes are effective for writing lesson plans, exercises, hands-on scenarios, etc. Due to these required preparations, the instructors are expected to thoroughly prepare themselves by reading, deepening their own knowledge, and be will prepared for the meeting with students.

Human Dignity – as a central component of the IDF's code of ethics, the term is the basis of instruction at the INDC. We are dealing with people! Those involved with instruction must want to help others, they must get satisfaction from helping others improve and advance while receiving no personal benefit. Therefore, the instructor must understand human nature and respect the students.

Striving for Victory – by optimally fulfilling the mission in an unexpected way. As mentioned above, the commander deals with the tension between the mission and people. The mission is of utmost importance, but the very existence of a mission does not ensure victory. Victory will be achieved when the mission is fulfilled while addressing the following: at a low cost, in a shortest possible time, and fundamentally changing reality through the method of fulfilling the mission. If a mission is fulfilled, but in a haphazard way, at a high cost and with ambiguous results – victory is not achieved.

Discipline and Ethics among Senior Officers – at the end of the day, we are a military unit training officers to command military units. Therefore, we are obligated to serve as an example of excellence of a military unit. Ethics of senior officials is also the graduates' own self-discipline. The self-learning of appropriate behavior that respects the organization and the graduate's own stature, is one of the goals of the training. The aesthetics of a senior officer includes extensive values of politeness, modesty, respect and pride of the unit, determination and taking a stand.

Core Values in the Israel National Defense College

- A. **Studying and developing knowledge** are the main values at the INDC. Studying is the mission for whom the INDC students were sent by their organizations, and so they are expected to take advantage of the knowledge they acquire and contribute back into their organizations. The role of the college is to provide the student with a framework of study and conditions, which will encourage and enable learning. It is the student's role to fully take advantage of the learning process.
- B. The concept of the value of studying is multi-dimensional:

Openness

Open mindedness is a key element in a successful learning process. The ability to accept different and opposing ideas, when they are properly based, and the ability to disconnect from common ideas, enables growth and a successful learning process.

The study program combines lecturers and instructors, who present varied perspectives. Students are granted complete freedom of expression to contemplate and challenge the presented ideas. **Different opinions or disagreements must be based on explained arguments and accordingly be expressed in a professional and civilized manner.**

Complex Thinking

Constant examination of thoughts and alternatives, questioning existing approaches and ideas, enables the development of an analytical and critical approach. This approach is an important element of the learning process.

Open mindedness, multi-dimensional thought, as well as analyzing alternatives, enable growth, thought change and realization of the learning process.

Discreetness and Confidentiality

An important condition for the openness of students and instructors is the purpose. **It is forbidden to quote anything that is said within the college program in any other forum. It is not allowed to cite professor names or quote what they said in front of other lecturers.**

Experience has proved that only the combination of both openness and confidentiality assures the free and productive discussion framework that students receive at the INDC.

No "Textbook Solution"

As part of the open approach, the INDC believes that there is no "schoolbook solution"; there are different solutions for every issue. It is important that the solution proposed will be based on correct data and professional justifications. The emphasis in the INDC is on the thought and analysis processes. The "path" to different alternatives is no less important than the solution itself.

Excellence

Aspiration for excellent performance guides the origin-organizations of the INDC students and constitutes a basic aspiration throughout the studies, both on the personal excellence level and on the level of excellence of the products produced by the students as a study group.

Intellectual Integrity and Honesty

The ability of senior students to take a long look at the concepts that have been with them for a long time and to compare them with results of research and developing trends requires intellectual and personal integrity.

This integrity enables flexibility, non-entrenchment in sector oriented interests' system, respect for neighboring systems and realizing the importance of an honest and fair dialog.

The Value of Sharing Knowledge

The College is a network in which knowledge development is based on mutual and constant learning amongst the students and between the students and the national security systems. This value requires openness from all those involved, while referring to knowledge as a national asset and as opportunity to marshal power. Synergetic development is the underlying idea of the learning process.

National Representation

Unlike regular academic institutions, the Israel National Defense College students are representatives of Israel. Their first basic affinity is to the existence and resilience of the country and they are obligated to proper representation at all scholastic events.

Academic Accuracy

While writing papers of all kinds, within the scope of the year's assignments - both in the INDC and at the University of Haifa, academic accuracy must be strictly observed. Comments and explicit quotes need to be referenced in a detailed bibliography according to academic literary standards.

The Integration of International Fellows in the INDC

Following the decision of the Chief of the General Staff, starting with the INDC 34th class (2005-2006), international students (foreign, senior military officers) were integrated into the INDC class. The purpose of integrating international students is to improve the INDC curriculum by exposing Israeli students to different perspectives common to other militaries and to the way Israel is perceived from a foreign point of view.

The international fellows will receive an opportunity to study Israeli national security issues from regional and global aspects from a unique angle which will surely also contribute to their home countries.

The officers arrive three months prior to the beginning of the academic year in order to attend a preparatory course intended to assist their arrival in Israel, along with their families, and prepare them for INDC studies by providing them with basic knowledge and terms.

The preparatory course includes an overview of the State of Israel, its surrounding environment, an introduction to the IDF and its heritage, the Israeli security systems, Judaism and Israeli society. Within this framework there are many tours in Israel that take place. Our hope is that a positive experience in INDC will help Israel gain 'Ambassadors of good will', and will contribute to the national interest of the involved countries.

Principles of Integrating International Students in INDC

- A. The international students come from countries, which the IDF sees importance in having foreign affairs and military relations. The IDF realizes their potential contribution for broadening our perspective in viewing national security. The list of countries invited is formulated together with the Planning Directorate and approved by the Chief of General Staff, a year ahead;
- B. The criteria and threshold requirements for selecting the international students are identical to the criteria for choosing Israeli students;
- C. The students are combined as an integral part of the class and team rooms, participate in all lectures (except for classified or sensitive contents), and are required to fulfill academic assignments, including MA Studies.
- D. The studying language is Hebrew (except for the selected courses and briefings by foreign officials). Throughout the year there will be simultaneous translation to English. The international students will speak English or Hebrew (depending on their level and choice), receive any reading materials in English and will submit their papers in English;
- E. The international students will be placed in two heterogenic teams (out of the 4 existing ones).
- F. The international students are allowed by definition to receive 'unclassified' material only. If any classified material is presented to the Israeli students, the international students will receive alternative contents.
- G. On the whole, the participation of international students among previous classes was very successful. This year, again, we'll try to reach the same level of success, improve the achievement and learn from our experience in the past. This step has great national importance as well as potential for mutual contribution. Each and every one of us has the ability to contribute for this success.

The Learning Concept

The College's Study Method

General

The teaching methodology of the College assures a broad and diverse expression of opinions. Above all, importance is given to the personal confrontation of the student with the ideas, opinions and various positions he has encountered, **as a way of shaping a senior leader's outlook.**

In every subject studied, importance is given to the theoretical comprehension (through experts, literary material and the academia) and practical aspects (through present and/or past senior officials). Our hope is that each subject will be studied in a way meant to encourage students to form their own insights based on their acquired knowledge. Accordingly, the active participation of the students in their courses is part of the teaching methodology of the college. This is done so that the studying experience will be as diverse as possible – both for the incorporation of the courses taken and the further in-depth analysis from many of its angles, and the interest and enjoyment of studying.

Active participation of the students is a key element in the college's studies. A special emphasis is given to studying in "small groups" in order to deepen the learning process, and enable maximum attention and expression of the students. This method will be implemented through working in teams, intellectual games, simulations, workshops, seminars, test studies and also as part of the academic and elective courses. Additional emphasis is given to conversations, discussions, Q&A and free deliberation. **Presenting personal opinions in light of the studied material is encouraged** - although it is important to properly construct and justify them. Students will be able to do so in symposiums and self-managed and panel sessions, case studies, workshops, tours and visits, and discussions on selected current events.

The students are required to read the relevant materials according to the requirements of each course in order to acquire the appropriate knowledge and tools that will make it possible for them to confront the subjects analyzed.

Each field of study contains a variety of lectures, discussions, exercises, case studies, multi-participant symposiums etc. The bibliography material is accessible on the INDC web site (full articles or internet links) or in the INDC library (research projects, assignments, books, etc.).

The academic year is divided into three terms: **The Foundation Term, the Core Term and the Advanced Studies Term.**

The foundation term starts prior the beginning of the academic year, the Core Term overlaps with the university's first semester, and the Advanced Studies Term starts with the second term and concludes after it ends. In general, during the first university semester, INDC students will study one day a week (Monday) at the University of Haifa. The academic program in the university is planned, authorized and coordinated with the INDC, although the full academic responsibility for the academic curriculum is that of the university. This means that the behavior of the students in the eyes on the university is the same as an ordinary university student (directly with university officials), including syllabuses, assignments, grades, ways and times of handing in assignments, attendance, dress code and behavior.

Study Methods

Lecture and Discussion

Lectures and discussion make up the basic study unit. This outline includes a lecture of 45-60 minutes and a short discussion afterwards. The discussion itself includes asking guest lecturers and experts questions, their answers and a free and open discussion about the issue. In order to focus the discussions on the goals and main points of the course or the speaker, instructors may precede it by asking some guiding questions for specific topics of discussion. In order to get the most out of this teaching methodology, prior reading of the bibliographical material relevant to each session is suggested, as is preparing questions of personal interest, and actively participating in the discussion.

Meetings with Senior Officials

During the year, the INDC will hold meetings with senior officials from the public sector, and other state officials from the government and from around the world. The purpose of these sessions with senior experts is to attain a deeper understanding of the expert's position, through the students' critical question. In order that these meetings will support the learning processes, there is great importance in arriving prepared by reading relevant material. It is important that the meeting will facilitate a platform for discourse and for hearing the speaker's position. This discourse must be mature and tolerant.

Meetings with Selected Lecturers from Abroad

From time to time, prominent experts from abroad are invited to the college during their stay in Israel following invitations from universities, research institutes or public institutions. The INDC will try and take advantage of these opportunities and there will be times when meetings of this kind will be set at short notice.

Symposiums and Seminars

Meetings and debates between experts, or between experts and experienced field specialists, leaders and public figures. In the symposiums, each guest exposes his perspective on the subject discussed. At the conclusion of this part, an open discussion is held in which students add their opinions and thoughts. **The emphasis in the symposiums is directed toward opposing ideas in order to expand the capabilities to cope with the topic, by exchanging ideas and perceptual discussions.** These educational events are organized by the INDC, universities or other institutions, on subjects that are relevant to the study program.

Knowledge Development in Small Groups

Discussing a specific subject in an intimate forum enables broader expression by the students along with the production of written and other materials that are the result of the thinking and experience of all the team members. **We see this method as a main way of deepening, learning and creating relevant knowledge.**

Event Analysis and Case Studies

For illustrating the discussed topics, occasionally a number of case studies correlating with the goals of the specific course will be studied in small groups. In this framework, events or prominent processes will be selected, as a way of emphasizing the complexity of the discussed matter. Through the students' analysis (based on the data, background material and expert assessments) it is possible to conclude the implications on the present and the future. Event analysis is an important **tool that requires an analytical critical approach with active participation of each of the students in reaching conclusions results.**

Study Workshops

Based on presentations of personal experiences on various subjects, these workshops are based on the students' activities and learning through personal experience.

Round Tables

Conducting discussion in order to deepen and develop knowledge, on a defined issue from the different components of national defense - political, economic, social, defense, etc. The underlying idea of the round table is that all of the participants are of equal status.

National Security Tours in Israel

The tours are a central tool for tangibly demonstrating the studied subjects. Experience teaches us that there is no better way than by "seeing with one's own eyes" to understand strengths and weaknesses, the problems and possible solutions, by directly seeing what is really happening.

The tours' purpose is to tangibly demonstrate aspects of national security, both in civilian and security fields: in economic and social projects, governmental institutions, R&D institutions, knowledge based firms, getting to know communities in different settlement areas, regional commands, military and police units and so on.

The tours and visits are scheduled throughout the entire year according to the different courses and their areas of study. "The National Security Tours" are integrative tours, during which an emphasis will be given on the dilemmas and interfaces existing between the different components of national security. These tours have an important and unique role in the internalization process of national security issues. The tours take place "on the ground" and include encounters with local personas, conversation with civilians and visits to relevant sites.

For each tour, prior preparation and briefing will take place, and upon its completion a team summation will take place.

Tour-Planning Teams

As in previous years, the tours will be accompanied by an active student planning teams. These teams will be comprised of a number of students who, with the guidance of an instructor and Prof. Yossi Ben-Artzi, will define the tour objectives, its components and manner of execution.

National Security Tours Abroad

The study year includes study tours abroad, as a basic obligation in light of the globalization processes. In these tours special aspects of all Israeli national security components become visible, in the manner in which Israel is perceived around the world, its policies and actions, and in the affinity which exists between central national security systems in the world and the Israel national security system. An additional goal of these tours is getting to know the national security systems of the toured states, the interests, trends, professional conceptions and the organizational and cultural aspects. Special attention is given to the issue of the Jewish Diaspora.

Current Affairs and the Commander Sessions

Based on the discussion of significant current affairs relating to national security through strategic thinking, with the goal of improving tools for understanding the national security environment.

Acquaintance in the Plenum

A central and important part of the learning process in the INDC lies in the opportunity to learn from one another. The students studying in the INDC are affiliated to organizations which bear the responsibility of national security and are experts in their fields. In order to allow us to take advantage of the mutual learning potential, personal acquaintances are required.

The students will present themselves and their share their own personal experiences with the class to strengthen personal acquaintance and a potential for cooperation and create an integration network among the course graduates.

Team Discussions

These group discussions are intended to process the insights relating to the national security elements which emerged during tours, lectures and meetings with senior officials and visitors.

Personal Cultivation

The meeting of the academic material with the student's real world will take place in a process of personal insight, which will happen both in group discussions and as an individual process (reflection). All of this is based on the expectation that the material studied will be translated into preliminary assumptions that will accompany the student.

Simulations and Role-Playing Experience

The simulation and thought games are in fact the climax of the studies at the INDC. They are intended to express all that was studied, in an integrative-applicable view regarding the range of relevant contents, by experiencing both individually and in groups, dilemmas and systemic constraints of issues currently facing the State of Israel.

Summation of the Study Terms - Chief Instructor Sessions

The sessions are intended to create a platform where students can address the course's developments; enabling the instructing staff to examine the learning status, and connect the personal learning experience to an inclusive integrative learning chart. Feedback conversations and debriefings will also be a part of this framework.

The sessions will take place in the plenum and will be led by the chief instructor, with the staff in attendance.

Written Assignments

A. Final Paper

The final paper is the largest and most comprehensive assignment that is required from the students during the program, and constitutes an important part of the academic and INDC studies. Each student must prepare a final paper - **independently**. The paper will be written on a relevant subject which is a challenge in the national security field. The paper will focus on a subject frame which allows the student to connect his practical experience, which he has accumulated during his years of service, with the contents of study in the INDC. A list of subjects will be comprised by national security institutions, the student's parent organizations, in addition to issues dealing with or related to fields of research at the INDC's Research Center. Subjects will be presented to the Commander of the Colleges in a team discussion for approval.

It is advised that each student will discuss the areas of interest with their parent organization that could be relevant for a final paper, or those the organization deals with and is **related to their country's national security challenges** and the organization's expectations.

The students will be asked to present, according to the process to be published by the INDC Chief Instructor, their research proposal which must include: the subject, relevant background for understanding the researched topic, the objective, the research question and methodology, main bibliographical sources, an outline (rational), the contribution to national security, the writer's connection, the academic advisor's name and his association, the paper's initiative (specific organization, the writer, parent organization). As mentioned, each paper will be accompanied by an academic advisor who holds at least a doctorate with direct relation to the subject of the paper. Authorization of the proposal is required to continue the research assignment.

The purpose of the final paper is to encourage learning through personal research in various fields of national security, in order to achieve the following goals:

1. Experience in research: from determining the goal and work-plan, data collection and its examination, confrontation of ideas, their analysis and integration, to drawing conclusions and putting them into writing.
2. Adding new knowledge to the field of research
3. Contribution to the study program of the college; so that the paper will become a source of knowledge and reference for others dealing with national security.
4. Contribution of applicable and integrative knowledge to the security system, the I.D.F. and the other governmental bodies, in issues that are important and relevant to their needs.

At the beginning of the year, the Commander of the IDF Colleges will choose a number of student who will carry out their assignment as part of the "Commander's Cluster" and will be accompanied by the Commander of the IDF Colleges.

The final paper will be written throughout most of the year. Working on the paper does not waive mandatory attendance throughout the year.

Evaluation of the Final Paper

The final paper will be evaluated by the academic guide based criteria that will be published. The paper will also be read by an additional reviewer that will be approved by the university.

Publication of Written Assignments

Some papers will be chosen to be published and sent to relevant governmental and academic factors as part of the INDC and the research centers' publications and some will be presented to the Chief of the General Staff towards the end of the year.

B. Course Paper

The course paper is a written assignment, of reduced scope focusing on a specific issue in the curriculum. On certain occasions, the course paper will constitute the basis for a class, or group presentation by the student. The course paper will be written as an academic assignment, based on a reliable bibliography, meetings with experts and/or use of professional knowledge while using proper quotation manners.

C. Position paper

The position paper is a short written document, up to five pages, that is presented to decision makers. This paper sums up either short or long staff work supported by various research and information, personal experience and more, which contribute to the forming of the position paper.

The purpose of the paper is to present alternatives for an action and/or for policies.

D. Exercises

In various courses, students will be required to occasionally write intermediate personal or team papers which will be presented or handed in periodically during the year. These exercises are included in the course final grade.

E. Work in Pairs and in Teams (Guided Study)

Some courses require writing a team paper on a topic matching the course syllabus. The paper will be written with the guiding support of the course instructor and/or the academic guide. The paper will be presented in class according to the program, at times with the participation of external experts that will critically assess the work.

F. Bibliography

Utmost importance is given to reading as a central component of the learning process.

For each course, the INDC will publish in advance, on its web site in the course folder, updated and original bibliographical material containing research and articles written by the best experts in Israel and around the world which deal with the subjects being studied. The materials are available for the time the student has to complete the task. The material is updated, and most of it has been published in recent years. The written material is often a necessary base for understanding discussions and lectures.

The reading material is divided to three categories:

- Compulsory reading;
- Recommended reading;
- Optional reading.

Books and articles relating to almost every field can be found in the INDC library. Electronic sources and access to data bases in other academic institutions are available.

The Haifa University library, which has relations with other research centers, is also at the disposal of the students.

Bibliographic material that cannot be published on the web due to information security considerations will be distributed in hard copy.

The information management website of the INDC contains all of the courses booklets, required bibliographical readings, and in addition, works of students done in previous years in various fields.

The Lesson Learning Process in the Israel National Defense College

The INDC is an institution aspiring to continuously improve and develops. This is achieved by analyzing processes and their implementing processes during three time spans: during the academic year itself, between study years and by comparing several study years. In addition, there is constant learning from events and content during the academic year by the INDC staff, through interviews and personal conversations. In addition, it is a custom at the INDC to use the following feedback procedures:

- A. Feedback questionnaires are conducted at the end of some courses by the Center for Learning and Development.
- B. Student debriefings are usually conducted at the end of the academic year and focus on a number of topics which we are interested in focusing within the learning process.
- C. Debriefing Discussions – Carried out in the chief instructor forum to receive feedback on daily issues.
- D. "On the Ground" debriefing feedbacks are conducted following several INDC cycles and focus on the contribution of the studies to the graduates.

The students' feedback comments regarding the learning process and in general are important and essential. They influence the Israel National Defense College's development over time. Some can be implemented immediately, while others serve the following generations of students.

Student Evaluation - Expectations and Required Achievements

General

Students, who have successfully fulfilled the course and INDC requirements, will be awarded an **Israel National Defense College Graduate** diploma at the end of the year. The certificate includes the final grade and the staff's evaluation.

Students that successfully fulfilled the academic requirements of the University of Haifa, with a minimum average score of 76, will additionally be granted, as a graduate of the INDC, a **Master's Degree in Political Science – with a major in National Defense**.

The diplomas are awarded by the Prime Minister, University Rector, Minister of Defense, IDF Chief of General Staff and head of the national security program during a graduation ceremony that takes place at the end of the academic year.

The three aspects of the overall evaluation of the student

A. The student's grade average from the various courses (50%).

The student's average is a weighted average from the courses' grades.

B. Staff Evaluation (30%).

The staff's evaluation equally relates four areas:

1. Thought and analysis ability;
2. Study-team behavior;
3. The contribution to the team in study and thought processes;
4. Leadership.

The staff's evaluation is subjective and is based on its impression of the student during routine activities in the teams, courses and assignments given to the student that are not graded.

In their evaluation, the instructor's take into account the heterogeneity among the students, including the parent organization, the positions he has filled and the position that he is to return to in his professional career. The instructors discern between academic and military leadership, commanding a unit, skills

for managing a team, thought and research, and most importantly – **the student's contribution to the learning process.**

As opposed to the final test grades in the study terms, the staff's evaluation continues throughout the entire year.

C. The Final Paper (20%)

The weight given to the final paper is 1/5 of the overall grade. In addition, final papers that are well done have added value beyond the contribution to the student's evaluation. A high quality paper will serve the student himself and his peers along the way and may even be published or develop into an article that will be published.

Individual Final Evaluation

The personal final evaluation is the summary of the overall impression of the student's involvement and performance throughout the year. The final assessment is given by the Colleges Commander based on consultation with the personal instructor and the staff. The evaluation is sent in the IDF to the Chief of the General Staff and service commanders, and in regards to other parent organizations - the Director General level.

Appeals Concerning Grades

Appealing a grade that has been given during one of the academic courses (not conducted at the Haifa University) is possible. The appeal must be written and handed in by the student to the head of the INDC instruction branch at the earliest possible opportunity, and no later than two weeks after receiving the grade. It must be presented on an official form, detailing and explaining the reason for the appeal.

The appeal will be submitted to the Haifa University for examination of the academic advisor and with the notification of the instructor in charge. The grade change will only be valid only after it has been officially approved and published anew by the university. Appeals of the grades concerning the courses at the Haifa University must be done against the University according to the customary rules there.

Attendance and Participation in Class

Full attendance, without tardiness, is required all year long, throughout the entire program. Authorization for absences will be provided, in extenuating circumstances, by the INDC Chief Instructor.

Miscellaneous

A. **Minimum score** - Students must achieve a minimum mean score of 76, in order to get academic recognition for the college studies.

B. **Passing score** - The passing score in the courses for Master's Degree students in the University of Haifa is 60, the passing score on the final paper is 76.

C. **Assignment hand-in deadlines** - The hand-in deadlines which are published are obligatory. In rare exceptions, the approval of the instructor in charge is required for extending the deadline and the instruction branch needs to be updated. **In all cases of late submissions, five points will be deducted from the final grade.**

D. Degree Eligibility

Students that did not fulfill one of the assignments described above, **will not be eligible** for the INDC graduate diploma or for the Master's Degree of the University of Haifa, but will be eligible to complete the requirements during the following year. The continuation of studies after the INDC academic year will be the complete responsibility of the student and at his own expense.

E. Honor students

The Graduate Studies Authority will transfer to each department its list of graduates, and the ones eligible to receive a distinguished master's diploma.

F. Academic Honor Student

Each department will recommend approximately 10% of all the eligible students to be distinguished as Academic Honor Students. The minimum score for being distinguished is 90. The INDC class is for this purpose defined as a department.

G. INDC Honor Student

At the end of the year, the Colleges Commander, after consulting with the college staff, chooses a distinguished student from amongst the graduating

class. The criteria for honor combine academic achievements, active and influential involvement regarding knowledge development and the quality of the learning process, and a prominent contribution to the social climate during the year.

H. International Honor Student

In order to create a fair opportunity for the International Fellows, an international student will also be chosen. The criteria for choosing this student are the identical to those INDC honor student.

I. Student Body Honor Student

The student will be chosen at the end of the academic year by the students. The choice will be based on contribution to the class, social involvement, personal example, etc.

Cooperation Agreement between the National Defense College and the University of Haifa

General

In 1987 an agreement between the INDC and the University of Haifa was signed. According to this agreement, INDC graduates are entitled to a Master's Degree in Political Science specializing in national security. The degree is based on Master Degree studies at the University of Haifa, and given according to the academic guidelines in Israel, along with being under the supervision of the Committee for Higher Education, a government authority.

The relationship of so many years between the University of Haifa and the INDC has been renewed in a contract which was signed in the summer of 2015, after a tender was issued.

The curriculum in the university has been carefully chosen and will serve as an academic foundation and layer for the discipline of national security. The academic studies in the university are an integral part of the overall program and it is obligatory for INDC students. The courses for the degree (those for accreditation) have been shaped according to the special needs of the INDC, in cooperation with Professor Gabi Ben-Dor and a senior team of lecturers from the University of Haifa. This year also includes changes to the program in order to keep it relevant and to implement lessons learned from last year.

Advanced Studies: Master's Degree and the Preparation for Doctoral Studies

As part of the academic year the students will complete their non-thesis Master's Degree. A student interested in continuing their studies in a research degree with a thesis can do so after receiving approval by the Thesis Committee led by the Commander of the IDF Colleges, Prof. Gabi Ben -Dor and the Haifa University.

The 45th Class' Curriculum Principles, Rationale and Structure 2017-2018

Principles

- A. The Israel National Defense College program is based on the combination of theoretical academic foundation and practical analysis of processes and events that compose the national agenda of Israel. This method grants students a wide spectrum of academic contents as well as skills and abilities that will help them to be part of the present and future shaping of national issues.
- B. The Master's Degree in Political Science specializes in the National Security Track.
- C. The completion of all the program's requirements is necessary to achieve a master's degree from the University of Haifa and the graduation certificate of the Israel National Defense College.

Program structure

- A. The program is based on the providing a broad foundation of knowledge in fundamental areas of Israel's national security - security/defense, foreign relations, society, economics, Zionism, and leadership.
- B. In addition, the program deals in learning advanced systemic and theoretical thinking in the areas of national security.

M.A. Degree and INDC Graduation Diploma Requirements and Evaluation

- A. All students will participate in all courses and activities in the INDC academic program, except students who are defined as "research fellows". According to the rules listed below, the students will gain weekly semester credits (credits) towards an MA degree, and in addition, towards an INDC graduation certificate.
- B. The maximum academic accreditation potential within the program is 42 credits (46 credits for international fellows).
- C. In order to receive an MA degree all courses must be passed with the required passing grade with a minimum of 36 credits. Due to the uniqueness of the INDC program, the itinerary requires courses that provide academic accreditation at a scope of 42 credits (except for exemptions).
- D. The final grade of the MA degree is calculated as follows:
- **All courses – 80%.**
Grades of the various courses are calculated according to their relative weight, determined by the number of credits.
 - **Final paper – 20%** (in spite of the fact that the final paper is not part of the annual credits).
- E. Courses that are taken to academic accreditation will require the student to fulfill minimum course requirements. They will be marked in the INDC graduation diploma (see the course details and the additional events in the chapter describing the INDC diploma).

MA Academic Degree

The minimum amount of credits required for the INDC's 45th class' academic year is **36 credits** (for students who already have a MA in law and/or economics, the maximum potential of credits available to students is **42 credits** (46 credits for international fellows)).

- A. Fundamental Terminology of National Security – 5 credits.
- B. Geographical Aspects of National Security – 4 credits.
- C. National Security Doctrine of Israel (for IFs) – 4 credits.
- D. Israeli Society – 4 credits.
- E. Strategic Thought - 5 credits.
- F. The Israeli Economy – 4 credits.
- G. Public Law – 4 credits.
- H. Tour to the East – 3 credits.
- I. Approaches and Schools of Thought in Political Science – 4 credits.
- J. Seminars (detailed below) – 2 credits.
- K. Foreign Policy – 2 credits.
- L. United States Course and Study Tour - 3 credits.
- M. Senior Cluster – 0 credits.
- N. National Security Tours in Israel – 4 credits.
- O. National Defense - 2 credits.
- P. Annual final paper - 0 credits.
- Q. Academic Literacy Skills - 0 credits.
- R. Research seminars (Semesters I + II) – only for thesis students – 2 credits.

Description of Courses by Terms

* Courses which **do not** award academic credits are not shown in the following tables.

Foundational Studies Term

No.	Course	Academic Leader	Credits	Instructor in charge	Location/ Notes
1	Fundamental Terminology of National Security	Prof. Gabi Ben-Dor	5	Dr. Anat Stern	INDC
	Total Courses in the Foundations Season		5		During this term the Public Law and Strategy courses will also begin

Core Studies Term

No.	Course	Academic Leader	Credits	Instructor	Location/ Notes
1.	Geographical Aspects of National Security	Prof. Yossi Ben-Artzi	4	Commander (IP) Oded Shemla	University
2.	Israel's National Security Doctrine	Prof. Avi Ben-Tzvi	4	Lt. Col. Matan Or	IFs only; part of the preparation course
3.	Approaches and Schools of Thought in Political Science	Prof. Gabi Ben Dor	4	Dr. Anat Stern	University
4.	Israeli Society	Dr. Eyal Levin	4	Josh Krasna	INDC
5.	Israeli Economics from the Security Aspect	Mr. David Brodet	2	Commander (IP) Oded Shemla	INDC
6.	Public Law	Prof. Suzie Navot	4	Commander (IP) Oded Shemla	INDC; begins in the foundation term
	Total for Core Studies Term		22		The Foreign Policy course will begin in this term

Advanced Studies Term

No.	Course	Academic Leader	Credits	Instructor	Location/ Notes
1.	Foreign Policy	Dr. Eran Lerman	4	Mr. Haim Waxman	INDC; the course begins in the Core Term
2.	Tour to the East	Dr. Eran Lerman	3	Mr. Haim Waxman	
3.	United States Course and Tour	Prof. Avi Ben Zvi	3	Mr. Haim Waxman	INDC
4	Seminars	Subject Dependent	2	Subject Dependent	
Total for Advanced Studies Term			12		

Annual Courses and Events

No.	Course	Academic Leader	Credits	Instructor	Location/ Notes
1.	Strategic Thinking	Dr. Dima Adamsky	5	Col. Eli Bar-On	INDC
2.	National Security Tours in Israel	Prof. Yossi Ben-Artzi	3	Commander (IP) Oded Shemla	Every tour will be led by a specific instructor
3.	Seniority – Individual Development	Subject Dependent		Lt. Col. Oren Shoham	
4.	National Defense	Subject Dependent	-	Mr. Moshe Yahalomi	Parallel to intelligence studies
Total Annual Courses and Events			8		

The INDC Diploma

The following are additional events studied for the INDC diploma, even though they do not provide any academic accreditation.

No.	Course	Study Term	Academic Leader	Instructor
1.	Seminars and Conferences	Throughout the year	Subject dependent	Subject dependent
2.	The Zionist Enterprise – the Country's Forefathers	Foundation	Prof. Yossi Ben-Artzi	Commander (IP) Oded Shemla
3.	Personal Journey - Optional	Throughout the year	-	Mr. Shmulik Weiss
4.	Study Tour to NATO and the EU	Advanced	-	Col. Eli Bar-ON
5.	Senior Lectures	Throughout the year	-	Lt. Col. Matan Or
6.	Team Meetings	Throughout the year	-	Team Instructor
7.	Commander Evenings	Throughout the year		Lt. Col. Matan Or
9.	Academic Reading	Throughout the year	Dr. Orna Kazmirsky	Lt. Col. Matan Or

Details of Courses and Activities in the INDC

Fundamental Terminology in Israel's National Security

The study period of **Fundamental Terminology in Israel's National Security** opens the academic year. The course focuses on **analyzing and understanding the main terms** concerning national security as a theoretical background that enables the student to focus on the Israeli perspective and its different components.

Course Objectives

- A. Implementing the main terms of national security policy and discussing them as a theoretical knowledge base for the entire year.
- B. Starting an intensive and deep discussion concerning theory and practice for national security in general and from the Israeli perspective specifically.

Method of Learning and Course Structure

- A. Guest lectures (theoretical and practical) concerning specific terms we deal with.
- B. Summation (including a presentation by each team of a term it has chosen).
- C. Every content session will include:
 - i. The presentation and clarification of fundamental terms by Prof. Ben-Dor.
 - ii. A guest lecturer concerning a term from the Israeli perspective.
 - iii. A team discussion – led by a student and overseen by the team instructor. At the end of the course, each team will present one of the areas of terminology that is the result of the team learning. Decision making in national security.
 - iv. Every content session will have 2-3 sources of mandatory reading. At the end of the course, each team will present one of the fundamental terms in the plenum based on the team's study products.

Course requirements

- A. Attendance and active participation.
- B. Reading the course's bibliographical material and the year's preparatory material.
- C. Home exam – the grade will be based on 80% by the academic instructor, and 20% from the team instructors.

Lecturer: Prof. Gabi Ben-Dor.

Accompanying instructor: Dr. Anat Stern

This is a required course for Master's degree, awards academic credit (5 credits).

Public Law

Course Objective

The course's objective is to reveal to the students the judicial environment in which they act as senior military, government and civilian leaders. The process of the government's "courting" has direct influence on thought processes and behavioral patterns in the military system. And so, the course will deal with providing knowledge, tools for thought and analysis in order to cope with relevant judicial issues.

The course will present the basic principles of the Israeli government, mostly the institutional aspect that relates to government authorities and the relations between them. The unique subject of human rights will also be discussed. Within the course central issues on the public Israeli agenda that affect national security will be examined, as will different processes that characterize the judicial and political system in recent years. The course will focus on the special relationship between the law and military in Israel, and questions will be discussed - judging military decisions, terminology and responsibility, military appointments and more. The course will be accompanied by discussions and analysis of major affairs and relevant decisions.

Study method

- Lectures and discussions in the plenum and in groups;
- Studying reading material.

Course Structure and Study Topics

The first and central part will focus on the constitutional-institutional aspect. In this framework, the following topics, among others, will be discussed: Is there a constitution in Israel that no one told us about? The status of basic laws, judicial review of laws and the relationship between the Knesset and the Supreme Court. The part will also discuss the government and limitations of its authority.

The second part will discuss human rights and primarily evaluate the status of the principal of equality in Israel.

The third part will focus on the reciprocal relations between the judicial system and the military.

During the course, current events relevant to the study topics will be discussed.

Course requirements

- A. Mandatory attendance and active participation;
- B. Class exam.

Lecturer and academic advisor: Prof. Suzie Navot

Accompanying instructor: Commander (IP) Oded Shemla

Course for Master's degree accreditation, awards academic credit (4 credits)

Geographical Aspects of National Security

Course Objective

Presenting Israel's geo-strategical foundation through learning and discussing a number of geographical aspects that are central components to this foundation.

Study Topics

The course's theoretical background is based on the geo-political and geo-strategic definitions and approaches while specifically addressing their relevance to understand Israel's geographical and historical evolvement. In addition, regional and historical processes will be presented, from the Ottoman period to today, to demonstrate their relevance for the current Middle East and the revival of the State of Israel.

Special emphasis will be placed on the processes that shaped Israel's geographical community dimension: land areas, the methods of settling, emigration and population distribution, cities and urbanization, physical planning and regional dilemmas. The goal is to expose the students to the roots of the processes and the way the changes evolved from various perspectives, while examining historical religious documents, relevant research materials and exploring the field as one of the components of the landscape of settled communities. A portion of the regional national security study tours will be dedicated to learning about some of these components in the different parts of Israel.

Study Method

The course will be taught in three parts: as part of the INDC, as part of the MA studies at Haifa University and study tours.

Course Requirements

- A. Active participation
- B. Writing a paper summarizing the course.

Lecture and academic instructor: Prof. Yossi Ben-Artzi

Responsible instructor: Commander (IP) Oded Shemla

This is a required course for Master's degree, awards academic credit (4 credits).

Approaches and Schools of Thought in Political Science

Course objectives

- A. Analyzing and understanding the modern approaches to social sciences in general, and political science in particular, with an emphasis on the developments in national security from a multi-discipline perspective.
- B. Learning and examining the theories of political science, from the perspective of time and the aspect of national security. As part of the course, the primary terminology of contemporary political science, political terms and its unique phenomenon in society, political science as a science and its limitations and the mutual relations between social sciences and other disciplines will be examined.
- C. Analyzing and assessing the main approaches to political science while emphasizing the contribution of each one, and the relationship between it and other approaches;

Study Method

A combination of lectures and presentations on subjects selected by the students.

Main Topics of Studies

- A. National security and its status as a discipline: from positivism to post-modernism;
- B. National security and the legal-formal approach;
- C. National security and the psychological approach;
- D. National security and the social approach;
- E. National security and the rational approach;
- F. National security and the institutional-structural approach;
- G. National security and political philosophy;
- H. National security and political science tools: terms, theory, methodology and implementation.
- I. National security, cyber and social networks.

Course Requirements

- A. Mandatory attendance;
- B. Presentation (in pairs) of one of the terms – 30%.
- C. Final assignment – submission of an analysis of two approaches – 70%.

Lecturer and academic guide: Prof. Gabi Ben-Dor.

Responsible Instructor: Dr. Anat Stern.

Mandatory course for the Master's Degree, awards academic credit (4 credits).

Israel's Security Doctrine – Components and Development

(International Students only; part of the summer course)

General

This course will thoroughly present the development of Israel's national security doctrine.

Study methods: Lectures and discussions in class

Course Requirements

- A. Mandatory attendance and active participation in class;
- B. Reading and independent study;
- C. Submitting a briefing of the lectures held in class.

Lecture and academic guide: Prof. Avi Ben-Zvi.

This is a mandatory for course IFs, – awards academic credit 4 credits).

Inherent Tensions in Israeli Society

The Essence of the Course

A small and mostly divided country. From examining the lines that score it, it sometimes appears that we are looking at a divided society that has yet to decide which path it wants to take. Then the question arises about how is it even possible that this society still exists, is still alive and even cohesively unites to fight its enemies. There is more – what is this society's secret for success, this society that was the target of the "Spider Web" speech given by one of its most bitter enemies that expressed the logical expectation that it would collapse? On the other hand, the troubles that plague Israeli society must be recognized. Ostensibly, just by being adult citizens in Israel, with all that that entails, we have the basic knowledge of society's structure, the way it behaves, and the way it shapes our lives. However, a slightly closer look reveals that what we take for granted should not be taken for granted at all; and basic issues concerning the country's conduct is not always looked at from the proper perspective, often by those who are responsible to do so on our behalf.

Course objectives

1. The student will learn about the sources of several of the social phenomena that characterize Israeli society, will learn about the various social groups and the relations between them, and will follow the main challenges faced by Israeli society.
2. The student will acquire diverse academic tools from various fields of knowledge that will be at their disposal when he is required to deal with complex social issues. These tools mainly come from the fields of sociology, history and political science.
3. The student will learn firsthand from leading researchers of Israeli society, and from various people with practical experience.

The Course Structure

The course is composed of 22 sessions and academic tours

Course Requirements

- A. Mandatory attendance.
- B. Research assignment that will be completed in pairs.
- C. Mandatory reading of literature from the list of required reading, according to announcements provided during the classes.

Lecturer and academic guide: Dr. Eyal Levin.

Responsible Instructor: Mr. Shmulik Weiss.

Mandatory course for the Master's Degree, awards academic credit (4 credits).

The Israeli Economy in Terms of National Security

General

As part of the course on Israeli economics, the basic principles of the central topics in economics are taught while emphasizing the practical aspects of these principles in Israel's economy which serve as an important part of Israel's national security. The course will strive to provide basic knowledge about the economic system in Israel, the economic challenges faced by decision makers, and the tools at their disposal when determining economic policy.

Course objectives

- A. To inculcate basic language and concepts in national economics.
- B. To present the implications of economic concepts and economic thinking as parameters in the working environment of the commander or manager.
- C. To become acquainted with the primary trends and central orders of magnitude of the Israeli economy.
- D. To point out the dilemmas in shaping economic policy and allocating resources by priority.
- E. To describe the ideological outlooks in managing national economy: "left" and "right".
- F. Economic thinking as a partner in the working environment of the director/senior officer.
- G. Understanding the relationship between economics and national security.

Study Topics

- A. Basic terminology;
- B. Main historical trends in Israel's economy;
- C. Population, productivity, capital, and technology – in creating the GNP;
- D. Foreign trade, import, capital, and payments balance – openness to the world;
- E. National budget, budget financing, and the security burden;
- F. Mixed economy, the public sector and privatization;
- G. Poverty and inequality in the distribution of wealth;
- H. Stability of the economy, competitiveness and economic-social policy approaches;
- I. Integration section - The economy as a national framework: goals, means, and results;
- J. The economy, security and peace.

Study method

Lectures and discussions in the plenum, and exercises.

Course requirements

- A. Attendance and active participation;
- B. Class exam.

Lecturer and academic advisor: Mr. David Brodet.

Accompanying instructor: Commander (IP) Oded Shemla

Required course for Master's degree, awards academic credit (2 credits)

Foreign Policy, Diplomacy and International Relations

Course objectives

- A. Developing political thought from a broad perspective and providing an awareness and the sensitivity for the role of political tools in a combined campaign for Israel's security.
- B. Providing basic terminology for basic behavior and the historical levels in the international structure for the development of bilateral relations, and the evolvement of the contemporary practical diplomacy.
- C. Learning the history and characteristics of Israel's foreign policy and identifying the main challenges it faces.
- D. Becoming familiar with the work of a diplomat and the challenges of the Ministry of Foreign Affairs.

Course Requirements

- A. Mandatory attendance and active participation;
- B. Submitting a three-page paper in the format of a preparatory document for a senior decision maker on a defined issue.

Lecturer and Academic Instructor: Dr. Eran Lerman

Accompanying Instructors: Mr. Haim Waxman

Mandatory course for the Master's Degree, awards academic credit (2 credits).

National Security Course and Tour in the United States

General

The relations between Israel and the United States are a cornerstone in Israel's national security concept. In order to know Israel's most significant ally, a theoretical course will be held along with a study tour of the USA. During the course we will learn about the structure of the American political mechanism and the main challenges in the areas of national security that decision makers are facing. In addition, we will deal with Israel-America relations and with the important Jewish community – comprised of diverse groups and organizations. We will learn about American social and economic issues, traditions and history. We will also address the international organizations and institutions located on American soil.

Method

Theoretical lectures and a study tour.

Course Requirements

- a. Active participation in the lectures prior to the tour;
- b. Reading theoretical material;
- c. Taking part in the study tour;
- d. Writing a summation paper.

Lecturer and academic guide: Prof. Avi Ben-Tzvi.

Accompanying Instructors: Mr. Haim Waxman.

Master's degree course, awards academic credit - 3 credits.

National Security Course and Tour to the East

General

With the goal of becoming familiar with countries in large and important Eastern countries that influence Israel's national security, including the strategic ways of thinking that characterize these countries and their relations with Israel, this year the INDC will hold four different study tours: Russia, China, India and South Korea. Prior to these trips, there will be comprehensive team preparations.

The Method

Researching the strategy of the destination countries prior to the study tour and sharing information with the rest of the teams after its conclusion.

Course Requirements

- A. Participation in the comprehensive team research process prior to the tour;
- B. Writing a team preparation paper for the tour;
- C. Participation in the tour;
- D. Writing a team paper summarizing the tour and the learning process.

Lecturer and academic guide: Dr. Eran Lerman.

Accompanying Instructors: Mr. Haim Waxman.

Master's degree course, awards academic credit - 3 credits.

Government Corruption Seminar

The Seminar's Goals

The seminar deals with defining public and government corruption, examining central issues on this subject in Israel and around the world, identifying processes which cause "soft" and "hard" corruption, and the trends of its development. The seminar will also deal with understanding the significance of corruption from the perspective of governability, leadership and national security. During the discussions we will try and propose tools for coping with the phenomenon and reducing it.

Study Method

- A. Round tables – discussions and lectures by senior officials in the political and governmental system, who closely deal with corruption;
- B. Discussions and meetings with experts from the academia and from practical experts. A number of external participants may be invited to hear the seminar's lectures and participate as students.

Seminar requirements:

- A. Mandatory attendance and active participation in the lectures and lessons;
- B. Final assignment.

Academic lecturer and advisor: Prof. Suzy Navot.

Responsible instructor: Mr. Shmulik Weiss.

The seminar awards academic credit (2 credits).

Military-Society Relations Seminar

General

"As you know, our security does not only depend on our military. Non-military elements will be as decisive as those that are military: the economic and financial ability of a nation, the professional level of its manufacturers, steel workers and farmers, the flow of immigrants, the settling of weak areas along the borders... and above all the unity and spirit of the people" (David Ben-Gurion).

The Seminar's Goals

Examining the unique aspects in the interface between society and the military, while introducing theoretical and comparable elements into the discussion. The seminar will deal with a number of possible issues: groups in Israeli society and their attitude towards the military, the IDF as a people's military, the influence of social and economic processes on the military, public trust in the IDF, and more.

Method of Study

Preliminary reading, lectures and panels with the active participation of students. In addition, the seminar's participants will gain experience for interactive sessions where they will have to identify and understand social-military challenges.

Requirements of the Seminar

- A. Mandatory attendance and active participation;
- B. Submitting a final written assignment.

Academic Instructor: Mr. Moshe Yahalomi.

The seminar awards academic credit (2 credits).

Israel's Economy in the Global Environment Seminar

General

Israel's economy does not stand by itself. The more Israel's economy develops, the relation between global development and economic processes in Israel continues to increase. The integration of Israel's economy into the global economy and greatly influenced the economy's structure and its components. This is a complex process, but beyond the economic aspects are deep social ramifications. The seminar is meant to present the central economic developments and trends and their implications on society and analyze these processes from the Israeli perspective. The seminar will also address the interface with military power and the different dimensions of Israel's security concept.

The Seminar's Goals

- A. To clarify basic terminology;
- B. To provide a background for the main developments that have taken place in Israel's economy prior to globalization;
- C. To clarify the context of globalization processes on various levels;
- D. Creating an affiliation between these trends and the national security dimension;
- E. To point out the challenges involved with globalization;
- F. F. To examine apparent future trends.

Topics of Study

- A. The history of the economic globalization process;
- B. Globalization following the Second World War;
- C. Characteristics of globalization;
- D. Israel and globalization;
- E. Global Israeli companies;
- F. International organizations and economic blocs;
- G. China and the globalization process;
- I. Special subjects – optional.

Study Method

Class lectures and a tour.

Seminar Requirements

- A. Attendance, preparatory reading, active participation;
- B. Final assignment.

Lecturer and Academic Instructor: Mr. David Brodet

Accompanying Instructor: Commander (IP) Oded Shemla

The seminar awards academic credit (2 credits).

Courses and Meetings throughout the Year

Strategic Thinking

Course objectives

- A. Providing historical and theoretical knowledge, and practical analytic tools, to facilitate examination, shaping and leading the implementation of military security strategy concerning national security policy.
- B. Creating an intellectual experience to cope with history from a theoretical and practical manner, and for theoretical and practical strategic-military thinking concerning national security aspects.

Course Structure and Study Topics

The first part of the course will reveal the field of "strategic learning" as an academic discipline of political science. This part of the course will examine the place of war in international relations, will deal with the development of modern military thinking in light of the changes in the nature of war from the conventional, non-conventional and sub-conventional perspectives. In addition, this part will present an intellectual history of intelligence diagnostic processes, net assessment and strategic planning, and the establishment of these fields as cornerstones of national security policies in strategy communities around the world.

The second part of the course will present a variety of approaches and schools of thought regarding strategic thinking on a military level, and analytical tools to support the decision making process in the area of national security in general, and when shaping and leading military strategy, specifically. This part of the course will address the cognitive complexities of the strategy-shaping process, will deal with basic terminology used in systemic thought, and will provide the

students basic intellectual skills that will allow them systemic examination – the skill found in the core of strategic thinking.

The third part of the course will focus on methodical examination of specific strategic issues and central empirical test cases from the modern operational art in Israel and abroad. This part of the course will enable the students to integrate their basic theoretical knowledge with their strategic thinking abilities they acquired beforehand, and use them to actually cope with current core issues that are the focus of Israel's strategy community.

Course Requirements

- A. Reading academic material prior to classes;
- B. Participating in discussions based on the reading material.
- C. Active participation in the exercises and simulations that will be held during the course.
- D. Home exam.

Lead by the Commander of the IDF Colleges, MG Tamir Hayman.

Lecturer and academic guide: Dr. Dima Adamsky

Accompanying Instructor: Col. Eli Bar-On.

Mandatory for the master's degree, awards academic credit – 5 credits.

Political-Security Simulation

The political-security simulation is one of the pinnacles of studies at the INDC. Its goal is to allow the students to contend with a central challenge in the political-security field which Israel is currently facing, to expose them to "political action" and its affiliation to "military action", to create the political-security whole. The simulation is intended to promote the development of systemic thought, political-strategic analysis of the players, learning about the regional and global environment, becoming deeply familiar with the Israeli-Palestinian conflict, exercising skills (e.g. negotiations and rhetoric), and creating new knowledge that could contribute to future planning processes.

The simulation allows the learning of a complex and dynamic reality by personal and group experience which includes simulating a political-security reality, inside of which the students act out the roles of the officials, groups and different organizations that are mutually integrated. The players are active in the complex military, political and media environments. The simulation enables critical examination of the basic premises and "walking in the shoes" or "the other", which contributes to broadening the students' horizons.

Study method

- A. Preparation for the simulation by studying, discussion, meetings, writing individual and group position papers;
- B. As part of the preparation for the simulation game, and during the game itself, students are required to combine the strategic and systemic thought studies, negotiation skills, management tools, behavior in a media environment and so on;
- C. Group and self-study in the framework of preparation and executing the simulation game that simulates participants and groups for discussion and negotiation. Preparing the theoretical and terminological infrastructure with the usage of the different courses, the learning tours, the discussions and the different meetings;
- D. After the division to groups a personal and group process of preparation will proceed to define the identity of the group, collecting the material, senior meetings, role models, governmental representatives and so on.

Simulation Requirements

- A. Attendance and active participation in preparations, the simulation game itself and the simulation summary and debrief;
- B. Writing individual and group papers;

Accompanying Instructor: Col. Eli Bar-On.

National Security Tours in Israel

General

A portion of the academic studies are specifically dedicated to "learning by seeing", during which the students will take part in a number of regional and subject-oriented study tours around Israel. The tours will be planned and led by a group of students and an instructor. The planning of the tour will be based on the national security subjects studied that are prominent in the area and locations visited.

Course Objectives

- A. To directly and closely meet people, leaders, and become better acquainted with national security issues and locations.
- B. To deeply understand the relations of the center of the country to the periphery, and how it influences the allocation policy of national resources;
- C. To become familiar with the mutual relations in the territorial domain between the different elements of national security.
- D. To deepen the historical understanding concerning Israel's growth.
- E. To be directly introduced to the national resources in the economy, infrastructure and technology;
- F. To be exposed to the concept of border protection and Jewish and Arab settling;
- G. To develop a critical concept regarding the differences between theory and practice on the subjects studied.

The topics of study Regional tours

The regional tours will be planned and led by a team of students and an instructor that will explore the relevant national security issues in one part of the country (detailed in the tour booklet):

- A. Haifa tour – one day;
- B. Southern tour – three days;
- C. Northern tour – three days;
- D. Judea and Samaria - two days;
- E. Jerusalem tour - two days;
- F. Infrastructure tour – one day.

Study method

Preparatory lectures, reading background material, student planning teams, tour debriefing in the teams and presenting issues that cut across the major issues.

Course requirements

- A. Planning and executing a tour as part of the planning team.
- B. Mandatory attendance and participation.
- C. Submission of a team paper of the regional tour.
- D.

Lecturer and academic guide: Prof. Yossi Ben-Artzi.

Responsible instructor: Commander (IP) Oded Shemla.

This is a mandatory course for the Master's Degree, awards academic credit (4 credits).

Senior Studies Cluster

General

The Senior Studies Cluster deals with promoting and developing leadership and management concepts and skills among the students, as partners in shaping Israel's national security. The concept of the cluster "super dimension" that is integrated throughout the academic year.

The cluster provides the senior officer with **national security and strategic** content, a "**launch pad**" for senior rank, and the **jointness and inter-organizational meeting** of senior officers.

The Cluster's Goals

To develop the leadership and managerial concepts and skill of senior IDF officers and public officials in light of the challenges involved in senior positions.

- A. To develop leadership concepts for senior officials who work and influence senior environments;
- B. To raise the personal awareness and resilience to cope with tomorrow's challenges;
- C. To study and develop professional knowledge and concepts to lead processes of change;
- D. Enhancing the "managerial tool box" required on senior levels.
- E. Creating a significant and long-term network of inter-organizational colleagues,

Principles of Realizing the Senior Cluster

- A. The student must understand the need for change, be available and motivated, while the INDC must provide a learning environment and infrastructure that will enable the students to succeed;
- B. The student has personal choice in building the seniors' program;
- C. The instructor provides guidance and direction in the student's individual development process ("winning partnership").
- D. Team learning by a senior and intimate team.
- E. Continuous change and development – logical order of the senior cluster's content and stages, while creating a "critical mass" for change (numerous exercises);
 - Undermining fundamental assumptions, previous knowledge and skills among the students as a central learning tool;
 - Integration and exercising senior objectives on existing INDC content.
- F. Content and lectures that are appropriate for senior levels;
- G. Providing an appropriate solution for the international students.

Study method

A combination of lectures by senior officials, officers and experts, individual and team analysis tools, applicable workshops, a mentoring program, coaching, peer feedback, and more.

The cluster is comprised of three main stages:

- Defining the student's senior goals (at the beginning of the year);
- Exercises concerning the senior objectives (throughout the year);
- Preparation for a senior position (at the end of the year).

Requirements for the Senior Study Cluster

Complete and active participation in the various content.

Responsible instructor: Lt. Col. Oren Shoham.

National Defense - Terms, Fundamental Concepts and Processes

General:

The goal of national defense studies is to provide a framework for theory and terminology that refers elements of national defense and how they are expressed in all the security organizations (IDF, ISA, Mossad, police).

The studies will focus on becoming familiar with the threats facing Israel – conventional, non-state, organizational terror and decentralized terror.

The course will also deal with the current operational concept, and with the tools and capabilities used by Israel to deal with the threats it faces.

These studies will also extend to the world of cyber and the Internet, how this dimension affects Israel.

The Studies Goals

1. Learning about national defense as a significant component to national security;
2. How components of national defense are expressed in security organizations and government ministries;
3. Becoming deeply familiar with the current and evolving threats to Israel;
4. Becoming familiar with the operational concept and force building processes in security organizations;
5. Becoming familiar with the tools and capabilities of the security organizations as a response to the threats;
6. Becoming familiar with the world of cyber and the Internet and how they affect national security.

Study Method

Lectures in the plenum, team discussions, symposiums, reading, visits to security organizations and national security tours.

Course Requirements

- A. Attendance and active participation in class and in team discussions;
- B. Team processing/team task;
- C. Required reading of relevant material.

Responsible Instructor: Mr. Moshe Yaholomi.

This is a mandatory course for the INDC diploma, and does not provide academic credit.

Personal Journey in Israeli Society (optional)

Goals and Subjects to be studied

- A. The personal journey is meant to teach the senior officer/official to observe by himself and know the overall complexities of Israeli society;
- B. By understanding the all of the components of the country's civil system, the welfare system in Israel along with the different sectors: government, private commercial and the third sector – independent social foundations, a broad picture can be seen. This picture enables, by means of a personal journey, a deeper look into the educational system, which works to strengthen social resilience, and at the elements that weaken it.

Method of Study

- A. Personal observation of the student for an entire day (will be coordinated according to the student's schedule).

Responsible Instructor: Mr. Shmulik Weiss.

Academic Writing

General

This field of learning actually began before the academic year, when the students received a written assignment regarding national security. The purpose of this assignment is, among other things, to determine the student's ability to express oneself in a position paper in a restricted and bounded framework. During the year there will be a number of relevant lessons, but most of the subject will be studied by the accompaniment and guidance of the INDC literary specialist.

Course objectives

This is a course aimed for writing the assignments during the INDC year. Therefore, mainly basic principles in academic writing relevant to the INDC will be taught. This including: developing skills in structural reading and writing of articles according to rhetoric models, differentiation between different styles of writing, improvement of writing abilities through experiencing in creating consistency and textual connections, learning the rules and norms academic essays are based upon and familiarizing with structures of various research questions for the year's needs.

The course assumption is that all students obtain at least a Bachelor's degree and therefore a large portion of materials are only aimed to refresh existing knowledge and emphasize the requirements of the academic year.

Study topics

- A. Distinction between academic writing and other writing, the types of INDC papers; four rules of Grace for academic writing, textual continuity.
- B. Logical presentation: Rhetoric structures in reading texts – improvement of skim reading skills.
- C. Rhetoric structure in academic writing – preparation for submitting national security papers specifically and essays in general, "do's and don'ts" in academic writing.

D. Textual continuity: defining the topic and its limits. Writing the introduction – outlining the paper, defining research questions and goals, the organizing rationale, body of work and summation.

E. Final paper – how do you submit a research proposal?

Study methods

A. Receive feedback on the course assignment and correct it.

B. Two basic theoretical lessons

C. Support in writing papers during the course of the year.

Course requirements

A. Submission of paper

B. Active participation

C. Individual meetings throughout the year

Academic Instructor: Dr. Orna Kazmirskey,

Commander's Evenings

From time to time, throughout the year, social-cultural events (Commander's Evenings) will be held. The types of events that will be held are: lectures, the arts, a tour, etc. Some of the events will include the participation of spouses.

The Goals of Commander Evenings

- A. To add an added dimension of inspiration to the studies.
- B. To create an atmosphere that will socially meld the students, staff and guest lecturers.
- C. To incorporate the spouses of the students and staff in the college's activities.

The students are invited to initiate social meetings outside of the college as much as they find suitable.

Summation Table of Assignments

(Changes may take place depending on the leader of the course)

Topic	Assignment	Evaluation / Grade	Due Date												
			Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	
Opening Assignment	Personal paper	Instructor	3.9												
Fundamental Terms in National Security	Home exam	Grade		30.10											
National Security Tours	Final paper	Evaluation													
Strategy	Home exam	Grade					4.1			27.4		8.6			
Israeli Economy	Test	Grade					24.1								
Public Law	Personal paper	Grade							15.3						
Approaches and Schools of Thought	Personal paper	Grade					25.1								
National Security Geography	Paper in pairs	Grade					25.1								
Israeli Society	Paper in pairs	Grade						22.2							
Statesmanship	Personal paper	Group Leader						22.2							
Final Paper	Personal paper	Grade						Draft 14.2			7.5 Submit		3.7 PPT		
Seminar	Final paper	Grade									31.5				
Study Tour - USA	Team paper	Grade										28.6			
Study Tour - East	Team paper										7.5				

The Students' Main Practical Tasks

- Lead discussions in teams
- Plan, coordinate and carry out regional tours
- Plan, coordinate and carry out professional visits in the various organizations
- Lead working teams (simulation, strategic thinking)
- Formulate content towards seminars and ceremonies (State's Budget, Ben Gurion, Memorial Day for Yitzhak Rabin, Holocaust Remembrance Day and others).
- Present contents in the Plenum (results for reviews, briefings)
- Personal development axis

Appendix A: INDC Organizational Culture

Norms and Culture at the National Defense College

The INDC was established according to the decision of the Israeli government in 1962 and functioned for only four classes. After 10 years in which the college was closed, it was reopened in 1977 as part of the lesson learning process following the Yom Kippur War. The college was put under the command of the I.D.F., under the Chief of the General Staff, presumably, because of the assumption that the IDF has organizational and logistical capabilities as well as other strengths of the IDF that will allow it to establish and manage the institution in a proper way, as decision makers intended.

Because of the unique characteristics of the INDC, since the beginning, it was situated on a delicate "seam line": The first, between the military-security establishment and the civil establishments of the country; and the second is being between a military-security school and its high proximity to the academic world (both in its university study program and in its frequent use of Israeli and foreign senior academic lecturers throughout the year).

Historically, the INDC has made positive use of its special situation, exemplified by the encounter of senior officers and public functionaries that share through one year the same framework of training. However, this reality naturally creates tension that influences both the study program and the **organizational culture**.

In order to prevent this tension from harming the study environment and social relations, the College staff established a series of procedures that creates a framework for the routine administration throughout the year. Due to the fact that the students are senior representatives of their institutions, the organizational culture must be adhered to prevent the occurrences of events that are not strictly related to the learning process.

The History of the Israel National Defense College

"The Israeli National Defense College" was established as a result of the initiative of the (former) Chief of General Staff, Haim Laskov, who had a central role in establishing the IDF's educational training system.

Lieutenant General Laskov believed that the senior leadership of the IDF lacked a training course to prepare it for duties the political-strategic level. He decided to establish an educational institution in the military setting, in which representatives from the Ministry of Foreign Affairs, the Finance Ministry and the Ministry of Defense would participate, along with high-ranking officers. Such an institution would offer its students a national perspective and approach to the subject of the national security.

The subjects of study, which were prepared by the founding team and included in the Chief of the General Staff's platform, were meant to provide an answer to the need for the development of a common language. They included the basic knowledge required in order to understand the issues of national security of the State of Israel and preparing seminar papers in mixed teams, on subjects which have comprehensive security implications which require the coordination and cooperation of several governmental bodies. The contents that were mentioned in this platform included economics, the State of Israel (law, organizing, economics, demography), the Middle East, Israel and the Judaism, Israel and the world, science and the state, international relations, and the foundations of the military. The platform discussed the composition of the student body, the duration of the course, its location, the modus operandi, etc.

On July 22nd, 1962, the government decided to establish a national defense college within the decision it was written:

The goal of the college: consolidation of a comprehensive national defense doctrine and creation of a common language concerning the topics of national security amongst all those who carry the burden of the national security in the state. (Government meeting, July 22nd, 1962)

The curriculum, which was consolidated up until the opening of the college in October of '63, reflected – like the platform on which it was based – the concept of endowing its students with the whole of the ideological and principled doctrines in the fields of the history, policy, society, economics, foreign relations, science, and the security of the State of Israel.

Alongside the curriculum, the founding team also determined the requirements for students' profiles: they will be people with high standards and promotion potential who will represent various fields of the IDF and in the governmental and civil sectors. The idea was that the students would contribute from their own knowledge and experience and would enable the sharing of information and knowledge. The class would include about 24 students, a third of them coming from the IDF at the ranks of Lieutenant Colonels and Colonels. The opening date was set for October of '63.

The weakness of the college was that it failed to provide a focused answer to the needs that stood at the essence of its establishment – to be a training environment for the senior leadership or a source for the development of the security-military thought. When the Lieutenant General back then, Yitzhak Rabin, was asked by the Prime Minister and the Defense Minister to refer to the college with regard to whether or not it can be seen as some sort of a component in the security fortitude of Israel, he was forced to answer negatively:

It is not something that I can say that contributes so-and-so strength: there are things that are in the field of general knowledge. (Personal meeting Prime Minister-Lieutenant Colonel, December 7th, 1964)

After four years, the Prime Minister and Defense Minister Levi Eshkol brought about the closure of the college. On June 27th, 1966, the Committee of Ministers resolved to empower the Defense Minister to appoint a committee in order to examine the efficiency of the existence of the college in light of "the

government's policy of budget reductions and considering the state's economic status" (discussion protocol in Committee of Ministers, September of '69).

About a year after the Yom Kippur War, the head of the Instruction Branch (IB) back then, Major General Menachem Marom, approached the head of the Operations Branch with a suggestion to act for the sake of the reestablishment of the "National Defense College". Marom wrote that since there is no institution in the IDF for preparing officers beyond the level of Command and Staff, a situation is created in which the senior officers act on the strategic level without having been trained to do so and "without any institutional direction whatsoever." Marom suggested that the goal of the college should be to teach senior officers and people who are playing central roles in the government ministries, the subjects of national security as well as becoming an institution which guides and gathers researches on the strategic issues of the State of Israel (reestablishment of the INDC, December 3rd, 1974).

On May 23rd, 1976, a suggestion was placed on the government's table of a decision to reestablish the college, and in December of '76, the foundations, which had been processed by the college's reestablishment team, were turned in. At the opening ceremony of the college, the Chief of the General Staff placed a challenge before the college: to be the place in which the existential questions of the State of Israel, would be discussed.

In September 1st, 1991, The INDC commander became the Commander of the I.D.F. Colleges and under his command were the INDC and the Staff and Command College.

In 2006 (the 34th class), the gates of the INDC were also opened to students from foreign militaries.

According to the decision of the Chief of Staff, the principle of "the INDC as a condition for reaching the rank of BG" was implemented in the 41st class (2013-2014).

The INDC Alumni Foundation

The Israel National Defense College Alumni Foundation is a non-profit foundation to the support and contribution to the Israel's national security.

The Israel National Defense College is the most senior training institution in the government-public sector in Israel and is designated, according to a 1962 government decision, to educate the chain of senior commanders and executives in the public sector in Israel on the variety of national defense issues, with an emphasis on the shaping, planning and steering of foreign and defense policies.

The College is similar in its methods and student body composition to parallel institutions around the world. Each year, between 30 and 40 key position-holders in the security and governmental service are trained here, students who have an accomplished work record and promotion potential to lead the public systems in Israel. The students come from the I.D.F., the Defense establishment, and various government offices. Since 2006, the program, like many parallel institutions around the world, became an international program which includes a handful of senior officials from governments and security systems of foreign countries every year.

More than one thousand graduates of the Israel National Defense College have served, or are serving, in a wide variety of governmental, public, command and business positions in the heart of the centers of influence and decision making in the State of Israel. Some of those who have retired continue to take an active role and contribute to the national security of the State of Israel by manning central positions in the municipal sector, industry and business, formal and informal education, NGOs, the government, and more.

Website URL:

<http://www.amutatmabal.org.il>

Conditions for Receiving Degrees in the National Defense College

Master's Degree in Political Science/ National Security

- A. Full attendance and active participation in all the courses (according to criterion detailed below);
- B. The fulfillment of tasks and assignments of the university courses, with a minimum mean score of 76%;
- C. Finishing the final paper project.

Graduate of the National Defense College Diploma

- A. Full attendance and active participation in all courses;
- B. Meeting all the course requirements and those of INDC study activities;
- C. Positive evaluation from the instructors.
- D. Meeting suitable values and norms.

Responsibility in Studies and Personal Discipline

- A. Students are responsible for learning.
- B. The INDC staff expects that individual discipline, in behavior and professional ethics would be appropriate for senior public service officials.

Personal Growth and Development

As an instructional program, the INDC academic year is designed not only to acquire education and a degree, but also to promote personal growth and development towards the engagement in senior security and government functions. During this year the student is granted with enriching and insightful opportunities. We expect that the student will assign among his goals for this year the personal development and intensification as his central objective.

Class Representatives

Class Presidency

The Class presidency will be elected and will conduct the plenum's internal issues, and be responsible to create a partnership and coherent connection between the class and teams and the College's faculty and administrative staff. The president will serve as the senior representative of the class. The college's staff and the class presidency will form work procedures for all subjects requiring treatment and reference during the year. Periodic meetings will be conducted between the presidency the Chief Instructor and the instruction staff.

Student on Duty

- A. Each week one student will be assigned to routine duty (usually by alphabetical order). This student is in charged with administrating the week and the routine contact with the INDC staff.
- B. The student is responsible for entering of all students in time to the classrooms, so that we may show respect to our guests and preserve the studying framework.
- C. The student assists the instruction staff to hand out routine updates and to organize exceptional activities related to the studying program (changing the timetables in exceptional hours; logistic organizing and equipping when going out on field tours).

Appearance and Dress Code

In order to encourage maximum openness and equality, between students and outwardly, students of the college will wear civilian clothing while studying in the INDC. Representative considerations obligate students to dress casually: long formal trousers, collared shirt, closed shoes (no jeans, sneakers, sandals, etc.).

On days when there is special activity, the dress code will be the following:

- A. Senior meetings – military and IPS personnel, dress uniform.
- B. In The University of Haifa - the students are free to choose.
- C. Military tours – INDC dress code.
- D. Tours to civilian locations – casual.
- E. Tours abroad: as detailed in the tour booklet.

Code of Behavior in the Plenum

- A. The meeting rooms represent the most perceptible reflection of the INDC, especially facing the guests that come to the college. Therefore, in the plenum, as well as in the meeting rooms, it is expected to show appropriate behavior and professional ethics for senior public service officials.
- B. Personal computers: Many years of experience in INDC shows, that using personal computers creates a sense of intolerable "physical" disconnection for the guests. This phenomenon damages the college's image, and hurts the willingness of senior personnel to attend. Thus, INDC adopted the policy used in several other important colleges around the Western world, and prohibits the use of personal computers in the plenum.
- C. Cellular phones are strictly prohibited in the classrooms. The students should insert them in the personal lockers before entering the plenum. In cases of emergency, the students are allowed to be assisted by the student secretariat, by the Chief Instructor's secretaries, by the personal instructors' secretaries, and the secretaries of the Colleges Commander to receive messages.

- D. It is permitted to bring cold/hot drinks to the INDC plenum – but not food.
- E. Meeting with senior officials – Upon the entrance of executive and legislative branch members, ambassadors, heads of organizations - they will be honored by rising (without military call for *Attention*).
- F. When addressing an executive speaker, the student shall introduce himself and his parent organization.

Schedules

- A. **In the University**- According to schedules established together with the University.
- B. **In the National Defense College**- According to a principal day curriculum (may be modified on a weekly basis).
- C. **The INDC study day** - usually comprised of four to five sessions a day:
 - 08:30-10:00 – Lesson No.1.
 - 10:00-10:30 – Break.
 - 10:30-12:00 – Lesson No.2.
 - 12:00-13:00 – Lunch.
 - 13:00-14:15 – Lesson No.3.
 - 14:15-14:30 – Break.
 - 14:30-16:00 – Lesson No.4.
- D. On Tuesdays, studies will usually conclude at 14:15 (not always).
- E. On tours, practical tasks and workshops - according to the tour/workshop program.

Schedule – Punctuality and Discipline

- A. On each weekend, a final weekly schedule for the following week will be published, along with a tentative schedule for the week that follows,
- B. There INDC is strict about the beginning of activities (class, meeting, tour, etc.). The students are expected to be on time, according to the study program and the accorded timetable. Therefore, it is recommended to arrive a few minutes early, in order to self-organize prior to the beginning of the activity.
- C. In every event or class in which the Commander of the IDF Colleges participates, the students will be seated prior to his entrance. When the general enters, there is no need for the students to greet him by standing up.
- D. Arriving late is disrespectful and disturbs the learning process - for that reason they are prohibited. Students arriving late to the first class will wait outside for 10 minutes and enter as a group as to mitigate the disruption to the class.

Attendance and Absence

- A. **Full attendance is required from students in all the activities of the National Defense College.** The (active) participation of the student in the different courses is part of the course requirements, the general knowledge web and in addition, is part of the INDC representative component.
- B. In case the student must, for any reason, be absent from the studies, he must ask for permission from his personal instructor **prior** to his absence and the Commander of the Instruction Branch notified.
- C. A Student that is absent from studies must report it, as required by the different sending organizations, the administration factors (IDF personnel are obligate to fill out the relevant papers).
- D. In exceptions, in which a student has to be absent with no prior approval, he must inform the students' secretariat/Chief Instructor's office of his absence until 10:00. If a student does not inform of such absence it would be listed as a day off.
- E. The lecturer in each course will define the required presence conditioning passing the course.

Taking a Vacation - In Israel or Abroad

The year in the INDC is full of activity. Along with that, we support the students to take advantage of their time in the college for personal and family vacations. The academic schedule is planned while strictly defining the dates that taking vacation time is possible. Students who are interested in taking time off are asked to plan their vacation only during the predetermined dates on the INDC schedule.

Discipline Regulations

- A. Every student is expected to participate in every event and to act accordingly.
- B. **Permission is required for every absence – from the chief instructor or the office of the Commander of the IDF Colleges.**
- C. **Non-authorized absences** and recurring discipline irregularities lead to the implementation of a formal and documented discipline process.

Papers and Assignments

- A. The responsibility to prepare and submit assignments is the student's responsibility. See below, "Procedure for handing-in papers".
- B. The INDC staff and the academic staff have defined the assignments for this year. In some courses, the score will be given by the academic guide and the instructor, and in other courses the score will be given only by the academic guide; in those cases, the INDC staff will not intervene in the lecturer's considerations regarding the score.
- C. Grade appeals throughout the year – see chapter on "Student evaluation".
- D. **The final date for handing in the papers** is the final day when the final work (with all corrections and updates) should be handed in.
- E. Time spaces are included in the course's graph in favor of finishing and submitting papers – these dates are not to be exceeded.

Regulations for Handing in Papers/Assignments

During the year, within the framework of academic obligations, the students shall hand in written assignments, including seminar papers, course papers, exams and position papers.

Following is the regulation for handing in papers:

- A. The paper/assignment will be submitted through the INDC website;
- B. Printed assignment in a hard-copy will be handed to the student secretariat;
- C. Assignments that need binding should be handed in **at least** two days before the final date;
- D. The assignments will be printed in black and white;
- E. The format of the cover page will be distributed through the network to all students – the cover-page should be homogeneous and is binding;
- F. Handed in assignments will entail the student's ID number, **not his name**;
- G. Uploading to the website will be completed by the deadline. If needed, the student secretariat will print it and transfer it to the lecturer to be checked. When all of the assignments have been checked, they will be returned to the team instructors, who will return them to the students along with a feedback;

The INDC Educational Web Site

General

The INDC study and e-mail network operate on the internet and are located on secure servers. The learning network contains all the content and bibliography to study according to the courses' lesson plans. The site is intended, first and foremost, to all accessibility to information and content for the students and staff, and also serves as an entry point for parallel external bodies, research centers and the public at large to attain initial information, access to INDC publications and contact with the research center.

Contents of the Site

The site also contains the contents of the courses, bibliography and relevant links, lecturers' presentations, schedules, grades and specific information for the students and instructors

Access to the Site

An explanation regarding using the computers, and the way to access the INDC website will be delivered at the beginning of the year.

Information Security – Instructions and Rules

- A. Movement in Camp DAYAN - The dining room and gym are the only authorized locations outside the INDC area. Entering offices and/or classrooms in the Staff and Command College or the Operational Theory Research Institute (OTRI) is restricted, unless it is part of the curriculum.
- B. Identification should be carried with you at all times while in a military base.
- C. The information you will be exposed to during the course is for your eyes only, and shall not be further released or disclosed by you to any other person.
- D. Reporting an operation-security incident – Any knowledge of unauthorized IDF information or obtainment of documents of the sort, should be transferred to the ISMO.
- E. Carrying cameras or cellular phones with a built-in camera lectures is forbidden.
- F. Cellular phones must be turned off during study sessions.
- G. Connection to the military computer network is off limits.

Portable Computers

Information Security Instructions

- A. The portable computer given to students is unclassified and is intended for the student's personal use in aiding the study process and providing a free access to civilian databases.
- B. The use of the Internet is only allowed by using the cellular modem (Net Stick) that was provided with the computer and from defined Internet ports in the INDC classrooms. It is forbidden to connect to the Internet by any other mean (home or Wi-Fi network).
- C. It is not allowed to leave the portable computer at home/ in the car without supervision. It is recommended to lock the portable computer in a closet/ drawer/safe at home.
- D. Password: the student will be the only one knowing the password. When passing the portable computer to another user, the password should be changed accordingly.
- E. It is forbidden to install any programs on the portable computers beyond the ones installed by the authorized personnel at the computer and communications office.
- F. An updated anti-virus program is installed on the computer in order to prevent viruses and harm to the computer. A scan and checkup should be conducted at the computer office once every study term A virus check shall be done in the computer department.
- G. In spite of the fact that compute is defined as "unclassified", it is forbidden to take to computer abroad, even on INDC sponsored trips.

Regulations for the Use of Portable Computers

Operating Regulations:

- A. Students may use the computer outside the plenum.
- B. The personal computer is the main working-tool at the student's disposition.
- C. Backups of the study material of the portable computers will be carried out in the computer office according to the student's necessity.
- D. When receiving the computer, the student shall sign that he/she received the equipment, and will be responsible for it and for any damages that may occur, as accepted in the IDF.

Maintenance Regulations

- A. The computer should be brought by the student once a study term for revision to the Computer and Communications Office.
- B. If a virus is suspected, the computer should bring it immediately to the Computer Office.
- C. Only the Computer Office shall deal with the computers' problems, and all installations of new programs will be executed only by the office as well.

Student Office Services

The student secretary office services are provided between hours 08:00 and 17:00 and include:

- A. Mail;
- B. Fax;
- C. Message receiving;
- D. Work bookbinding and submittal follow-up; E. Material distribution in personal mail boxes.

Cell phones and pagers

Phones and pagers will be left in the specified lockers outside the plenum after they have been silenced or turned off.

Computer Services

The Computer Section services are provided between hours 8:00 and 17:00 and include:

- A. Personal guidance and support;
- B. Scanning documents;
- C. Software program installation;
- D. Problem fixing;
- E. File backup;
- F. Routine maintenance.

Participation in Hosting Foreign Delegations

The INDC hosts foreign military and government delegations. Throughout the year, every student will be asked to take part in visiting delegation reception.

Social Events

- A. Social activities that are organized by the Israel National Defense College are the full responsibility of the INDC in every aspect. These activities are integral parts of the study program and their attendance is mandatory.
- B. Generally, social events will be organized by the students, will be their responsibility, and they shall do so in their free time and by their own means.
- C. Any request for assistance from the college shall be handed-in on time and shall be discussed beforehand, with the purpose of responding properly and on time.
- D. The INDC will allocate the means for the graduation party, according to the IDF rules. Any desire for modifications (a party outside the base, food, artist, etc.) will be the students' responsibility and their expense.