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CONTINUOUS DEVELOPMENT OF PROFESSIONAL COMPETENCE AND SELF-MANAGEMENT IN HIGHER MILITARY EDUCATION

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Abstract

This lecture text examines the mechanisms for improving the personal and tactical effectiveness of command staff and faculty members in Higher Military Educational Institutions (HMEIs). The study analyzes efficient use of service time within the military management system (time management), the causes of time deficiency, preservation of cognitive capital, as well as the application algorithms of the ALP method, ABC analysis, and the Eisenhower Matrix in operational situations. In addition, the paper scientifically and pedagogically substantiates the role of officers' self-management in high-stress educational and combat environments, strategies for success, and the principles of "Lifelong Learning" within military Acmeology.

Keywords: Higher military education, military self-management, tactical time management, cognitive capital, ALP method, ABC analysis, Eisenhower Matrix, combat readiness, continuous education, professional burnout.

Introduction

In the reality of 2026, within the modern military education system and the era of rapidly evolving hybrid warfare, the ability of a military leader to "keep up with everything on time" – namely, tactical time management – has become one of the

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most essential leadership qualities. The geometric growth of information flows, the rapid transformation of military-technological and tactical trends, and the necessity to operate within automated command and control platforms (C4ISR systems) require the command staff of Higher Military Educational Institutions (HMEIs) to accomplish a greater number of strategic tasks within limited periods of time.

In the military sphere, any material resource, infrastructure, or weapon system can be restored materially; however, lost time – cognitive and tactical capital – can never be recovered. In military art, the loss of time is equivalent to inevitable defeat. Today's hybrid threats and cyber-enabled conflicts evolve dynamically within seconds. Therefore, a military leader's ability to manage time directly determines the speed of John Boyd's OODA loop (Observe, Orient, Decide, Act). Thinking faster than the enemy and correctly planning the time factor are decisive components of operational superiority.

Tactical time management is the process of consciously controlling, modeling, and optimizing the time allocated to specific educational-combat and service activities in order to improve the combat readiness and effectiveness of personnel and military units.

Within the military environment, time management represents a set of knowledge, skills, and methods applied in the execution of tactical tasks, scientific-military projects, and strategic objectives. This system encompasses the following fundamental stages:

Fundamental Stages of the Tactical Time-Management System.

1. Tactical-Operational Analysis (Time Audit). In this initial stage, the military leader (or chief of staff) conducts a comprehensive audit of their own time expenditures as well as those of the unit during daily service activities.

- **Conducting Chronometrage:** Every action taken during the day (parade inspection, training session, order analysis, routine paperwork, working with the

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HEMIS platform) is recorded down to the exact minute in a special service journal or digital log.

- **Identifying Time Wasters (Chronophages):** The leader determines which portion of time was squandered due to aimless communication, bureaucratic redundancies, or inefficient meetings.

- **Conducting a Time Audit:** The coefficients of extensive utilization (Ke) and organizational losses (Ko) are calculated using the following mathematical formulas to establish a strategic diagnosis of the actual time resource allocation.

- **Extensive time utilization coefficient (Ke).**

Table 1. Strategic diagnosis of the actual state of the time resource

Coefficient type	Calculated formula	Tactical aim
Extensive time utilization coefficient (K_e)	$K_e = \frac{F-R}{F} = 1 - \frac{R}{F}$	Where: F is the total service time fund (in minutes); R represents unplanned breaks and operational disruptions (in minutes)
Time-loss coefficient due to organizational-technical reasons: (K_o)	$K_o = \frac{P_o}{F}$	Where: Po is the time wasted due to bureaucratic redundancies or technical system failures (in minutes).
Time-loss coefficient dependent on the officer (K_p):	$K_p = \frac{P_z}{F}$	Time-loss coefficient dependent on the officer (Kp):
Rest and personal needs coefficient (K_{ol}):	$K_{ol} = \frac{OL}{F}$	Where: OL represents the time spent on necessary physical and hygienic needs, such as lunch, specialized physical drills, or psychological decompression (in minutes).

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Dynamic Modeling (Tactical Trajectory Design). This stage involves creating time allocation models for the upcoming period based on the metrics obtained from the initial audit.

Creating a Time Map: A flexible, dynamic model of the daily service trajectory is designed, taking into account unexpected tactical circumstances or urgent assignments arriving from higher command.

"Plan B' (Alternative Time Scenario): If a scheduled field-training exercise or scientific seminar is delayed or disrupted due to unexpected technical or tactical reasons, the officer immediately switches to an alternative time block (e.g., cyber-training simulations or an individual scientific research block).

Strategic Target Setting (KPI and Combat Normatives). Failing to set clear goals is the primary source of blindly wasting time. In this stage, long-term and short-term goals are strictly formulated.

SMART Criteria Foundation: Established targets must be Specific, Measurable, Attainable, Relevant, and Time-bound.

Academic and Combat Alignment: A department head or commander sets specific targets within a strict time framework, such as "Publishing a scientific paper in an international Scopus-indexed database" or "Improving the battalion's night tactical exercise normative by 10 percent".

Prioritization and Rapid Planning (Algorithms). This stage focuses on systematizing daily, weekly, and monthly service plans to accomplish designated targets while pushing secondary tasks aside.

Applying **ABC Analysis:** All tasks are divided into three categories based on their direct impact on combat readiness and educational quality:

Category "A" (Most Critical Tasks): Constitutes only 15% of the total volume of a leader's activity, yet yields 65% of the value toward combat readiness. (Examples: institutional international accreditation, joint tactical programs, state defense orders). These must be handled personally.

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Category "B" (Important Tasks): Accounts for 20% of the volume and 20% of the value. (Examples: interdepartmental scientific seminars, field-training exercise maps). These are assigned to deputy deans or senior lecturers.

Category "C" (Routine Tasks): Occupies 65% of the total volume but contributes only 15% of the value. (Examples: routine paperwork, entering current grades into HEMIS, technical database updates). These are delegated fully to laboratory assistants, sergeants, and technical staff.

Prioritization and Operational Planning (Algorithms). This stage involves systematizing daily, weekly, and monthly service plans in order to achieve established objectives, while eliminating secondary tasks.

Application of ABC Analysis: Tasks are classified according to their importance into categories:

A – primary strategic orders;

B – methodological and educational assignments;

C – routine technical tasks.

Eisenhower Matrix Filter: In operational situations, a commander personally performs combat orders that are both "important and urgent," while routine tasks that are "urgent but not important" are strictly delegated to lower-ranking officers or staff personnel.

"60:40" Balance Principle: Forty percent of the schedule is intentionally left open as a buffer zone for unexpected operational changes and intellectual analysis.

Operational Coordination and Execution (Tactical Implementation). This stage consists of implementing the developed plans and algorithms through strict discipline and military regulations.

Operational Organization: The commander distributes daily tasks among personnel and assigns precise start and completion times (deadlines) in the work logs of each officer and cadet.

Time Blocking: The leader devotes the first half of the day — when cognitive activity is at its peak — to the most difficult scientific or tactical tasks requiring

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deep analytical thinking, while remaining completely isolated from external distractions such as communication devices or unnecessary receptions.

Feedback and Cognitive Control (Post-Mission Review). This is the final stage, focused on comparing and monitoring the effectiveness of completed tasks against the original plan.

Results Audit: At the end of the day or week, it is determined which assignments were completed on time, which were delayed, and whether the reasons were objective or subjective.

Creation of Project Cards: To improve time programming for future large-scale tactical exercises or international military-academic grant projects, the results of conducted analyses are stored in a database in the form of special "Time and Experience Cards." This process contributes to the development of staff culture and promotes more rational use of resources in future operations.

Causes of Time Deficiency in Military Management. Time deficiency is a negative operational condition arising from the improper organization of service activities and cognitive resources within military units, departments, or Staff systems, ultimately leading to a sharp decline in educational and combat effectiveness.

In Higher Military Educational Institutions (HMEIs), time shortages among leaders and command personnel usually result from a combination of systemic and subjective errors. The primary causes include:

Lack of a clear daily operational-tactical planning trajectory: When daily plans are defined only in general hourly terms without a precise minute-level framework, it results in chaotic activity throughout the day. Consequently, strategic tasks are neglected while leaders become distracted by minor routine problems. Lack of awareness among duty groups, secretariats, or assistants regarding the leader's service trajectory: Due to this disconnect, staff personnel cannot effectively filter the leader's time. As a result, secondary issues and

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purposeless phone calls disrupt the leader's most productive intellectual activity periods.

Failure to respond promptly to operational letters, scientific reviews, and combat reports: Delayed processing of information flows and the stereotype of "I will do it tomorrow" lead to an accumulation of academic and service tasks similar to an avalanche (backlog). This creates constant psychological pressure and operational stress.

Taking officer and scientific tasks home regularly: The violation of boundaries between service and personal life deprives officers of opportunities for psychological decompression. Continued service activity at home causes chronic fatigue and decreases cognitive functions such as attention, memory, and rapid decision-making.

Excessive and ineffective meetings as well as unregulated phone conversations: Meetings without a clear agenda and time regulations are among the most dangerous "chronophages" (time thieves). Tactical issues that could be resolved in five minutes often turn into hours-long meetings, wasting the cognitive capital of leaders.

Commanders or department heads may adhere to the incorrect stereotype that "only I can perform all tasks perfectly and without mistakes." Due to distrust in the professional potential of subordinates, leaders become overloaded with technical work that should be delegated, thereby losing their primary strategic-management functions.

Permanent operation in "Emergency Mode": Systemic disorganization creates an environment where every task is treated as urgent and requiring immediate execution. This keeps personnel and faculty members under constant stress, leading to professional and psychological burnout syndrome, reducing service motivation, and negatively affecting personnel retention.

Strategic Methods of Military Academic Time Planning. In order to optimize the time capital of HMEI management personnel and elevate the efficiency of staff

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to the level of military discipline, it is essential to apply the following two strategic methods:

1. The "60 : 40" Tactical Rule. In the military headquarters system, allocating 100% of current time resources when creating a daily service plan is considered a strategic error. Under conditions marked by hybrid risks and unexpected operational assignments, a commander's daily time budget must be strictly distributed according to the following ratio (Table 2):

Table 2: The "60 : 40" Tactical Time Allocation Matrix

60% — CORE BLOCK	20% — BUFFER	20% — STRATEGIC
Execution of planned educational-combat and regulatory tasks	Reserve for unexpected operational assignments	Research, analysis, and strategic reflection

 60% of time — Allocated to planned core educational-combat and management duties: This is the stable (fixed) block in the leader's daily routine. It includes delivering lectures, scheduled department meetings, regulatory parade inspections, and the direct management of field-training polygon exercises.

 20% of time — Allocated to sudden localized contingencies and unexpected service assignments: This is the buffer (reserve) time used to address urgent directives from higher command, unplanned visits, operational incidents within the duty unit, or fixing technical failures. If no such emergencies occur during the day, this block is automatically reassigned to maximize the activities of the core block.

 20% of time — Allocated to strategic analysis, creative military-scientific reflection, and individual work with personnel: This block is an inviolable zone for an officer's professional growth and intellectual capacity (cognitive capital). During this period, the leader works on scientific papers for international databases (such as Scopus), analyzes modern warfare tactics, designs new

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textbook blueprints, or conducts ideologically educational, motivational, and individual interviews with young officers or cadets.

The "ALP" Method for Daily Routine Planning. Originating from the German management system, this method perfectly aligns with military staff culture and strict time regulations. When planning daily service activities, an officer must execute the following 5-stage algorithm every morning (or the evening before):

A — Aufgaben (Compiling a daily roster of service tasks and military duties): Instead of keeping all the work to be done throughout the day in mind (such as monitoring the HEMIS platform, executing orders, editing scientific papers, or inspecting departments), the leader records them on paper or a digital planner. Tasks are compiled into a comprehensive list, regardless of their complexity.

L — Länge schätzen (Estimating the duration required for each tactical or educational task): Next to each item on the list, the amount of time required to complete it (in hours or minutes) is realistically estimated based on experience. For example: "Department meeting — 45 minutes", "Manuscript review — 30 minutes" This helps the leader accurately evaluate their capabilities and eliminates scheduling illusions.

P — Pufferzeiten planen (Scheduling buffer windows for unexpected emergencies): Relying on the "60 : 40" rule, special buffer times are added to the total estimated time to account for unforeseen situations, unexpected duty unit briefings, or personal needs. If the time framework is configured too tightly, a single unexpected phone call can break the entire daily planning chain.

E — Entscheidungen treffen (Prioritizing and delegating specific authorities to lower-ranking officers): At this stage, ABC analysis and the Eisenhower filter are activated. The leader reviews the compiled list with a critical eye, asking the question: "Can this task be completed without my direct involvement?" All technical and routine tasks categorized under "Category C" are strictly delegated to lower-echelon specialists via direct orders. The leader retains only "Category A" strategic assignments that require personal execution.

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K — Kontrolle (End-of-day control of order execution and reflective analysis): At the end of the day, successfully completed assignments are crossed off the list, and the root causes behind any unfulfilled tasks are analyzed. If a task remains incomplete due to organizational issues, it is moved into tomorrow's "Category A" block. The results of this control phase build the cognitive foundation required to design even more precise and error-free strategic plans in the future.**3.** ABC Analysis (The Principle of Prioritization) and Tactical Resource Alignment. In conditions marked by an abundance of military-academic and operational-service tasks, ABC analysis serves as a cornerstone for strategic resource assignment. It operates on the Pareto Principle (80/20 rule), meaning that a small fraction of focused actions determines the vast majority of the final strategic result.

All routine and operational assignments are divided into three fundamental categories based on their direct impact on combat readiness and educational quality: (3-table).

Table 3. ABC analysis serves for strategic resource assignment

Category	Volume of Tasks (%)	Value in Combat Readiness (%)	Executing Subject
A	15%	65%	Chief Executive / Commander
B	20%	20%	Deputies / Senior Officers
C	65%	15%	Senior Laboratory Assistants / Sergeants

- **Category "A" (Most Critical and Strategic Tasks):** These tasks constitute only **15% of the total volume** of a leader's service activity, yet they yield **65% of the value** toward the institution's ultimate combat readiness, international prestige, and strategic stability.
  - Military-academic examples: Institutional international and national military accreditation processes, developing joint tactical exercise programs within the international cooperation framework, ensuring the execution of state defense orders, and designing new strategic educational tracks.

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- Management rule: The leader cannot delegate these tasks; they must handle and monitor them personally.

- **Category "B" (Important and Tactical Tasks):** These account for **20% of the volume** of total assignments and **20% of the value** of intended goals. Delaying these tasks does not lead to an immediate systemic crisis, but they are vital for the continuity of the educational process.
  - Military-academic examples: Organizing interdepartmental scientific-practical seminars, approving tactical plans and sitemaps for field-training exercises, preparing peer reviews for cadets' graduation qualification works.
  - Management rule: These assignments are delegated to relevant deputy deans, cycle heads, or experienced senior lecturers.
- **Category "C" (Routine Service and Technical Tasks):** This group consumes the maximum amount of time for a leader and staff, accounting for nearly **65% of all tasks**. However, their contribution to the final strategic result is only **15% of the value**.
  - Military-academic examples: Routine paperwork, entering cadets' current grades into the HEMIS platform, registering service letters, inventorying laboratory equipment, updating technical databases.
  - Management rule: According to tactical time-management rules, the leader must fully delegate these tasks to senior laboratory assistants, sergeants, and technical staff.

Fast-Paced Analysis and Decision Making via the Eisenhower Matrix.

To prevent errors during decision-making within a rapid and volatile military-academic environment, all current assignments are categorized into four strategic clusters based on the criteria of **"Importance"** and **"Urgency"**.

In rapid and volatile environments, assignments are filtered through a matrix of "Importance" and "Urgency" to optimize decision-making:

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Table 4. Fast-Paced Analysis via the Eisenhower Matrix

Clusters Criteria	Urgent (Shoshilinch)	Not Urgent (Shoshilinch emas)
Important (Zarur)	CLUSTER I: IMMEDIATE PERSONAL Minister of Defense sudden inspections • Urgent classified tactical reports • Combat readiness signals Action: Executive immediate perso execution.	CLUSTER II: STRATEGIC PLANNING • Military textbook compilation • PhD/DSc dissertation research • Enhancing personal tactical skills Action: Strictly calendar and execute personall
Not Important (Zarur emas)	CLUSTER III: DELEGATION • Routine administrative briefings • Unplanned secondary visitors Action: Delegate to unit officers or staf	CLUSTER IV: TIME WASTERS • Inefficient information space browsing • Aimless communication on networks Action: Eliminate from the service regime.

Self-Management of an HMEI Leader (Self-Control). The highest and most monumental point of the military management hierarchy is the **officer's self-management culture**. As the renowned management expert Peter Drucker noted in his works: "In the new era, the problem of managing at the level of an individual, i.e., self-management, has become one of the important tasks of scientific management."

In a military ecosystem, this issue is not merely about personal development, but is the psychological foundation for commanding a unit under extreme conditions. In foreign military-pedagogical and acmeological research, the concept of self-management is studied through the lenses of four major scientific schools:

- **Lothar Seiwert School:** The art of using service time rationally with mathematical precision and economizing personal intellectual resources.
- **Valentin Andreev School:** An officer developing personal qualities that allow them to abandon patterned thinking and make creative, non-standard, and innovative decisions.
- **Albert Khrolenko School:** Elevating personal and professional culture closely linked with military service activities and command ethics.

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- **Björn Schwalbe School:** Controlling personal emotions in extreme, high-stress, and short-term combat situations to systematically achieve tactical success.

Military self-management is the professional activity of an HMEI leader (institution head, dean, department chair, commander) as an individual and professional military manager, aimed at maximizing their intellectual, physical, and psychological potential, consciously managing their time, and systematically increasing their tactical-pedagogical effectiveness.

In military management practice, there are three philosophical paths to achieving success and gaining experience:

1. Through experience (Tactical trials): The hardest, most expensive, and laborious path, learned by making military mistakes and personally managing risks.

2. Through imitation and templates: The easiest and most standardized path, copying existing military regulations, tactical patterns, and successful commanders' actions.

3. Through reflection (Metacognition): The most noble, effective, and wise path, analyzing tactical and academic situations deeply and making original decisions while understanding cause-and-effect patterns.

Criteria for Personal Tactical Effectiveness. Personal tactical effectiveness is a military leader's ability to achieve maximum tactical, strategic, and academic results (combat readiness indicators, university ranking) within a set deadline by spending minimal resources (time, manpower, material support).

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A) Factors Influencing Personal Effectiveness:

- **Professional and strategic knowledge:** Mastering professional and strategic knowledge, the history of military art, modern hybrid warfare tactics, and military pedagogy methodology.

- **Inner military determination (Self-efficacy):** Personal confidence and strength of will to ensure command execution under any complex circumstance.

- **Time-management skills:** The ability to plan time allocation and increase efficiency within seconds.

- **Extreme stress focus:** The capacity to maintain focus on the primary strategic target under information attacks and operational pressures without distraction.

B) Components of Personal Effectiveness:

- **Perceiving academic and military roles:** Strictly identifying the boundaries of one's hierarchical service position, rights, and obligations within the system.
- **Advancing personal goals:** Designing personal and interdepartmental scientific-tactical targets that directly support the university's strategic master plans.
- **Managing emotional intelligence (EQ):** Consciously controlling hormones of stress (cortisol), anger, fear, and nervousness during critical instances to project an energy of stability onto the unit.
- **Building trust within the military collective:** Establishing a professional ecosystem of mutual respect and cooperation alongside absolute structural obedience among personnel.

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The "Lifelong Learning" Principle and Military Acmeology. Modern military-technical progress, cyber threats, and the emergence of weaponry operating on artificial intelligence and generative neural networks have drastically shortened the obsolescence and "half-life" period of knowledge. Standing at the quarter-century border of the 21st century today (in the reality of **2026**), a military educator or commander cannot limit themselves solely to past military academy diplomas.

Lifelong learning (continuous education) is the primary criterion ensuring that an officer constantly works on themselves and thinks in sync with the times. Just as obsolete tactical patterns yield catastrophic results on the battlefield, outdated methods in the educational system lead to mediocre cadres.
This principle is systematically integrated into a military leader's life through the following five-stage **self-management chain**:

Setting tactical goals⟶Identifying available resources⟶Defining tasks⟶Rapid actions⟶Analysis of results (Reflection)
1. Setting tactical goals: The officer strictly defines the next intellectual and practical milestone to achieve in their professional activity (e.g., creating a new-generation cyber-defense educational module).
2. Identifying available resources: An objective audit is conducted to determine what kognitiv potential, time, and material-methodological base are available to achieve the goal.
3. Defining tasks: The strategic plan is broken down into small tactical steps and daily algorithms to be executed.
4. Executing rapid actions: The defined algorithms are implemented based on strict military discipline and time-management techniques (ALP, ABC methods).

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5. Analysis of results (Reflection): The quality of the actions performed is verified, and any automotive or methodological errors made are corrected using cognitive filters in the next cycle.

An officer's professional **acmeology** (reaching one's developmental peak — acme) is ensured by continuously studying innovative military technologies independently (UAV management, electronic warfare systems, cyber-security, and neuropedagogical analysis), undergoing micro-professional development courses, and continuously assimilating world military art experiences. This process serves as the driver that constantly updates the intellectual gene pool of the officer corps.

Managing the educational system in Higher Military Educational Institutions (HMEIs), continuously developing professional mastery, and implementing communicative strategies is not merely an organizational-methodological update, but a fundamental driver that ensures national security and strategic stability. In the face of 2026 hybrid warfare, cyber threats, and intense information flows, the managerial profile of a military leader is undergoing a radical transformation.

Based on the systemic analyses covered in this lecture and training material, the following final conclusions can be drawn:

Tactical Time Management — The Basis of Operational Superiority: In modern warfare, time is considered cognitive and tactical capital. Losing it is synonymous with defeat. To rotate the OODA loop faster than the adversary, the officer and commander corps must integrate filters such as the ALP method, ABC analysis, and the Eisenhower matrix into their daily service regime. Allocating 40% of the daily schedule as a buffer (reserve) zone guarantees systemic stability during unexpected tactical situations.

Military Self-Management — The Foundation of Intellectual Leadership: A commander or department head must, first and foremost, be able to manage themselves—their own mental and physical resources. Overcoming the delegation crisis, enhancing emotional intelligence (EQ), and maintaining

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cognitive stability when making decisions under stress constitute the core of military self-management.

"Lifelong Learning" and Acmeological Development: Under current conditions where the obsolescence period of military-technical knowledge has drastically shortened, it is mandatory for the officer corps to link into the chain of continuous education (Lifelong Learning). Regularly mastering drone management, cyber-security, and neuropedagogical analysis ensures that an officer reaches their peak of personal development (acme).

Communicative Strategies — A Tool of Command: In a military hierarchy, communication is not simply an exchange of information, but a vital tool that ensures the strict execution of orders and directives while maintaining high motivation among personnel. A leader who perfectly masters the AIDA model, kinesics, proxemics, and paraverbal methods can foster an environment of professional trust and unconditional obedience within the unit.

Ultimately, managing the higher military education system on a scientific basis is the sole guarantee for raising a new-generation elite corps of officers who possess non-standard thinking, advanced moral-patriotic qualities, and a thorough mastery of modern global warfare tools and intellectual filters.

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