

National Defense College

# Handbook



46th Class

2018-2019





# Israel National Defense College

Handbook  
46<sup>th</sup> Class

2018 – 2019

September 2018

## **Greetings from the Commander of the IDF Colleges**

Participants of the 46<sup>th</sup> class of the Israel National Defense College, welcome!!

The Israel National Defense College (INDC, or *Mabal* in Hebrew) is the highest institution of learning in the State of Israel for members of the security community and government agencies and ministries. The institution is intended to train the command and professional echelons as leaders in the field of national security.

During the academic year we will invest our efforts to provide you knowledge and understanding of the undertakings of national security to provide you the tools you will need to navigate your winding and twisting journey of strategic leadership. These challenges will require a collection of abilities and talents, systemic vision and deep understanding that will improve your capabilities as an exceptional and quality group with leadership skills.

National security, in its broader and deeper definition, cannot be only defined by firepower, ground maneuvers, intelligence and preventive actions. While these qualities are important, they are drawn from, and depend on, national strengths composed of a system of multi-dimensional fields of activity with mutual relations between them. Among these areas of interest are the economy, foreign relations, defense in its broader meaning, national infrastructures and society. However, the national strength of Israel mainly lies on a collection of internal values and the sense of solidarity based on a shared fate and common memory, the spirit of Zionism, common objectives and the wiliness to fight for them all.

During the year you will meet and be exposed to an impressive collection of leaders, you will hear their perspective and outlook of the world as they see it. You will research and delve into schools of thought and theories, and you will travel locally and abroad to understand how the world looks from the ground level. This will contribute to the broad definition and many dimensions of the term "national security" in today's world through critical thinking to identify models that can be adopted and those which require change.

Along with the main components of national security, we will also deal throughout the year with strategic thinking. The deep theoretical understanding of strategic thinking along with practical exercises by means of simulations will facilitate the fusion of all the material studied into effective and combined courses of action.

We will further our knowledge in the field of strategy and the campaign, we will understand systemic thought that supports the building of a plan to realize the strategy, and we will analyze various types of national security by means of this tool.

On the background of very fast and highly frequent changes in Israel's internal and external environments, there is no doubt that learning is the main engine for growth. I wish to emphasize that in the past we were required to learn in order to work, today we need to work in order to learn!

Therefore, **you are full partners in the learning process!** You are adults and experienced, you are committed to learning and teaching, and of course to bear responsibility for your intellectual fate during the academic year. Motivation, dedication and the responsibility to learn falls with the INDC participant - just as it does with a commanding officer or director in our everyday reality who decides to lead a learning process by themselves. The year will pass quickly so we all must make an effort to utilize this opportunity for personal growth to create a community of colleagues based on common knowledge (inter-organizational) and camaraderie among senior officials and officers. I am convinced that this will be a learning experience that will be effective, different and at the same time, enjoyable.

Wishing you a successful and fruitful academic year,

Amir Baram, Major General  
Commander of the IDF Colleges

## The Chief Instructor's Message

Participants of the 46th 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 participants. *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 2018-19 academic year is marked by 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, senior study 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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## **The IDF Military Colleges**

The Israel National Defense College is part of the IDF Colleges, with the other institutions being the Command and Staff College, the Tactical Command College, the NCO School and Brigadier Generals Course. All of the training and education takes place in the Camp Dayan and is under the command of the Commander of 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. **Professional Officers** – the result of the desired training and its effects on the military;
- B. **Military Academy** – the desired instruction concept and its effects on learning in the Colleges.

#### **Professional**

#### **Officers:**

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.

#### **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.

## **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 Camaraderie** – among the faculty and students. Creating academic openness requires openness between faculty and students. Since these are courses for officers, the requirement of camaraderie 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 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.

## The 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 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. 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.

### ***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 mutual relations.

B. Developing strategic and systemic thinking among the students, members of senior leadership in Israel's security organizations, by promoting ideas and concepts of command, management and values.

C. Developing applicable knowledge by researching national defense issues in order to assist Israeli government and security systems.

### ***Required Achievements***

A. The participant will implement critical and creative learning and research habits appropriate for senior echelon positions in the fields of national security.

B. The participant will understand the main components of the national security equation, including national defense, foreign relations, economy, society, law and government.

C. The participant will be exposed to leadership tools that are suitable for the senior environment in which he will be practically tested.

The participant will implement research and the development of new knowledge in fields of national security.

D. The participant will implement narratives, values and norms that are derived from the values of the State of Israel as a Jewish and democratic state.

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.

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

## Core Values in the Israel National Defense College

**Studying and developing knowledge** are central values during the INDC academic year. **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 a framework of study and conditions to the participants. The role of the participant is to fully utilize and make the most of the learning process.

### *INDC Study Values*

#### **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 positions and concepts. Participants 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**

An important condition for the openness of participants and instructors is the purpose. It is forbidden to quote anything that is said within the college program in any other forum. This includes citing 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 participants 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 participants 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 participants 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 participants and between the participants 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 participants 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.

## **INDC Code of Behavior**

### **Responsibility in Studies and Personal Discipline**

- A. The participants 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 the participants set goals this year for personal development and learning.

### **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.

### ***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 (Prime Minister, Minister of Defense, President, Chief of the General Staff) – military and IPS personnel, dress uniform.
- B. In The University of Haifa - the students are free to choose (according to university rules).
- 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 and Classrooms***

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 plenum and classrooms. Please deposit them in the special lockers before entering the study session. In an emergency, the participants 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. The participants are requested to maintain cleanliness in the plenum and remove any cups and litter at the end of the lesson.

E. Meeting with senior officials – When the Prime Minister, Minister of Defense, President or Chief of the General Staff enter they will be honored by rising. When other senior officials arrive, they will be greeted with the participants seated in their assigned places..

F. When addressing a senior speaker, the participants will introduce themselves and their parent organization.

## *Schedules*

### A. In the University

- 08:30-10:00 – Lesson No.1 – Approaches and Schools of Thought.
- 10:00-10:30 – Break.
- 10:30-12:00 – Lesson No.2 - Approaches and Schools of Thought.
- 12:00-13:00 – Lunch.
- 13:00-14:15 – Lesson No.3 – The Geography of National Security.
- 14:15-14:30 – Break.
- 14:30-16:00 – Lesson No.4 – The Geography of National Security.

### B. **In the National Defense College-** According to a principal day curriculum (may be modified on a weekly basis). **The INDC study day** – basic schedule:

- 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.
- 14:15-14:45 – Break.
- 14:45-16:15 – Lesson No.4.

C. Thursdays usually have a shorter schedule and the day will conclude at 14:30 (except for study tours, exercises, conferences, etc.). **Please note that self-study days will be on Thursdays until the middle of December** (after the Hanukkah holiday).

D. Tuesdays will usually end at 16:15, with the last session dedicated to team discussions, enrichment and completing missing content. From time to time, and according to the progress of the study year and the sole discretion of the staff, the day will be shortened and will end at 14:30. An announcement will be made in advance when the weekly schedule is distributed.

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.). 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 participants will be seated prior to his entrance. When the general enters, there is no need for the participants to greet him by standing up.
- D. Arriving late is disrespectful and disturbs the learning process - for that reason they are prohibited. Participants arriving late to the first class will wait outside for 15 minutes and enter as a group as to mitigate the disruption to the class. Participants must be punctual during the remaining classes held during the day

### ***Attendance and Absences***

- A. Full attendance is required in all INDC activities. 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 participant must, for any reason, be absent from the studies, he must ask for permission from the Chief Instructor and the Head of the Instruction Branch must be notified.
- C. Requests to be absent from class must be carried out in person with the team instructor. If the reason for being absent is unplanned after school hours, the team instructor must be called. **Sending a text message or e-mail is insufficient!**

### ***Taking a Vacation - In Israel or Abroad***

The year in the INDC is full of activity. Along with that, we support the participants 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. Participants who are interested in taking time off are asked to plan their vacation only during the predetermined dates on the INDC schedule.

Please note that following study tours abroad, the participants will have the opportunity for personal vacation time. Return flights to Israel must land at least 12 hours prior to the first lesson offered at the INDC following the study tour.

### ***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. During the year, at least three INDC Evenings will be held, with spouses being invited.

C. Generally, social events will be organized by the participants, will be their responsibility, and they shall do so in their free time and by their own means.

D. 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.

E. 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 participants' responsibility and their expense.



## **The Integration of International Fellows in the INDC**

Following the decision of the Chief of the General Staff, starting with the INDC 34<sup>th</sup> class (2005-2006), international officers (foreign, senior military officers) were integrated into the INDC class. The purpose of integrating international officers 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 10 weeks 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 Officers in INDC**

- A. The international officers 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 officers are identical to the criteria for choosing Israeli students;
- C. The officers 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 study language is Hebrew (except for study tours abroad and briefings by foreign officials). Throughout the year there will be simultaneous interpretation to English. The international officers will speak English or Hebrew (depending on their level and choice), receive all reading material in English and will submit their assignments in English;
- E. The international officers will be placed in two heterogenic teams (out of the 4 existing ones).
- F. The international officers are allowed by definition to only receive confidential material. If any classified material is presented to the Israeli participants, the international officers will receive alternative contents.
- G. On the whole, the participation of international officers 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.

## **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 2018, 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 INDIC participants. The courses for the degree (those for accreditation) have been shaped according to the special needs of the INDC, in cooperation with Professor Yossi Ben-Artzi 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 participants will complete their non-thesis Master's Degree. Participants 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. Yossi Ben-Artzi and the INDC instructors.

## 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, it is important how the participant copes 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 participants to form their own insights based on their acquired knowledge. Accordingly, the active participation of the participants 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 participants 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 participants. 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. Participants 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 participants 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 Senior Study Center (research projects, assignments, books, etc.) or in the IDF College's Library. Every week all the reading material that will be covered for that week will be printed for all participants. The material will be distributed on the Wednesday of the preceding week, and copies will always be found in the Senior Study Center.

The academic year is divided into three terms: **The Foundation Term, the Core Term and the Advanced Term** (see details below).

The foundation term starts prior the beginning of the academic year, the Core Term overlaps with the university's first semester, and the Advanced 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 participants 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 units. 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 it is important for the participants to learn. In order to get the most out 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 participants' critical questions. 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 participants 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 participants' 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 participants in reaching conclusions results.**

### **Study Workshops**

Based on presentations of personal experiences on various subjects, these workshops are based on the participants' 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 active participant-planning teams. These teams will be comprised of a number of participant 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 participants 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 participants 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 Processing**

The meeting of the academic material with the participant'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 participant.

### **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 participants 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

### Final Paper

The final paper is the largest and most comprehensive assignment that is required from the participants during the program, and constitutes an important part of the academic and INDC studies. Each participant 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 specific subject, allowing the participants to connect their years of practical experience with the content studied in the INDC. A list of subjects will be comprised by national security institutions, the participant'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 a committee headed by Commander of the Colleges for approval.

It is advised that each participant 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 participants 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 anonymous reviewer that will be approved by the university and INDC staff. **The final grade will be calculated according to the grades of both reviewers.**

### **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.

### **A. Course Paper**

A short presentation will be made showing the main idea, the flow of the assignment's rationale and the paper's theoretical background or the main theory.

### **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.

### **B. Exercises**

In various courses, participants 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.

### **C. 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.

### **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:

1. Compulsory reading;
2. Recommended reading;
3. Optional reading.

Mandatory reading will be printed for the participants every week and will be distributed on Wednesdays for the following week.

Books and articles relating to almost every field can be found in the Senior Study Center. Electronic sources and access to data bases in other academic institutions are available. IN addition, the Head of the Center has access to the university and other research centers.

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 Processes 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. Participant 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.

**Participant feedback regarding the learning process in general are very important and critical. They influence the Israel National Defense College's development over time. Some can be implemented immediately, while others serve the following generations of participants.**

## **Student Evaluation - Expectations and Required Achievements**

Participants, 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.

Participants who 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 participants' overall evaluation**

#### **A. The participant's grade average from the various courses (50%).**

The participant'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.

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

In their evaluation, the instructor's take into account the heterogeneity among the participants, including parent organizations, past positions filled and the positions they are expected to hold in their professional future. The instructors discern between academic and military leadership, commanding a unit, skills for managing a team,



thought and research, and most importantly – **the participant'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 participant's evaluation. A high quality paper will serve the participant 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 staff's overall impression of the participant'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 is possible. The appeal must be written and handed in by the participant 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. If a new grade is issued, it could increase or decrease according to the new assessment.

### **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** - Participants 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 participants 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 of the final paper, points will be deducted from the grade.**

**Degree Eligibility - Participants 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 participant and at his own expense.**

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

**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 participant will also be chosen. The criteria for choosing this participant are the identical to those INDC honor student.**

**I. Student Body Participant of Excellence - The participant will be chosen at the end of the academic year by the participants. The choice will be based on contribution to the class, social involvement, personal example, etc.**

## **The 46th Class' Curriculum Principles, Rationale and Structure**

### **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 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 participants will take part 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 participants 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 41 credits (45 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 41 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**. The maximum potential of credits available to students is **41 credits** (45 credits for international fellows).

- A. Fundamental Terminology of National Security – **4 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 – **2 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. Elective workshop – **2 credits**.
- K. Statesmanship and Diplomacy – **2 credits**.
- L. United States Course and Study Tour - **3 credits**.
- M. National Security Tours in Israel – **4 credits**.
- N. The Country's Forefathers - **0 credits**.
- O. The Middle East - **0 credits**.
- P. National Defense - **0 credits**.
- Q. Annual final paper - **0 credits**.
- R. Academic Literacy Skills - **0 credits**.
- S. Research seminars (Semesters I + II) – only for thesis students – **6 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	Dr. Udi Eran	4	Dr. Anat Stern	INDC
2.	Israel's National Security Doctrine	Prof. Avi Ben-Tzvi	4	Dr. Anat Stern	IFs only; part of the preparation course
	Total Courses in the Foundations Season		<b>4</b>		
	For International Fellows		<b>8</b>		

***Core Studies Term***

No.	Course	Academic Leader	Credits	Instructor	Location/ Notes
3.	The Geography of National Security	Prof. Yossi Ben-Artzi	4	Col. Yoni Sayda-Marom	University
4.	Approaches and Schools of Thought in Political Science	Dr. Doron Navot	4	Dr. Anat Stern	University
5.	Israeli Economics in Light of Security Needs	Dr. Yaniv Reingvartz	2	BG (IP) Eran Kamin	INDC
6.	Public Law	Prof. Suzie Navot	4	Col. Yoni Sayada Marom	INDC
7.	Statesmanship and Diplomacy	Mr. Eran Etzion	2	Mr. Rafi Shutz	
	Total for Core Studies Term		16		The Israel Society course begins in this term and ends in the Advanced Term



Advanced Term

No.	Course	Academic Leader	Credits	Instructor	Location/ Notes
8.	Israeli Society	Prof Nir Horowitz	4	Dr. Anat Stern	INDC; the course begins in the Core Term
9.	Tour to the East	Dr. Eran Lerman	3	Mr. Rafi Shutz	
10.	United States Course and Tour	Prof. Avi Ben Zvi	3	Mr. Rafi Shutz	
11.	Elective Workshops	Subject Dependent	2	Subject Dependent	
Total for Advanced Term			12		

***Annual Courses and Events***

No.	Course	Academic Leader	Credits	Instructor	Location/ Notes
12.	Strategy	Dr. Dima Adamsky	5	Col. (Res.) Yehuda Yohananoff	INDC
13.	National Security Tours in Israel	Prof. Yossi Ben-Artzi	4	Col. Yoni Sayada Marom	Every tour will be led by a specific instructor
Total Annual Courses and Events			9		

## The INDC Diploma

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

No.	Course	Study Term	Academic Leader	Instructor
1.	Symposiums and Conferences	Throughout the year	Subject dependent	Subject dependent
2.	The Zionist Enterprise – the Country's Forefathers	Foundation	Prof. Yossi Ben-Artzi	Dr. Anat Stern
3.	The Middle East	Core	Dr. Eli Alsheich	Mr. Shai Fireaizen
4.	National Defense	Throughout the year	-	Mr. Shai Fireaizen
5.	European Study Tour	Advanced	-	Mr. Rafi Shutz
6.	Senior Lectures	Throughout the year	-	Lt. Col. Matan Or
7.	Team Meetings	Throughout the year	-	Team Instructor
8.	INDC 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***

#### **General**

The study period of **Fundamental Terminology in Israel's National Security** opens the academic year. The course's goals will provide the participant basic tools to analyze and understanding of basic terminology related to national security, which a special emphasis on Israel's national security. This will create a basic infrastructure of terminology that will be used throughout the year.

#### **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.
- C. Providing theoretical, comparative, critical and historical tools to analyze the basic terms of national security and the main sources of tension in the design and implementation of this policy.

#### **Method of Learning and Course Structure**

- A. Frontal lectures with the course's lecturer, Dr. Udi Eran.
- B. Plenum lectures and guest lectures (theoretical and practical).
- C. Team discussions.
- D. Every session will include: Every content session will have 2-3 sources of mandatory reading.

**Course requirements**

- A. Attendance and active participation.
- B. Reading the course's bibliographical material and the year's preparatory material.
- C. Individual assignment – 7-8 pages.

**Lecturer:** Dr. Udi Eran.

**Responsible instructor:** Dr. Anat Stern .

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

## ***Public Law***

### **Course Objective**

The course's objective is to reveal to the participants 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:** Col. Yoni Sayada Marom.

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

## ***The Geography of National Security***

### **Course Objective**

Presenting Israel's geo-strategic 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:** Col. Yoni Sayada Marom.

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



## ***Approaches and Schools of Thought in Political Science***

### **General**

Methodical and scientific research of politics is diverse and characterized by lack of authority over many areas, from questions asking what politics is and if it is a science, and the disagreements concerning the motivation and essences of research itself. This also queries if political science must be practical and provide policy recommendations. The incongruities are in the name itself – political science, science of politics, political research, etc., or when choosing terms such as state, political system or society – all which are apparent in research and various academic courses.

This course will attempt to analyze political research and the different approaches, from assorted perspectives, with the goal reaching a better understanding of basic questions concerning the very essence of politics and how it should be researched. We will also attempt to understand what influences the developments political research and what affects the different schools of thought towards political research. Do internal and external elements, such as the rise of populism (sometimes referred to as more focused balances of power), such as the financial support of scientific researchers, and how are the various schools of thought, and their rationale, are progressing.

### **Course Goals**

- A. Clarifying what is politics?
- B. Discussing the personal characteristics – essential to the discipline and methodology of political research.
- C. To become familiar with the development of scientific research of western politics.
- D. To present and critically analyze the main schools of thought for political research in the modern era.
- E. To develop critical thinking towards political issues and the way they are perceived, while addressing existing schools of thought and accepted ways thought that are accepted by the public.

### **Study Method**

A combination of lectures and presentations on subjects selected by the participants. The class will be divided into four groups in every study session (INDC teams) and the

lesson's main question will be discussed. Every group will have a representative who records the conclusions (no more than one page). Each team will then present their answer and a short discussion will follow. The team representative will later be asked to present a paper that deals with the question (no longer than five pages).

### **Course Requirements**

- A. Mandatory attendance (10%);
- B. Active participation in team tasks – (10%).
- C. Submission of paper based on the team's conclusions (20%).
- D. Final exam – multiple choice, 50 questions (60%)

**Lecturer and academic guide:** Dr. Doron Navot.

**Responsible Instructor:** Dr. Anat Stern.

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

## ***Israeli Society***

### **General**

The course will offer observation perspectives over Israeli society and the understandings towards the influence of social processes on the relationship between society and the military.

### **Course Subjects**

- A. Israeli society in comparative terms.
- B. Israel as a county-building project: defining the limits of the Israeli collective by mean of discussion and not religion in public life, the place of Arabs in a Jewish and democratic country, and defining borders with the Jewish nation.
- C. Identity groups in Israeli society: the politics of identity in Israeli society, especially on governability challenges with certain groups.
- D. Social layers, mobility and welfare in Israel.
- E. Restricting national society: between a nation and civil society and local government.
- F. Governability, statesmanship and Israeli society in nation-society terms.
- G. Opposing identity and concepts of a better society: between the intensiveness of conflicts and social solidarity.
- H. The implications of the structure and processes of Israeli society on the IDF.

### **Course Structure**

The course is composed of 27 lessons in the plenum, team sessions and study tours.

### **Course Requirements**

- A.Mandatory attendance (10%).
- B.Active participation in team tasks – (10%).
- C.Submission of paper based on the team's conclusions (20%).
- D.Final exam – multiple choice, 50 questions (60%)

**Lecturer and academic guide:** Dr. Doron Navot

**Responsible Instructor:** Dr. Anat Stern.

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:** Dr. Yaniv Reingvartz.

**Accompanying instructor:** BG (IP) Eran Kamin.

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 involvement 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:** Mr. Eran Etzion.

**Accompanying Instructor:** Rafi Shutz.

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 Instructor:** Rafi Shutz.

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 three different study tours: Russia, China and India. 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:** Every group will have an academic expert from the University of Haifa.

**Accompanying Instructor:** Rafi Shutz.

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

## **Elective Seminars**

### ***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:** Col. (Res.) Yehuda Yohanoff.

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 Prime Minister and Minister of Defense clearly expressed the tight relationship between the military and society in Israel in the security concept that was published in 1953. The seminar will deal with the way Israel's unique security and social reality designed the relationship between society and the military and the influence of these complex relations on Israel's national security.

### **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.

**Lecturer:** Prof. Nir Horowitz.

**Academic Instructor:** Dr. Anat Stern.

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. 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. Israel's international commercial policy;
- G. Global processes in the Middle East.
- H. International organizations and economic blocs;
- I. China and the globalization process;

- J. Special subjects – elective.

**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:** BG (IP) Eran Kamin

The seminar awards academic credit (2 credits).

## **Courses and Meetings throughout the Year**

### ***Strategy***

#### **Course objectives**

- A. Providing practical analytic tools for systemic understanding and leading strategic thought process required for senior leaders.
- B. Developing the field of systemic leadership and thought relating to tactical activities – operations that support strategy.
- C. Encouraging critical thinking that challenges the concepts and definitions of knowledge.
- D. Exposure to the complexities of the different aspects of strategy in public service and the business world.

#### **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 participants 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 strategic community. In this part, the participants will also present a design approach that will serve them in the experiential portions of the course.

### **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. Individual assignment.

**Lead by the Commander of the IDF Colleges, MG Amir Baram.**

**Lecturer and academic guide:** Prof. Dima Adamsky

**Accompanying Instructor:** Col. (Res.) Yehuda Yohananoff.

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

## ***Political-Security Simulation***

### **General**

The political-security simulation is one of the pinnacles of studies at the INDC. Its goal is to allow the participants 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 participants 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 participants' horizons.

The simulation is a major significant experiential event that summarizes the strategic studies in the INDC.

### **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, participants are required to combine the strategic and systemic and strategic thought studies, design approaches, 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. (Res.) Yehuda Yohananoff.

## ***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 become familiar with the components of national strength, along with the gaps and divides.
- F. To be directly introduced to the national resources in the economy, infrastructure and technology;
- G. To be exposed to the concept of border protection and Jewish and Arab settling;
- H. 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.

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

**Responsible instructor:** Col. Yoni Sayada Marom.

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

## ***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**

- A. Learning about national defense as a significant component to national security;
- B. How components of national defense are expressed in security organizations and government ministries;
- C. Becoming deeply familiar with the current and evolving threats to Israel;
- D. Becoming familiar with the operational concept and force building processes in security organizations;
- E. Becoming familiar with the tools and capabilities of the security organizations as a response to the threats;
- F. Becoming familiar with the world of cyber and the Internet and how they affect national security.
- G. Learning about the Jordanian sector and the national security challenges relevant for this country, including a tour to Jordan.

#### **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.
- D. Participation in study tours.

**Responsible Instructor:** Mr. Shai Fireaizen.

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

## ***Academic Writing***

### **General**

This field of learning actually began before the academic year, when the participants received a written assignment regarding national security. The purpose of this assignment is, among other things, to determine the participant'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 participants 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 Kazmirsky,

**The course does not award academic credits.**

## Senior Cluster

*What is a senior official?*

*"The level of leadership with the authority, responsibility, control measures and national interfaces. The leader coordinates and manages the challenges with the national security establishment in its jurisdiction. A partner and supporter, directly or indirectly, of promoting Israel's goals".*

The senior study cluster deals with promoting and developing leadership and management skills among the participants, as partners of designing Israel's national security.

The cluster is a mediating tool for the participant and a "**jumping-off point**" towards the senior level, and as a facilitator in the **inter-organizational meeting** between senior officials in different organizations.

### Cluster Goals

- A. **Developing leadership concepts** for those working in, and influencing the senior environment.
- B. Increasing **awareness and individual resilience** required to cope with tomorrow's challenges.
- C. Making the required "*managerial tool box*" *more sophisticated* to lead **change processes**.
- D. Creating a significant inter-organizational social network.

The cluster is comprised of three distinct stages:

1. Mapping the participants' senior objectives (beginning of the year).
2. Drilling senior objectives (throughout the year).
3. Personal reflection, peer and instructor feedback concerning the development of the participant as a senior official/officer (end of the year).



**Cluster Plan**

- A. Defining the personal developmental goals throughout the academic year and holding drills and exercises for them.
- B. Mentoring/coaching plan (carried out together with INDC graduates and consultants in the command and leadership school).
- C. Workshop for "getting your message across (held by Dr. Anat Chen, scientist in the Seniors Learning Center).
- D. Senior lectures.

**Responsible instructor:** Lt. Col. Oren Shoham.

## ***INDC 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 INDC 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 participant's and staff in the college's activities.

**The participants are invited to initiate social meetings outside of the college as much as they find suitable within their team and with the entire student body.**

**Table of Assignments - Submission Dates**

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

Topic	Assignment	Evaluation	Due Date											
			Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	
Opening Assignment	Individual paper	Instructor												
Fundamental Terms in National Security	Individual paper	Grade		23										
National Security Tours	Team paper	Grade		North	South	West Bank	Jerusalem							
Strategy	Individual paper	Grade				31								
Economics	Test	Grade					23							
Public Law	Personal paper	Grade					24							
Approaches and Schools of Thought	Exam	Grade					7							
Geography of National Security	Paper in pairs	Grade					24							
Society	Personal paper	Grade									17			
Political-diplomatic	Personal paper	Grade							14					
Final Paper	Personal paper	Grade										7		
Elective Workshop	Final paper	Grade									29			
Study Tour - USA	Team paper	Grade												3
Study Tour - East	Group paper											27		

## **Appendix A: INDC Organizational Culture**

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## ***The INDC Educational Web Site***

### **General**

The INDC educational 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**

Laptop computers distributed the INDC will have a shortcut to the site already installed. An explanation regarding using the computers, and the way to access the INDC website will be delivered at the beginning of the year.

Site URL:

[www.indc.idf.il](http://www.indc.idf.il)

Knowledge management desk

e-mail: [pum0871@gmail.com](mailto:pum0871@gmail.com)

Tel: 03-767-7391

### ***Information Security – Instructions and Rules***

- A. Movement in Camp Dayan - The dining room, gym, barber and snack-shop are the only authorized locations outside the INDC area for International Fellows. 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.

### ***Recording System***

The plenum has a recording system installed that allows the staff to record specific lectures and discussions. Participants who are interested in having a lecture or discussion recorded will submit a request to the coordination officer prior to the requested recording date so permission can be received from the lecturer.

The recorded material is the sole property of the INDC, and it will only be used for its academic purposes and any other needs it sees fit. The recorded material cannot be used or given to a third party without prior written consent from the Commander of the IDF Colleges.

## ***Laptop Computers***

### **Information Security Instructions**

1. The laptop computer given to participants is unclassified and is intended for the student's personal use in the study process and providing a free access to civilian databases.
2. 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 by a cable connection. It is forbidden to connect to the Internet in any other manner.
3. It is not allowed to leave the laptop without supervision, and it is recommended to lock it when not in use.
4. Passwords: only the participant will know the password. When passing the laptop to another user, the password should be changed.
5. It is forbidden to install any programs on the laptop computers beyond those installed by authorized personnel in the computer and communications office.
6. An updated anti-virus program is installed on the computer to prevent viruses and harm to the computer. A scan and virus check should be conducted at the computer office once every study term.
7. In spite of the fact that computer is defined as "unclassified", it is forbidden to take it abroad, even on INDC study tours.

### **Regulations for the Use of Laptop Computers**

#### **Operating Regulations**

1. Participants may use the computer outside the plenum.
2. The personal computer is a central tool at used by the participant.
3. Backups of the study material of the portable computers will be carried out in the computer office according to the student's necessity.
4. When receiving the computer, the participant shall sign for it and the accompanying accessories, and will be responsible for them and for any damages that may occur.

### **Maintenance Regulations**

1. The computer should be brought once a study term to the Computer and Communications Office for maintenance.
2. If a virus is suspected, the computer should be brought immediately to the Computer Office.
3. Only the Computer Office shall deal with the computers problems and the installation of new programs.

### ***Secretariat Office Services***

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

1. Mail;
2. Fax;
3. Message receiving;
4. Work bookbinding and submittal follow-up;
5. Material distribution in personal mail boxes.

### ***Computer Services***

The Computer Section services are provided between hours 8:00 and 17:00 and include. document scanning. software installation, and much more.

**For any question – please call: 03-760-7350.**



### ***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>

### *Structure of the INDC Study Week*

	Sunday	Monday	Tuesday	Wednesday	Thursday
08:30-10:00	Self-study day	Lesson 1	Lesson 1	Lesson 1	Lesson 1
10:30-12:00		Lesson 2	Lesson 2	Lesson 2	Lesson 2
13:00-14:15		Lesson 3	Lesson 3	Lesson 3	Lesson 3
14:45-16:15		Lesson 4	שעת צוות	Lesson 4	
<b>Note</b>	* **	***			****

\* In the first part of the year (until mid-December) the self-study days will be on Thursday and not Sunday.

\*\* During trips, seminars or other practical activities, self-study days will be cancelled.

\*\*\* Mondays during the Core study term will be held in Haifa University.

\*\*\*\* Thursday will usually end early at 14:30 (from mid-December), except for trips, seminars or other practical activities).

This is the weekly INDC schedule. During weeks when seminars, workshops or other practical activities are held, this structure will change. A detailed schedule will be distributed prior to the event.