

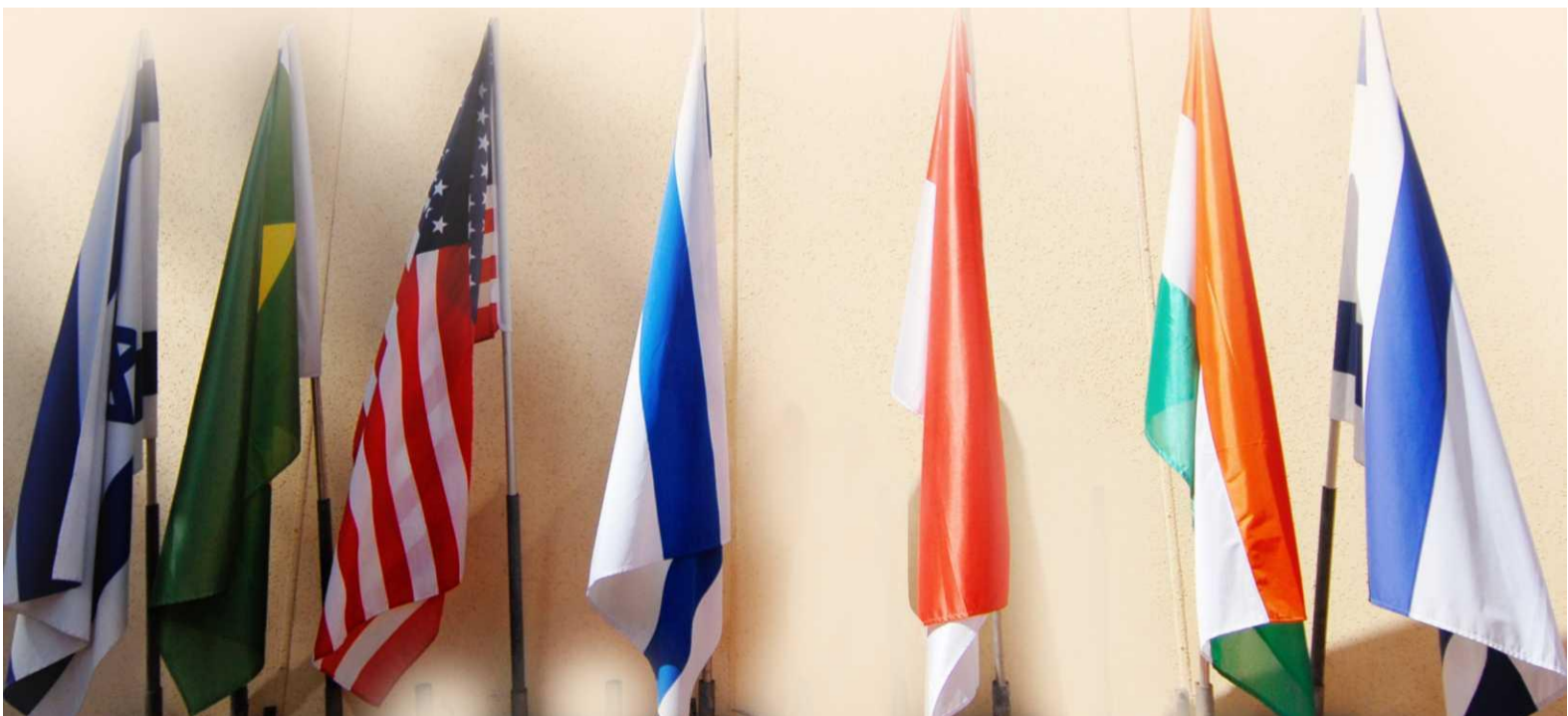
**National Defense College**

# Handbook



## 47th Class

2019-2020





# Israel National Defense College

Handbook 47<sup>th</sup> Class

2019-2020

September 2019

## **Greetings from the Commandant of the IDF Military Colleges**

### **Participants of the 47<sup>th</sup> class, welcome to you all!**

Welcome to the warm confines of the National Defense College. To a year of opportunity, development, thought and contemplation.

The Israel National Defense College (the INDC) is the highest institution of learning in Israel, its goal is to train future leaders and to provide them the tools to direct the leader on the national strategic level. That is why we have convened from Israel and abroad, members of the military, security agencies and others who also are serving the country in various positions. This is a diverse group, with vast amounts of knowledge, education, skills and experience to face one challenge – to be deserving and prepared for our service and to ensure the continued existence and prosperity of the State of Israel – achieving the dreams of generations.

During the year, we will try to understand the context in the comparison of the international and global environment. We will focus on Israel as we are familiar with its different aspects of the economy, national defense and society, and try to understand the recent changes and their influence. We will research the implications of technology and digitalization on national security. We will rustle through our past We will look at the present through objective eyes and try to foresee the future. During the academic year, we will closely examine the challenges of national security and then zoom out to be able to observe the entire international picture. We will deal with theory and practice, with dreams and mundane life. We will exploit the advantages of the group, we will split into teams and then smaller teams that facilitate discourse and deepen understandings. We will emphasize on the plenum, the classrooms and will depart on study tours and journeys of research and clarifications.

Prepare yourselves, participants of the 47<sup>th</sup> class and their commanding officers. This is a rare opportunity and the journey is full of splendor. Yossef Haim Brenner wrote in his article, *The Undermined*, *“Do not rest and do not dissuade yourself, because from serenity you not know me, my brother. Your awakening must come from asking a person of their journeys in the world, ask about their travels, and where they have gone.”*

**With the belief and hope for a significant and valuable year, I am happy for you!**

**Itai Veruv, MG**

**Commandant of the INDC and IDF Military Colleges**

## **The Chief Instructor's Message**

### **Welcome to the 47th class of the Israel National Defense College,**

The upcoming academic year is intended to provide you the extensive knowledge of national security, both on the national level in Israel, and the global perspective. Much thought has been invested into preparing a rich and diverse study program, while maintaining a certain level of flexibility. This will allow us to take advantage of opportunities to learn and discuss from the evolving changing reality, and to ensure the academic program will remain relevant throughout the year.

We invite you to influence the studies. Participate and influence the course by your unique professional experience, and by means of your personnel experiences you have accumulated until now.

Our goal is that you will complete your year at the INDC with more knowledge concerning national security, multi-dimensional and multi-discipline vision, strategic thought and analysis tools, and last but not least, meeting of new lifelong friends. The instructional staff, the academic staff, the Senior Learning Center, the college's consultants and staff are prepared to provide you assistance that will facilitate it all, and to jointly create an environment that will enable openness, curiosity, research, significant learning and the development of inter-personnel relationships.

We expect you to behave as senior officers should, with intellectual openness, attention, respect to others, and that you will bear responsibility for your personal learning and development during the academic year. We expect you to delve into areas of learning that interest you, to initiate and develop critical thinking.

You have received a wonderful opportunity to be part of a small and exclusive group as the participants of the INDC's 47th class. When the year is over, you will join a larger group of elite INDC alumni - graduates who have led and are leading the State of Israel. Our hope is that you too will lead the country and your organizations in the future.

I wish you a prosperous year, one that expands your horizons, intellectually challenges you and of course, is enjoyable. The year in the INDC is special and passes quickly. You can make it a significant year for you – the choice is yours, please take advantage of this opportunity.

**Merav Zafary-Odiz**

**Chief Instructor**

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## The IDF Military Colleges

The Israel National Defense College is part of the IDF Military 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 Camp Dayan and is under the command of the Commandant of the IDF Military Colleges.

### The Objective of the IDF Colleges

**“To be a senior institution that will be in charge of the multi branch training”**

### 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” being 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 the ability to think critically and strategically. The officers will serve as models 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-branch institution that trains senior officials through courses and workshops that are 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 create tensions between caring and relating to people, and the determination to achieve the goal which potentially 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 Freedom** - 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 participants. Creating academic freedom requires openness between faculty and participants. 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 participants.

**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 participants.

**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 is 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...is intended to provide officers in the IDF with a higher education. Its participants 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 INDC closed its doors but 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 public institution of education in the country that trains senior representatives from the IDF, government agencies and other security organizations, for senior command and management positions...." (23.5.1976).**

### The Vision of the INDC

- 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 faculty members and participants, 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 IDF, 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 participants and infuse culture and norms of thinking, responsibility and systemic cooperation.

## **The Objective of the INDC**

The INDC is the highest national institution in the country for training senior officers and members of the IDF, government, and security agencies in senior positions of command and management, according to the government decision of May 23rd, 1976.

## **The Goals of the INDC**

- a. Studying and researching of the different components of Israel's national security.
- b. Analyzing the mutual relations between the different components of Israel's national security.
- c. Developing cognitive tools on the strategic level that are suited for senior representatives to face the challenged posed by national security challenges.

## **Required Achievements in the INDC**

- a. The participant will implement critical and creative learning and research habits appropriate for senior 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 they will be practically tested.
- d. The participant will implement research and the development of new knowledge in fields of national security.
- e. 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 allows participants of the INDC who have successfully accomplished all the requirements of the program to receive two certificates:

1. Graduation certificate from the Israel National Defense College.
2. Master of Arts (M.A), non-research, specializing in 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 which the INDC participants 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 INDC is to provide a framework of study and conditions for 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, and 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, enables 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 Single Solution**

As part of the open approach, the INDC believes that there is no single solution to any one issue. 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**

Aspiring for excellent performance guides the organizations from which the INDC participants come from, 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 a senior student to take a long look at the concepts that have been with them for a while 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 web in which knowledge grows based on constant learning and reciprocal relations between 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 INDC participants are representatives of Israel's government. 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 president will be elected about a month into the school year. The president will conduct the plenum's internal issues, and be responsible to create a partnership and coherent connection between the class and teams to 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 president the Chief Instructor.

### **Appearance and Dress Code**

In order to encourage maximum openness and equality, between participants and outwardly, participants of the college will wear civilian clothing while studying in the INDC. Representative considerations obligate participants 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 personnel shall wear their uniforms.
- b. In The University of Haifa - the participants are free to choose (according to university rules).
- c. Military tours- INDC dress code.
- d. Simulation – Suit and tie.
- e. Tours abroad - as detailed in the tour booklet.

### **Code of Behavior in the Plenum and Team Rooms**

- a. The team rooms are the first perceptible reflection of the INDC, especially to the many guests that come to the college. Therefore, in the plenum, as well as in the team 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 team rooms. Please deposit them in the special lockers before entering. In an emergency, the participants are may be assisted by the secretariat or by the secretaries of the Commandant to receive messages.
- d. It is permitted to bring cold and hot drinks to the plenum. Food is prohibited. The participants are requested to maintain cleanliness in the plenum and remove any cups and trash 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.

### Schedules

- a. **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.

During the first portion of the year, there will be reading in teams from 08:30-09:00. The rest of the day's schedule will be moved 30 minutes accordingly. In general, during the first part of the school, efforts are made to end by 15:00, except when there are the schedule defines differently due to unusual activity.

- b. **In the university:**

08:30-10:00 - Lesson No.1 – Decision making/skills for senior leaders.

10:00-10:30 - Break.

10:30-12:00 - Lesson No.2 - Decision making/skills for senior leaders.

12:00-13:00 - Lunch.

13:00-14:15 - Lesson No.3 - Israeli politics and society/statesmanship and diplomacy.

14:15-14:45 - Break.

14:45-16:15 - Lesson No.4 - Israeli politics and society/statesmanship and diplomacy.

- c. Thursdays usually have a shorter schedule and the day will conclude at 14:30 (except for study tours, exercises, conferences, etc.).
- d. On tours, practical tasks and workshops - according to the tour/workshop program.

### **Schedule - Punctuality and Discipline**

- a. On each weekend, a final schedule for the following week will be published along with a tentative schedule for the week that follows,
- b. The 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 organize prior to the beginning of the activity.
- c. In every event or class in which the Commandant participates, the participants will be seated prior to his entrance. When the Commandant 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 it is 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 and in addition is part of the INDC representative component.
- b. In case the participant must, for any reason, be absent from the studies, they must ask for permission from their team instructor.
- c. Requests to be absent from class due to personal reasons must be submitted in person to the team instructor. If the reason for being absent is unplanned and 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 activities. 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 INDC 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, several 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. The purpose of integrating international officers is to improve the INDC curriculum by exposing Israeli participants 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 relations 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 (J5) 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 participants;
- c.** The officers are combined as an integral part of the class and team rooms, they participate in all lectures (except for classified or sensitive contents), and are required to fulfill academic assignments, including M.A 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 Masters Degree in Political Science specializing in national security. The degree is based on Master Degree studies at the University of Haifa, and given according 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 Commandant, Prof. Yossi Ben-Artzi and the INDC instructors.

## 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, emphasis is given to the theoretical comprehension (through experts, literary material and the academia) and practical aspects (through present and 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, enable maximum attention and expression of the participants. This method will be implemented through working in teams, intellectual games, simulations, workshops, seminars, case studies and 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 self-managed 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 four terms: The Global Term, the Israeli Term, the Specialization Term and the Integration Term (see details below).

The Global Term starts prior the beginning of the academic year, the Israeli Term overlaps with the university's first semester, the Specialization and Integration Terms overlap with the university's second semester, and are completed shortly after it. In general, during the first university semester, INDC participants 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 of this teaching methodology, prior reading of the bibliographical material relevant to each session is suggested, as is preparing questions of personal interest, and actively participating in the discussion.

### Meetings with Senior Officials

During the year, the INDC will hold meetings with senior officials from the public sector, and other state officials from the government and from around the world. The purpose of these sessions with senior experts is to attain a deeper understanding of the expert's position, through the 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 participants 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 participants 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. These tours will also have planning teams of participants with a responsible instructor, and together they will understand the tour's rationale and the research questions it entails.

### **Current Affairs and 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 Research Paper

The final research project paper is an INDC requirement to receive the college's diploma, and a requirement by the University of Haifa to complete a master's degree in the non-thesis track in the School of Political Science. This project is the most comprehensive and demanding task the INDC participants must submit, and it counts as 20% of the degree's final score and entitles an INDC diploma to be offered.

The goal of the project is to the participants how to write an original research project according to academic requirements that deals with participants' area of expertise or interest. The project will be written about a relevant subject that is a national security challenge. This will enable the participants to connect between their practical experience, which has accumulated over their years of service, and the subjects studied at the INDC.

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

**A detailed explanation will be provided to the participants at the beginning of the academic year.**

### 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.

### 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:

- a. Compulsory reading;
- b. Recommended reading;
- c. 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 participants. 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 participants 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 is 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

### General

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.

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 the Commander of the IDF Colleges, and head of the national security program during a graduation ceremony that takes place at the end of the academic year.

### 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 participant's instructor and the 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.**



- d. **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.
- e. **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.
- f. **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.
- g. **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.
- h. **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 47th 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 participants 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 and strategy.
- 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 participants 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 39 credits.
- 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 39 credits.
- d. The final grade of the MA degree is calculated as follows:

#### **1. All courses - 80%.**

Grades of the various courses are calculated according to their relative weight, determined by the number of credits.

#### **2. Final paper - 20%** (in spite of the fact that the final paper is not part of the annual credits).

- a. 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 maximum potential of credits available to participants is **39 credits**.

1. Foundations of National Security from a Global Perspective - **2 credits**.
2. Approaches and Schools of Thought in Political Science - **4 credits**.
3. The Development of Strategic Thought - **2 credits**.
4. Europe Seminar - **3 credits**.
5. Conceptual Foundations of National Security - **2 Credits**
6. Senior skills (optional) - **4 credits**.
7. Planning and Decision Making (optional) - **4 credits**.
8. Foreign Policy and Diplomacy (optional) - **4 credits**.
9. Politics and Israeli Society (optional) - **4 credits**.
10. The Geography of National Security and National Security Study Tours - **4 credits**.
11. Israeli Society (optional) - **4 credits**.
12. Economics (optional) - **4 credits**.
13. Public Law (optional) - **4 credits**.
14. The Digital World - **2 credits**.
15. Elective seminar - **2 credits**.
16. Eastern seminar - **3 credits**.
17. United States seminar - **3 credits**.

## Description of Courses by Terms

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

### The Global Term

No.	Course	Academic leader	Credits	Instructor in charge	Location/ Notes
	Foundations of National Security from the Global Perspective	Dr. Anat Stern	2	Ms. Merav Zafary-Odiz	INDC
	Approaches and Schools of Thought in Political Science	Dr. Doron Navot	4	Dr. Anat Stern	INDC
	The Development of Strategic Thought	Prof. Dima Adamsky	2	Col. (Res) Yehuda Yohananoff	INDC
	Europe Seminar	Prof. Yossi Ben-Artzi	3	Ms. Merav Zafary-Odiz	INDC/abroad
	Total Courses in the Global Term		<b>11</b>		

### The Israeli Term

No.	Course	Academic leader	Credits	Instructor in charge	Location/ Notes
	Conceptual Foundations of National Security	Dr. Anat Stern	2	Ms. Merav Zafary-Odiz	INDC
	Senior skills	Dr. Michal Hirschman	4		Elective – University of Haifa
	Planning and Decision Making	Prof. Shlomo Mizrahi	4	BG (IP) Eran Kamin	Elective – University of Haifa
	Foreign Policy and Diplomacy	Prof. Suzie Navot	4	Col. Yoni Sayada Marom	
	Statesmanship and Diplomacy	Dr. Emanuel Navon	4	Mr. Rafi Shutz	Elective – University of Haifa
	The Geography of National Security and National Security Study Tours	Prof. Yossi Ben-Artzi	<b>4</b>	Ms. Merav Zafary-Odiz	INDC/field
	<b>Total for the Israel Term</b>		<b>14</b>		

**Specialization Term**

<b>No.</b>	<b>Course</b>	<b>Academic leader</b>	<b>Credits</b>	<b>Instructor in charge</b>	<b>Location/ Notes</b>
	Israeli Society	Prof. Nir Horowitz	4	Dr. Stern Anat	Elective - INDC
	Public law	Prof. Ely Zilberg	4	Mr. Amir Maimon	Elective - INDC
	Economics	Prof. Omer Moav	4	BG (IP) Eran Kamin	Elective - INDC
	The Digital World	Prof. Dan Raz	2	Mr. Avi Almog	INDC
	Elective Workshops	Subject Dependent	2	Subject Dependent	TBD
	Eastern seminar	Prof. Avi Ben Zvi	3	Team instructors	INDC/abroad
	Total for Specialization Term		<b>11</b>		

**Integration Term**

<b>No.</b>	<b>Course</b>	<b>Academic leader</b>	<b>Credits</b>	<b>Instructor in charge</b>	<b>Location/ Notes</b>
	Final Academic Paper	Dr. Doron Navot	-	Ms. Merav Zafary-Odiz	
	United States Seminar	Dr. Yisrael Weissman Manor	3	Ms. Merav Zafary-Odiz	INDC/abroad
	Total Integration Term		<b>3</b>		

## **Details of Courses in the Global Term**

### **National Security Fundamentals in the Global Aspect**

#### **General**

The phenomenon of globalization influences the essence of national security. This introductory course serves as part of the INDC initial studies that attempts to explore the foundations of national security from a broader perspective that is relevant for today. The course will discuss components of national security as they are expressed in phenomena influence from the era of globalization: security, politics, economic and social.

#### **Course Objective**

Creating a foundation of theory and terminology for national security elements (statesmanship, national defense, economics and society) as a broader phenomenon closely related to the era of globalization.

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

The course will have six meetings of two lessons each meeting. A fundamental term of national security from a global perspective will be presented in each meeting by an expert in the field, combined with work in teams.

#### **Course requirements**

- a. Attendance and active participation.
- b. Reading the course's bibliographical material and the year's preparatory material.
- c. Individual assignment – 5-7 pages.

**Academic lecturer:** Dr. Anat Stern.

**Accompanying instructor:** Dr. Anat Stern.

This is a required course for Master's degree, awards academic credit (2 credits).

## **Approaches and Schools of Thought in Political Science: From Polis to Globalization**

### **General**

Since political research evolved in ancient Greece, under rule of city-states, the political units have drastically changed, and political research has done the same. The methodical and scientific research of politics today is diverse and characterized by lack of agreement in many areas, from the question asking if the research is scientific, to the question of "what is politics?" in disagreements of the essence of the research, and in different ways to analyze global phenomena, such as immigration, the environmental crises and the growth of populism. This course will attempt to address different perspectives that characterize political science while focusing of the manner in which the field handles contemporary issues and globalization. The goal is to reach better understanding of the very essence of politics and how it should be researched the local and international political realities can be better understood. We will also attempt to understand what influences the developments political research and what affects the different schools of thought towards political research. Is it internal (e.g. the erosion of theory)? External (e.g. changes in the global order)? Or prosaic element (e.g. financing scientific research) - and how are the various schools of thought, and their rationale, are progressing to allow us to understand that local and global arenas

### **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 initial skills to carry out scientific research concerning global politics.
- f. To learn the variety of ways to perceive the globalization phenomenon from different perspectives.

### **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 and the lesson's main question will be discussed.

### **Course Requirements**

- a. Attendance and active participation.
- b. Reading background material.
- c. Individual summation assignment.

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

**Accompanying instructor:** Dr. Anat Stern.

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



## **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 be held in the Global Term by Prof. Dima Adamsky and 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 be held in the Israeli Term by Commandant and the Dado Center 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 participants basic intellectual skills that will allow them systemic examination - the skill found in the core of strategic thinking.

### **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 Commandant of the Military Colleges, MG Itai Veruv.**

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

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

Mandatory for the master's degree, awards academic credit - 2 credits.

## **European Seminar**

### **General**

At the Global Term we will hold a theoretical seminar in which each team will learn about another issue in a European country that is related to national security. The seminar will also include a study tour of the four countries that were chosen: Britain, Germany, Greece and Cyprus. At the end of each team's separate study tour, there will be two shared days in Brussels that will focus on becoming familiar with NATO and the European Union.

### **The Method**

Each team will create its own learning process for learning about the country it will research, by means of defining questions relevant to national security.

### **Course Requirements**

- a. Participation in the team's comprehensive research process as preparation for the tour.
- b. Writing a team paper in preparation of the tour.
- c. Participation on the tour.
- d. Writing a team paper summarizing the learning process and the tour.

**Academic lecturer:** Each team will have an academic expert at its disposal on behalf of the University of Haifa.

**Accompanying Instructor:** Each team will have an INDC instructor at its disposal

Mandatory for the master's degree, awards academic credit - 3 credits.

## Details of Courses in the Israeli Term

### Conceptual Foundations of National Security

#### General

Fundamental terminology in national security opens the academic year. The course's goals will provide the participant basic tools to analyze and understand basic terminology related to national security, with 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. Plenum lectures by lecturers from the academic and practical world.
- b. Team discussions.
- c. Every study section will have mandatory reading.

#### Course requirements

- a. Attendance and active participation.
- b. Reading the background material.
- c. Individual assignment - 7-8 pages.

**Lecturer and academic instructor:** Dr. Anat Stern

**Accompanying instructor:** Mrs. Merav Zafary-Odiz

This is a required course for Master's degree, awards academic credit (2 credits).

## **Skills of Senior Leaders**

### **General**

We all share common tasks in our different lives, the task of influencing people. It is well known that one of the most effective tools at our disposal is our ability to speak and persuade. This is called rhetoric, and rhetoric can and needs to be learned.

The course will focus on the rhetorical discourse between leaders and the implications these patterns of discussions have the leaders' perceptions and their influence. The course will also include practical demonstrations by each of the participants.

### **Course Objectives**

To learn through practical experience how to provide an acceptable message, how to stand in front of a crowd, and how to integrate verbal and non-verbal rhetoric.

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

The course will be comprised of 10 meetings of two hours each in the University of Haifa. The participants will take part in the convincing tasks and debate while emphasizing issues of content, in front of a crowd and within a defined timeframe. The workshop includes the participant's photographing and receiving feedback.

### **Course requirements**

- a. Attendance and active participation.
- b. Reading the background material.
- c. Individual final assignment.

**Academic lecturer:** Dr. Michal Hirschman

**Accompanying instructor:** Dr. Liraz Rom

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

## **Planning and Decision Making**

### **General**

National security history in Israel is fraught with relatively rare failures and omissions, and investigative committees, investigations and discussions in diverse forums attribute a large part of the failures to the lack of systematic planning and decision-making mechanisms, as well as the lack of organizational culture and practical tools for systematic analysis of decision-making, causal implementation. Evidence based action at both the strategic and organizational levels.

### **Course Objectives**

Providing tools for planning and decision making, using decision making, using decision making models and tools developed in the field of research and policy and study management.

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

The course will consist of eleven sessions that will be held at the University of Haifa. Participants will learn micro level tools for analyzing planning and decision-making processes and in the macro-level the methodology of planning and decision-making policy will be learned.

### **Course Requirements**

- a. Active attendance and participation
- b. Reading background materials
- c. Summarized personal work

**Academic lecturer:** Prof. Shelma Mizrahi

**Accompanying instructor:** Dr. Ron Liraz

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

## **Politics and Israeli Society**

### **General**

In recent decades there has been an acceleration of expanding perceptions that have seen historical, cultural, sociological, demographic characteristics and relevant political components of national security, the course will deal with profound changes that have taken place on a number of fundamental issues in Israel society and we will try to understand how these have affected social cohesion, emergency mobilization capabilities, affiliation and stability of the Israeli government structure.

### **Course Objectives**

Discuss the characteristics and reward of Israeli society, from the state to the neoliberal era of today and examine how these have shaped contemporary Israeli society and their impact on various dimensions of national security.

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

The course will consist of eleven sessions that will take place at the University of Haifa, and will be divided into four main issues: myth, ethics of demographics and scenery in Israel society, society and economy in the state of Israel.

### **Course Requirements**

- a. Active attendance and participation
- b. Reading background materials
- c. Summarized personal work

**Academic lecturer:** Dr. Aviad Robin

**Accompanying instructor:** Dr. Anat Stern

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

## **Foreign Policy and Diplomacy**

### **General**

The course will explain basic concepts of diplomacy and foreign policy and examine them in the light of Israel conduct in the international arena

### **Course Objectives**

The aim for the course is to protect the diplomacy dilemmas in general and Israeli diplomacy in particular and to analyze the international challenges of Israel in the past, present and future.

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

The course will consist of eleven sessions that will take place at the University of Haifa. At the beginning of the course, we will present the ideological disputes that shaped modern diplomacy, and describe how these disputes were expressed in the Zionism movement's response to the challenges of the international system. In the following, we will review and explain Israel's foreign policy as a case study for the lessons learned. This review will include Israel's foreign relations towards the Middle East, Europe, The United States, Asia, Africa, Latin America and UN. The course combines Islamic knowledge with current issues, and analyzes Israel's current international prices with a broad historical perspective.

### **Course Requirements**

- a. Active attendance and participation
- b. Reading background materials
- c. Summarized personal work

**Academic lecturer** Dr. Emmanuel Navon

**Accompanying instructor:** Mr. Amir Maimon

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

## **The Geography of National Security**

### **General**

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 participants 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. Each tour will be devoted to a main chapter which will also include geographical and neo-strategic infrastructure relevant to the tour.

### **Course Objective**

- 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.

### **Study Subjects**

The regional tours will be planned and coordinated by a joint team and a responsible instructor who will examine the relevant topics in the field of shoes

North tour – 3 days

South tour – 3 days

West Bank and Jerusalem – 3 day

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

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
- c. Planning and Execution of the Tour (Organizing Team)



**Academic lecturer:** Prof. Yossi Ben-Artzi.

**Accompanying instructor:** Mrs. Merav Zafary-Odiz

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

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

- 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 discuss 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. Individual writing and group papers;

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

## Details of Courses in the Specialization Term

### 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 Objective

- 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.

#### Method of Learning and Course Structure

The course is composed of 22 lessons in the plenum, team sessions and study tours.

#### Course Requirements

- a. Mandatory attendance
- b. Submission of paper based on the lecturer's conclusions

**Academic lecturer:** Dr. Neri Horovitz

**Accompanying 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. This 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 principle 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. Ali Zilberg.

**Accompanying instructor:** Mr. Amir Maimon.

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

## **Economy**

### **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**

The course will be divided into two parts. The first part, led by Prof. Omer Moav will address three major issues at the root of the economic debate in Israel, between the social-democratic position and the neoliberal position, the eradication of poverty in the world, the large gaps in per capita GDP across countries. The second part, led by Dr. Eyal Argov will deal with the economic policy of the State of Israel and will include meetings with senior Israeli officials responsible for shaping the policy.

### **Course requirements**

- a. Attendance and active participation.
- b. Class exam.

**Lecturer and academic advisor:** Prof. Omer Moav + Dr. Eyal Argov

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

**Mandatory for the master's degree, awards academic credit (4 credits).**

## **Digital World**

### **General**

The many changes that are taking place in the digital world have created large gaps on the one hand, the systems are constantly excelling and sophisticated and on the other hand the system is difficult to train managers in the digital world. The Digital World Course is a unique and first of its kind that will try to bridge this gap.

### **Course objectives**

The course will deal with dilemmas and tensions involved in developing and using technologies and their effects on national security. The course will include conceptual infrastructure, case study analysis and meeting with practitioners from the practical world, as well as a clear understanding of the concept of digital strategy. During the course of this season, there will be visits to the security organizations that will be oriented in the digital world.

### **Course requirements**

- a. Attendance and active participation.
- b. Reading background materials.
- c. Summarized personal work.

**Lecturer and academic** Prof. Dan Raz

**Accompanying instructor** Mr. Avi Almog

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

## **Elective Seminar**

### **General**

During the internship season, each participant will choose one elective seminar (in addition to the elective courses). Seminar details will be provided to participants near the start of the internship season, opening of a seminar will depend on the minimum number of participants. The planned seminars are: A government corruption seminar led by Dr. Doron Navot; a seminar on communication led by Dr Ofir Reichman, and a seminar on technology politics led by Dr. Dganit Pikovsky. It is also possible to offer additional seminars and participants are invited to influence the content of the seminars.

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

## **East seminar**

### **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 and (another country will be summarized below) Prior to these trips, there will be comprehensive team preparations.

### **Study 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:** Every group will have an expert from INDC

**Mandatory for the master's degree, awards academic credit (3 credits)**



## Course Details of the Integrative Season

### United States Seminar

#### 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.

#### Study 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:

**Accompanying Instructor:** Mrs. Merav Zafary-Odiz

**Mandatory for the master's degree, awards academic credit (3 credits)**

## **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 participants, 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 Evaluation			Assignment										Due Date											
													Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	
Opening Assignment	Individual paper	Instructor	11.9																					
Fundamental Terms in National Security	Individual paper	Grade				2.12																		
Approaches and Schools of Thought in Political Science	Individual paper	Grade			25.11																			
Strategy	Personal paper	Grade		23.10																				
Europe Seminar	Team paper	Grade			21.11																			
Conceptual Foundations of National Security	Personal paper	Grade									3.2													
Planning and Decision Making Skills of Senior Leaders	Team paper	Grade									24.2													
Politics/Geography of National Security	Team paper	Grade									24.2													
National Defense Tour	Personal paper	Grade			West bank	East	North										ann	oun	cer					
Society/Public Law/Economics	Personal paper	Grade									14						30.	04						
Digital World	Personal paper	Grade															30.	7						
East Seminar	Team paper	Grade																	14.5					
USA Seminar	Team paper	Grade																			6.7			
Final Paper	Group/ Individual paper																		27.5					

## **Unspecified Personal Assignments**

During the academic year, all participants will be given additional learning assignments to lead learning processes at the team, the plenary or dedicated group.

- a.** Details of assignments
- b.** Leaders of "Sharing of reading material"
- c.** Tours leaders
- d.** Exercise Leaders
- e.** Strategic experience leaders
- f.** Security simulation leaders

The assignment of tasks between participants will be done by the counselors.

## **Appendix: INDC Organizational Culture**

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## The INDC Educational Web Site

### General

The INDC educational network operates on the internet and is 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 offer complete accessibility to information and content for the participants 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 both the participants and instructors.

### Access to the Site

Laptop computers distributed to the INDC participants 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 into 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**

- a. 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.
- b. The use of the Internet is only allowed by using the cellular modem (Net Stick) that was provided with the computer and from defined Internet ports in the INDC classrooms by a cable connection. It is forbidden to connect to the Internet in any other manner.
- c. It is not allowed to leave the laptop without supervision, and it is recommended to lock it when not in use.
- d. Passwords: only the participant will know the password. When passing the laptop to another user, the password should be changed.
- e. It is forbidden to install any programs on the laptop computers beyond those installed by authorized personnel in the computer and communications office.
- f. 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.
- g. 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**

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

### **Maintenance Regulations**

- a. The computer should be brought once a study term to the Computer and Communications Office for maintenance.
- b. If a virus is suspected, the computer should be brought immediately to the Computer Office.
- c. 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 08:00 and 17:00 and include: document scanning, software installation, and much more.

**For any questions - 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, participants who have an accomplished work record and promotion potential to lead the public systems in Israel. The participants 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
<b>08:30-10:00</b>	Self- study day	Lesson 1	Lesson 1	Lesson 1	Lesson 1
<b>10:30-12:00</b>		Lesson 2	Lesson 2	Lesson 2	Lesson 2
<b>13:00-14:15</b>		Lesson 3	Lesson 3	Lesson 3	Lesson 3
<b>14:45-16:15</b>		Lesson 4	Team Hour	Lesson 4	

- a. 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.
- b. In the first semester every morning "Sharing of reading material" will open at 08:30 for half an hour to the team, the rest of the schedule will be off at half time respectively.
- c. In the second semester, Mondays will be held at the University of Haifa.