

HO CHI MINH NATIONAL ACADEMY OF POLITICS

NGUYEN DAC DUNG

**THE CONSTITUTION OF THE EXEMPLARY ROLE-
MODELING STYLE OF LECTURERS AT MILITARY
ACADEMIES AND OFFICER TRAINING SCHOOLS AT
PRESENT, IN ACCORDANCE WITH HO CHI MINH'S STYLE
OF EXEMPLARY CONDUCT**

SUMMARY OF THE DOCTORAL THESIS

MAJOR: HO CHI MINH STUDIES

Code: 9310204

HA NOI - 2026

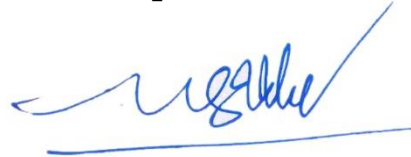
**The dissertation is conducted at
Ho Chi Minh National Academy of Politics**

Chairman of the Council



Assoc. Prof., Dr. Ly Viet Quang

Supervisors



1. Assoc.Prof. Dr. Nguyen Van The



2. Dr. Dr. Pham Van Minh

Reviewer 1: Assoc.Prof. Dr. Nguyen Dinh Bac

Reviewer 2: Assoc.Prof. Dr. Nguyen Van Chieu

Reviewer 3: Assoc.Prof. Dr. Dinh Quang Thanh

**The thesis was defended in front of the Thesis Committee at
Academy level, at the Ho Chi Minh National Academy of Politics**

At 8:00 on May 25, 2026

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the Library of Ho Chi Minh National Academy of Politics**

INTRODUCTION

1. The urgency of the theme

The exemplary style is a distinctive part of Ho Chi Minh's legacy of thought, morality, and style; it centrally reflects the noble values of the personality, responsibility, and mettle of a leader who dedicated his entire life to the country and the people. Throughout his revolutionary career, President Ho Chi Minh was always consistent between his words and deeds, between his responsibility and actions, and between educating others and self-education. His exemplary style is not only a revolutionary moral standard but also a deeply persuasive method of leadership, education, and human transformation. The reality of the Vietnamese revolution shows that the pervasive influence of his example has contributed significantly to consolidating the great national unity bloc, strengthening the people's trust in the Party, and bringing about great victories for the Vietnamese revolution. In the current period, the Ho Chi Minh's exemplary style continues to be an important orientation for building a contingent of cadres and party members with quality, capacity, prestige, and qualifications commensurate with their tasks; at the same time, it is an objective requirement to improve the leadership capacity and combativeness of the Party, as well as the validity and effectiveness of the political system's operations.

For the People's Army of Vietnam, leading by example is both a requirement for the political quality, morality, and lifestyle of cadres and party members, and an effective method of educating, managing, and training soldiers. In this regard, the lecturers of military academies and officer training schools hold a particularly important position, serving as the "prime mover" that determines the quality of training for military cadres; at the same time, they are the primary subjects who impart knowledge and cultivate the political quality, morality, lifestyle, working methods, and military personality for cadets. In their roles as "teachers," "cadres," and "party members," each lecturer not only performs the teaching function but also serves as a living example for cadets to learn from and emulate. Military educational reality shows that a lecturer's educational effectiveness is determined not only by their professional expertise and pedagogical capacity but also by their prestige, personality, and the pervasive influence of their own exemplary style. In the military environment, where organization, discipline, and example-setting are highly emphasized, building the lecturers' exemplary style following the Ho Chi Minh exemplary style is of paramount importance. This is not only a requirement to

improve the quality of the military teaching staff but also a direct factor contributing to building a healthy military pedagogical cultural environment, building clean and strong Party organizations, and building regular, advanced, and exemplary schools; thereby enhancing the quality of education and training, scientific research, and the quality of military human resources to meet the requirements of building a revolutionary, regular, elite, and modern People's Army of Vietnam.

Reality over the past years shows that military academies and officer training schools have deployed many specific guidelines and measures to build the lecturers' exemplary style following the Ho Chi Minh exemplary style, in tandem with implementing Directive No. 05-CT/TW, Conclusion No. 01-KL/TW, and the resolutions and directives of the Party, the Central Military Commission, and the Ministry of National Defence. Thanks to this, lecturers have well promoted their sense of responsibility, demonstrating their pioneering and exemplary roles in teaching, scientific research, regularization building, and discipline training. Many bright examples in studying and following Ho Chi Minh's thought, morality, and style have been recognized and commended, becoming positive role models for cadres, cadets, staff, and soldiers to follow. However, alongside the achieved results, building the exemplary style of lecturers at military academies and officer training schools following the Ho Chi Minh exemplary style still has certain limitations and shortcomings. The awareness and responsibility of some entities and forces are, at times and in some places, not fully adequate; the contents, forms, and measures for building the exemplary style are not truly synchronous and effective; and the self-conscious cultivation and training of a segment of lecturers have not yet met the requirements. Isolated cases of violations against discipline, morality, and lifestyle still occur, affecting the prestige of the lecturers and the quality of education and training of military schools. This reality shows that building the lecturers' exemplary style following the Ho Chi Minh exemplary style needs to be further studied in a comprehensive, systematic, and more in-depth manner.

At present, the constitution of the exemplary role-modeling style of lecturers at military academies and officer training schools in accordance with Ho Chi Minh's style of exemplary conduct is subject to the impact of multiple factors, including both advantages and difficulties and challenges. Prominent among these are the impacts of the ongoing restructuring and streamlining of the organizational apparatus of the political system, and the building of a two-tier local government

system; the increasingly high requirements of the cause of national construction and defence, and of building a streamlined, strong military; the demands to further promote fundamental and comprehensive renovation of education and training, and to standardize the contingent of teachers; the profound impact of the Fourth Industrial Revolution; as well as the influences of the market economy, international integration, and the increasingly sophisticated and insidious sabotage activities of hostile forces. In this context, numerous issues are posed for the constitution of the exemplary role-modeling style of lecturers at military academies and officer training schools in accordance with Ho Chi Minh's style of exemplary conduct, which require scientific and appropriate research and resolution.

From the aforementioned reasons, the doctoral candidate has selected the topic: *“The constitution of the exemplary role-modeling style of lecturers at military academies and officer training schools at present, in accordance with Ho Chi Minh's style of exemplary conduct”* as the subject of the doctoral dissertation in the field of Ho Chi Minh Studies.

2. Research Objectives and Tasks

2.1. Research Objectives

To clarify theoretical and practical issues, and to propose orientations and solutions for the constitution of the exemplary role-modeling style of lecturers at military academies and officer training schools at present, in accordance with Ho Chi Minh's style of exemplary conduct.

2.2. Research Tasks

To achieve the above research objective, the dissertation focuses on addressing the following principal tasks:

- To provide an overview of research works related to the dissertation topic, generalize the achieved results, and identify the issues that require further study in the dissertation.

- To formulate several concepts and clarify the characteristics and values of Ho Chi Minh's exemplary role-modeling style.

- To analyze and assess the current situation, and to identify the issues posed in the constitution of the exemplary role-modeling style of lecturers at military academies and officer training schools at present, in accordance with Ho Chi Minh's style of exemplary conduct.

- To analyze the influencing factors, determine orientations, and propose solutions for the constitution of the exemplary role-modeling style of lecturers at

military academies and officer training schools in the coming period, in accordance with Ho Chi Minh's style of exemplary conduct.

3. Research Subjects and Scope

3.1. Research Subject

Ho Chi Minh's exemplary role-modeling style and its application in the constitution of the exemplary role-modeling style of lecturers at military academies and officer training schools.

3.2. Research Scope

- *Content*: To study Ho Chi Minh's exemplary role-modeling style through the relationships with oneself, with others, and with work; and to apply it to the constitution of the exemplary role-modeling style of lecturers at military academies and officer training schools in accordance with Ho Chi Minh's style of exemplary conduct, in association with the subjects in terms of awareness and responsibility, as well as the content, forms, and measures of implementation.

- *Space*: The dissertation conducts research and surveys on the constitution of the exemplary role-modeling style of lecturers at the following institutions: the Political Academy, the Army Academy, the Logistics Academy, the Military Technical Academy, the Political Officer Training School, the Army Officer Training School No. 1, and the Special Forces Officer Training School.

- *Time*: Materials and data serving the analysis of the current situation are collected from 2018 to the present, corresponding to the implementation of Regulation No. 08-QĐi/TW dated October 25, 2018 of the 12th Central Committee on "The responsibility for setting an example of cadres and Party members, especially members of the Politburo, the Secretariat, and the Party Central Committee".

4. Theoretical Basis and Research Methodology

4.1. Theoretical Basis

The dissertation is grounded in the theory of Marxism-Leninism, Ho Chi Minh Thought, and the viewpoints and guidelines of the Communist Party of Vietnam and the Central Military Commission on the exemplary role-modeling of cadres and Party members, especially those holding leading positions; on education and training; and on the constitution of the contingent of cadres and lecturers.

4.2. Research Methodology

Based on the methodology of Marxism-Leninism, the dissertation employs a combination of specialized and interdisciplinary scientific research methods, ensuring comprehensiveness, systematicity, and objectivity. Specifically:

The dissertation utilizes methods of collecting, processing, and evaluating documents to provide an overview of the research situation related to the dissertation topic.

It employs methods of analysis and synthesis; generalization and systematization; and combines historical and logical methods to clarify fundamental concepts, characteristics, and values of Ho Chi Minh's exemplary role-modeling style.

The sociological survey method is implemented through questionnaire-based surveys of 700 cadres, lecturers, and learners at seven military academies and officer training schools to assess the achievements, limitations, and causes in the constitution of the exemplary role-modeling style of lecturers at military academies and officer training schools in accordance with Ho Chi Minh's style of exemplary conduct in recent years.

The in-depth interview method is used to collect additional qualitative information, thereby contributing to clarifying the current situation of the constitution of the exemplary role-modeling style of lecturers at military academies and officer training schools in accordance with Ho Chi Minh's style of exemplary conduct in recent years.

The dissertation applies statistical, comparative, and data analysis methods to process survey results, objectively reflect practical realities, and conduct cross-unit comparisons in order to draw out common characteristics and identify issues requiring resolution.

The dissertation combines methods of analysis, synthesis, generalization, comparison, and practical review to interpret influencing factors, determine orientations, and propose solutions for the constitution of the exemplary role-modeling style of lecturers at military academies and officer training schools in accordance with Ho Chi Minh's style of exemplary conduct in the coming period.

5. New Contributions of the Thesis

- The dissertation contributes to clarifying and supplementing several basic concepts, particularly by formulating, analyzing, and interpreting the concept of the constitution of the exemplary role-modeling style of lecturers at military academies and officer training schools in accordance with Ho Chi Minh's style of exemplary conduct; and by approaching and clarifying the content and values of Ho Chi Minh's exemplary role-modeling style through its principal relationships: with oneself, with others, and with work.

- Through assessing the current situation and identifying its causes, the dissertation determines the issues posed to the constitution of the exemplary role-

modeling style of lecturers at military academies and officer training schools at present, in accordance with Ho Chi Minh's style of exemplary conduct.

- The dissertation proposes orientations and solutions for the constitution of the exemplary role-modeling style of lecturers at military academies and officer training schools in the coming period in accordance with Ho Chi Minh's style of exemplary conduct, thereby contributing to the constitution of a contingent of lecturers capable of meeting the requirements of educational and training reform in military academies and officer training schools.

6. Theoretical and Practical Significance

6.1. Theoretical Significance

The dissertation contributes to further clarifying Ho Chi Minh's exemplary role-modeling style from the perspective of Ho Chi Minh Studies, thereby affirming its position, role, ideological value, and wide-ranging influence in the Vietnamese revolutionary cause and the national liberation movement worldwide.

The contents of the dissertation also provide an additional theoretical foundation and a system of scientific arguments serving as a basis for the formulation of guidelines and policies on the constitution of the contingent of cadres, especially teaching staff in the military, in accordance with Ho Chi Minh's style of exemplary conduct and the Party's viewpoints and orientations on the exemplary role-modeling of cadres and Party members. Thereby, it contributes to supplementing and perfecting the theory on cultivating the style of cadres in the military environment, in line with the requirements of building a contingent of cadres capable of fulfilling tasks in the new situation.

6.2. Practical Significance

The dissertation holds practical value in contributing to the effective implementation of Directive No. 05-CT/TW and Conclusion No. 01-KL/TW, in association with the Conclusion of the 4th Plenum of the 13th Central Committee on Party building and rectification; and on preventing and combating degradation in political ideology, morality, and lifestyle, as well as manifestations of "self-evolution" and "self-transformation" within the internal apparatus.

At the same time, the research findings may serve as reference materials for leadership, direction, and practical organization, as well as for teaching, learning, and scientific research in military academies and officer training schools at present.

7. Structure of the Thesis

Apart from the introduction, conclusion, list of references, and appendices, the thesis is structured into 4 chapters with a total of 8 sections.

Chapter 1

OVERVIEW OF THE RESEARCH RELATED TO THE THESIS

1.1. REPRESENTATIVE STUDIES RELATED TO THE CONTENT OF THE DISSERTATION

1.1.1. Studies Related to Ho Chi Minh's Exemplary Role-Modeling Style

In recent years, especially in the recent period, numerous research works related to Ho Chi Minh's exemplary role-modeling style have been conducted and have achieved important results. Notable among them are the works of authors such as Pham Van Dong, Tran Van Giau, Dang Xuan Ky, Chu Duc Tinh, Mach Quang Thang, Tran Minh Truong, Hoang Chi Bao, Ly Viet Quang, Nguyen The Thang, Bui Dinh Phong, Dang Sy Loc, and Mai Duc Ngoc, among others. In general, the published research works on Ho Chi Minh's exemplary role-modeling style are quite rich and diverse, and demonstrate a high degree of consistency in identifying its characteristics and values. These constitute an important premise for the doctoral candidate to inherit, selectively absorb, and further develop research in accordance with the objectives and tasks of the dissertation.

1.1.2. Studies Related to the Application of Ho Chi Minh's Exemplary Role-Modeling Style to the Constitution of the Exemplary Role-Modeling Style of Cadres and Party Members in General, and Lecturers at Military Academies and Officer Training Schools in Particular

Research related to the application of Ho Chi Minh's exemplary role-modeling style to the constitution of the exemplary role-modeling style of cadres and Party members in general, and lecturers at military academies and officer training schools in particular, has attracted the attention of many scholars. Typical authors include Ngo Van Ha, Mach Quang Thang, Luong Cuong, Nguyen Trong Phuc, Nguyen Duc Thang, To Lam, Van Thi Thanh Mai, Tran Van Hoan, Le Thi Thu Hong, Vu Thi Minh Tam, Nguyen Phu Trong, Tong Minh Luong, Nguyen Trong Nghia, Lam Quoc Tuan, Le Thi Chien, Vu Van Phuc, among others. With different approaches and research methods, these scholars have generalized the characteristics and values of Ho Chi Minh's exemplary role-modeling style; assessed the current situation of the exemplary role-modeling style of cadres and Party members in general, and lecturers at military academies and officer training schools in particular; and at the same time proposed solutions for the constitution and promotion of the exemplary role-modeling style of cadres and Party members in the current period, meeting the requirements and tasks in the new context. These works provide an important theoretical and practical basis for the doctoral candidate to inherit and apply in conducting and implementing the research tasks of the dissertation. However, up to now, there has been no study that systematically, comprehensively, and specifically addresses the topic: *"The constitution of the exemplary role-modeling style of lecturers at military*

academies and officer training schools at present, in accordance with Ho Chi Minh's style of exemplary conduct”.

1.2. OVERVIEW OF RESEARCH RESULTS AND ISSUES FOR FURTHER STUDY IN THE DISSERTATION

1.2.1. Overview of Research Results

Research works related to Ho Chi Minh's exemplary role-modeling style and its application to the constitution of the exemplary role-modeling style of cadres and Party members in general, and lecturers at military academies and officer training schools in particular, have achieved the following results:

First, the research works have focused on comprehensively analyzing the basic contents of Ho Chi Minh's thought, morality, and style; at the same time, they have initially clarified the connotation of the Ho Chi Minh exemplary style.

Second, the studies have initially addressed the study and application of Ho Chi Minh's exemplary role-modeling style in the education and training of cadres and Party members to meet the requirements and tasks in the new situation.

Third, several works have analyzed the position, role, qualities, competencies, and working style of lecturers within the system of military educational institutions, as well as the significance of studying, cultivating, and training in accordance with Ho Chi Minh's exemplary role-modeling style for lecturers at military academies and officer training schools.

1.2.2. Issues to Be Further Studied in the Dissertation

Through the overview, analysis, and evaluation of published studies, the doctoral candidate identifies the following issues that require further research in the dissertation:

First, to continue researching and providing a comprehensive and in-depth interpretation of the fundamental theoretical issues related to the constitution of the exemplary role-modeling style of lecturers at military academies and officer training schools in accordance with Ho Chi Minh's style of exemplary conduct.

Second, the dissertation focuses on surveying and assessing the current situation of the constitution of the exemplary role-modeling style of lecturers at military academies and officer training schools in the current period, based on a practical approach with clear scientific grounds.

Third, the dissertation studies and clarifies the multidimensional influencing factors arising from the new context that impact the requirements for the constitution of the exemplary role-modeling style of lecturers at military academies and officer training schools in the coming period.

Fourth, the dissertation proposes orientations and a system of scientific, comprehensive, and feasible solutions aimed at the constitution and promotion of the exemplary role-modeling style of lecturers at military academies and officer training schools in the coming period, in accordance with Ho Chi Minh's style of exemplary conduct.

Summary of chapter 1

Based on reviewing and synthesizing research works related to the dissertation topic, it can be seen that scientific studies have devoted considerable attention to the responsibility for exemplary conduct of cadres and Party members under the light of Ho Chi Minh's thought and exemplary role-modeling style, especially the exemplary role of heads of Party organizations and leading cadres at all levels. A number of studies have approached the practical context of the military environment, initially clarifying the requirements and solutions for exemplary conduct within the Party organizational system of the Vietnam People's Army. In addition, some works have focused on the responsibility for exemplary conduct in the field of education and training, thereby indirectly addressing the exemplary role of lecturers at military academies and officer training schools.

Overall, the body of reviewed works has provided important scientific arguments that help to relatively comprehensively identify the role, content, manifestations, and modes of promoting the responsibility for exemplary conduct of cadres and Party members. Several in-depth studies have affirmed the urgency of promoting the exemplary role in order to enhance the leadership capacity and combativeness of Party organizations, as well as to strengthen the trust of the masses in the contingent of cadres and Party members.

The review process also indicates that, up to now, there has not been any in-depth study on the constitution of the exemplary role-modeling style of lecturers at military academies and officer training schools in accordance with Ho Chi Minh's style of exemplary conduct, especially in terms of content, modes, and solutions to improve the effectiveness of such constitution. This constitutes a scientific gap that the dissertation seeks to approach, interpret, and clarify, thereby contributing to supplementing both theoretical and practical foundations, and proposing a system of feasible solutions to enhance the quality of the contingent of lecturers at military academies and officer training schools in the new context.

Chapter 2

SOME THEORETICAL ISSUES ON THE CONSTITUTION OF THE EXEMPLARY ROLE-MODELING STYLE OF LECTURERS AT MILITARY ACADEMIES AND OFFICER TRAINING SCHOOLS IN ACCORDANCE WITH HO CHI MINH'S STYLE OF EXEMPLARY CONDUCT

2.1. BASIC CONCEPTS RELATED TO THE DISSERTATION

2.1.1. Concepts of Exemplary Conduct, Style, and Exemplary Role-Modeling Style

2.1.1.1. Concept of Exemplary Conduct

Exemplary conduct refers to highlighting the exemplary awareness and actions of a subject for others to study and follow, manifested primarily in three fundamental relationships: with oneself, with others, and with work.

2.1.1.2. Concept of Style

Style is a relatively stable and consistent system of ways, methods, modes, and manners of activity of a subject, which is formed in the process of practical activities, reflecting the characteristics of perception, quality, and capacity, and creating the distinctive traits of that subject.

2.1.1.3. Concept of Exemplary Role-Modeling Style

The exemplary style is a relatively stable and consistent system of ways, methods, modes, and manners that demonstrate the subject's role modeling in practical activities; it is centrally manifested in relations with oneself, with others, and with work, aiming to influence, orient, and motivate others to learn from and follow positive values.

2.1.2. Concepts of Ho Chi Minh's Style and Ho Chi Minh's Exemplary Role-Modeling Style

2.1.2.1. Concept of Ho Chi Minh's Style

Ho Chi Minh's style is a system of unique, stable, and consistent characteristics in Ho Chi Minh's thinking, working, leadership, expression, behavior, and daily lifestyle; it was formed on the foundation of his ideology and morality, reflecting the crystallization of national and human cultural values, creating the unique hallmark of a revolutionary leader, and holding immense value for the Vietnamese revolution.

2.1.2.2. Concept of Ho Chi Minh's Exemplary Role-Modeling Style

The Ho Chi Minh's exemplary style is a system of unique, stable, and consistent characteristics in Ho Chi Minh's perception, words, and deeds, which is centrally manifested in relations with oneself, with others, and with work; it reflects the unity between his ideology, morality, and revolutionary practice, possessing a deeply persuasive and pervasive influence as well as a guiding value for building the exemplary style of cadres, party members, and the entire society today.

2.1.3. Concepts of Lecturers at Military Academies and Officer Training Schools and the Exemplary Role-Modeling Style of Lecturers at Military Academies and Officer Training Schools

2.1.3.1. Concept of Lecturers at Military Academies and Officer Training Schools

Lecturers at military academies and officer training schools constitute an important component of the contingent of military educators, who directly perform tasks such as teaching, training, scientific research, and other duties as prescribed at educational and training institutions within the Vietnam People's Army.

2.1.3.2. Concept of the Exemplary Role-Modeling Style of Lecturers at Military Academies and Officer Training Schools

The exemplary style of lecturers at military academies and officer training schools is a stable and consistent system of ways, methods, modes, and manners that demonstrate the lecturers' role modeling in the performance of

their duties and tasks as well as in their daily activities; it is centrally manifested in relations with oneself, with others, and with work, aiming to create a positive influence, orient, educate, and motivate cadets and other forces within the school to learn from and emulate.

2.1.4. Concept of the Constitution of the Exemplary Role-Modeling Style of Lecturers at Military Academies and Officer Training Schools in Accordance with Ho Chi Minh's Style of Exemplary Conduct

Building the exemplary style of lecturers at military academies and officer training schools following the Ho Chi Minh's exemplary style is a purposeful, organized, planned, and regular process of influence by subjects and forces, simultaneously promoting the role of self-conscious cultivation and training of the lecturers themselves to form, consolidate, and develop a stable and consistent system of exemplary ways, methods, modes, and manners in accordance with the characteristics and values of the Ho Chi Minh's exemplary style; it is centrally manifested in relations with oneself, with others, and with work, thereby improving the quality of the teaching staff, promoting their pioneering and exemplary roles, and creating a positive pervasive influence in education, training, scientific research, and the building of military academies and officer training schools to meet the requirements of tasks in the new situation.

2.2. HO CHI MINH'S EXEMPLARY ROLE-MODELING STYLE - CHARACTERISTICS AND VALUES

2.2.1. Characteristics of Ho Chi Minh's Exemplary Role-Modeling Style

2.2.1.1. In Relation to Oneself

First, always steadfast and loyal to revolutionary goals and ideals.

Second, fully embodying the virtues of diligence, thrift, integrity, righteousness, and impartiality, resolutely combating individualism.

Third, always modest, simple, eager to learn, and striving for self-improvement.

Fourth, always ensure that words go hand in hand with actions.

2.2.1.2. In Relation to Others

First, always respecting the people, staying close to the people, understanding the people, and learning from the people.

Second, always promoting the people's mastery and wholeheartedly serving the people.

Third, always loving, tolerant, and magnanimous.

Fourth, always sincere, united, and supportive of one another for mutual progress.

2.2.1.3. In Relation to Work

First, always upholding a high sense of responsibility, overcoming all difficulties and dangers to accomplish assigned tasks.

Second, always working democratically and scientifically, and constantly seeking innovation and creativity.

Third, always strictly observing discipline and complying with collective principles at work.

Fourth, always closely attached to grassroots realities, regularly drawing lessons, and practicing self-criticism and criticism.

Fifth, always upholding the principle of “placing the common good above all.”

2.2.2. Values of Ho Chi Minh’s Exemplary Role-Modeling Style

First, Ho Chi Minh’s exemplary role-modeling style inherits, supplements, and develops the tradition of exemplary conduct of the Vietnamese nation.

Second, Ho Chi Minh’s exemplary role-modeling style has contributed to enriching Marxism-Leninism viewpoints on the exemplary role of cadres and Party members before the masses.

Third, Ho Chi Minh’s exemplary role-modeling style has become a model for the Communist Party of Vietnam in leading the constitution of the exemplary role-modeling style of cadres and Party members.

Fourth, Ho Chi Minh’s exemplary role-modeling style has contributed to the constitution of a contingent of cadres and Party members possessing both virtue and talent, meeting the requirements of tasks in different stages of the revolution.

Fifth, Ho Chi Minh’s exemplary role-modeling style has contributed to strengthening unity and consistency within the Party, enhancing the close bond with the people, and consolidating the people’s trust in the Party.

Sixth, Ho Chi Minh’s exemplary role-modeling style has contributed to overcoming the degradation in political ideology, morality, and lifestyle among the contingent of cadres and Party members at present.

Summary of chapter 2

Ho Chi Minh’s exemplary role-modeling style is not only the crystallization of the moral values, intellect, and personality of a great leader, but also a system of action norms and a method of education and leadership with profound persuasive power, capable of awakening and transforming human behavior within organizations and communities. For him, exemplary conduct did not merely lie in a simple lifestyle or a few manifestations of personal morality; rather, it constituted a consistent style permeating thinking and action—from thought to practice, from within the Party to society at large, and from the individual to the collective. This style was constituted by Ho Chi Minh with the ultimate purpose of serving the revolution and the people, closely linking theory with practice, morality with action, and independent thinking with a strong sense of community.

Ho Chi Minh’s exemplary role-modeling style not only illuminates the process of perfecting revolutionary morality but also makes a significant contribution to the constitution of leadership standards of the Party. From a practical perspective, this style demonstrates vigorous vitality in arousing responsibility, mettle, and the spirit of dedication among cadres and Party members, especially in the context of a ruling Party, where the requirement for

exemplary conduct has increasingly become a criterion for evaluating political qualities and practical organizational capacity of each cadre and Party member.

Approaching Ho Chi Minh's exemplary role-modeling style not only helps to illuminate the core values that constitute the style of exemplary military lecturers, but also contributes to opening up essential ideological foundations for the renewal of methods of leadership, education, and cadre organization under current conditions. This also serves as the overarching ideological foundation for the dissertation to further survey the current situation and propose solutions for the constitution of the exemplary role-modeling style of lecturers at military academies and officer training schools in the coming period, in accordance with Ho Chi Minh's style of exemplary conduct.

Chapter 3

CURRENT SITUATION OF THE CONSTITUTION OF THE EXEMPLARY ROLE-MODELING STYLE OF LECTURERS AT MILITARY ACADEMIES AND OFFICER TRAINING SCHOOLS AT PRESENT IN ACCORDANCE WITH HO CHI MINH'S STYLE OF EXEMPLARY CONDUCT AND ISSUES POSED

3.1. CURRENT SITUATION OF THE CONSTITUTION OF THE EXEMPLARY ROLE-MODELING STYLE OF LECTURERS AT MILITARY ACADEMIES AND OFFICER TRAINING SCHOOLS AT PRESENT IN ACCORDANCE WITH HO CHI MINH'S STYLE OF EXEMPLARY CONDUCT

3.1.1. Achievements and Causes

3.1.1.1. Achievements

** In terms of awareness and responsibility of subjects and forces involved in the constitution of the exemplary role-modeling style of lecturers at military academies and officer training schools at present, in accordance with Ho Chi Minh's style of exemplary conduct*

** In terms of the content of the constitution of the exemplary role-modeling style of lecturers at military academies and officer training schools at present, in accordance with Ho Chi Minh's style of exemplary conduct*

** In terms of the forms and measures for the constitution of the exemplary role-modeling style of lecturers at military academies and officer training schools at present, in accordance with Ho Chi Minh's style of exemplary conduct*

3.1.1.2. Causes of the Achievements

First, the socio-economic conditions of the country have developed, along with the attention and investment in the constitution of military academies and officer training schools that are smart, modern, regular, and "standardized and exemplary," which constitute an objective premise for more clearly defining the requirements for exemplary conduct in terms of the qualities and competencies of the contingent of lecturers.

Second, there has been regular attention, leadership, and direction from Party committees, Party organizations, and commanders at all levels.

Third, the continuous efforts in self-training and striving of each lecturer constitute a direct and decisive factor in the formation and promotion of the exemplary role-modeling style within the military educational environment.

Fourth, the military pedagogical environment, characterized by a high degree of collective culture, provides favorable conditions for lecturers at military academies and officer training schools to nurture, shape, and develop their exemplary role-modeling style.

3.1.2. Limitations and Causes

3.1.2.1. Limitations

** In terms of awareness and responsibility of subjects and forces involved in the constitution of the exemplary role-modeling style of lecturers at military academies and officer training schools at present, in accordance with Ho Chi Minh's style of exemplary conduct*

** In terms of the content of the constitution of the exemplary role-modeling style of lecturers at military academies and officer training schools at present, in accordance with Ho Chi Minh's style of exemplary conduct*

** In terms of the forms and measures for the constitution of the exemplary role-modeling style of lecturers at military academies and officer training schools at present, in accordance with Ho Chi Minh's style of exemplary conduct*

3.1.2.2. Causes of the Limitations

First, the negative impacts of the market economy and manifestations of deviations from standards in current social life.

Second, the leadership, direction, inspection, and supervision by some Party committees, Party organizations, and commanders at various levels in military academies and officer training schools with respect to the constitution of the exemplary role-modeling style of lecturers remain insufficient in depth and lack regularity and continuity.

Third, a segment of lecturers at military academies and officer training schools lacks a sense of self-consciousness and has not been truly proactive and persistent in cultivating and training their exemplary role-modeling style.

Fourth, the pedagogical and cultural environment of exemplary conduct in some military academies and officer training schools has not yet truly become an intrinsic driving force for promoting the cultivation of the exemplary role-modeling style of lecturers.

3.2. ISSUES POSED FOR THE CONSTITUTION OF THE EXEMPLARY ROLE-MODELING STYLE OF LECTURERS AT MILITARY ACADEMIES AND OFFICER TRAINING SCHOOLS AT PRESENT IN ACCORDANCE WITH HO CHI MINH'S STYLE OF EXEMPLARY CONDUCT

3.2.1. The constitution of the exemplary role-modeling style of lecturers poses increasingly high, comprehensive, and urgent requirements, while the awareness, responsibility, and coordination of some subjects and forces in military academies and officer training schools remain limited

3.2.2. The constitution of the exemplary role-modeling style of lecturers requires comprehensive content and diverse, flexible forms and measures, while there still exist shortcomings and limitations in the content, forms, and measures in current implementation

3.2.3. The constitution of the exemplary role-modeling style of lecturers requires the promotion of the positivity, proactiveness, and self-consciousness of the contingent of lecturers, while some lecturers have not yet been truly proactive, self-conscious, and exemplary

3.2.4. The constitution of the exemplary role-modeling style of lecturers requires the establishment of synchronous and coherent mechanisms, policies, and environments to create motivation and favorable conditions for lecturers, while there remain shortcomings, lack of synchrony, and limited effectiveness in current practice

Summary of chapter 3

The constitution of the exemplary role-modeling style of lecturers at military academies and officer training schools at present, in accordance with Ho Chi Minh's style of exemplary conduct, is a comprehensive and long-term process of particular significance in the context of fundamental and comprehensive renovation of education and training in the military. Practical research indicates that the exemplary role-modeling style is not merely a moral requirement, but also a standard criterion for lecturers in a specific pedagogical environment, where the education of knowledge is always closely associated with the education of personality, morality, political mettle, and lifestyle.

In recent years, under the leadership, direction, and guidance of the Central Military Commission, the Ministry of National Defence, and higher-level functional agencies, the constitution of the exemplary role-modeling style of lecturers at military academies and officer training schools in accordance with Ho Chi Minh's style of exemplary conduct has received due attention and achieved significant results, making an important contribution to improving the qualities, competencies, and working methods and styles of lecturers, thereby increasingly meeting the requirements and tasks of education and training, scientific research, and military building in the new context. However, besides the achieved results, the constitution of the exemplary role-modeling style of lecturers at military academies and officer training schools at present in accordance with Ho Chi Minh's style of exemplary conduct still reveals certain limitations and shortcomings in the awareness and responsibility of subjects and forces; in the content, forms, measures, conditions for assurance, and outcomes of the constitution process. These limitations and shortcomings stem from various causes, both subjective and objective, in which subjective causes are predominant.

The interweaving of achievements and limitations in the process of the constitution of the exemplary role-modeling style of lecturers has given rise to issues that need to be effectively addressed. The accurate identification of these

issues is of particular importance in establishing a system of appropriate and feasible solutions, thereby shaping a sustainable development path for the contingent of lecturers at military academies and officer training schools who are “both politically steadfast and professionally competent,” meeting the requirements of building and modernizing the Vietnam People’s Army in the new period.

Chapter 4

ORIENTATIONS AND SOLUTIONS FOR THE CONSTITUTION OF THE EXEMPLARY ROLE-MODELING STYLE OF LECTURERS AT MILITARY ACADEMIES AND OFFICER TRAINING SCHOOLS IN THE COMING PERIOD IN ACCORDANCE WITH HO CHI MINH’S STYLE OF EXEMPLARY CONDUCT

4.1. FORECAST OF INFLUENCING FACTORS AND ORIENTATIONS FOR THE CONSTITUTION OF THE EXEMPLARY ROLE-MODELING STYLE OF LECTURERS AT MILITARY ACADEMIES AND OFFICER TRAINING SCHOOLS IN THE COMING PERIOD IN ACCORDANCE WITH HO CHI MINH’S STYLE OF EXEMPLARY CONDUCT

4.1.1. Forecast of Influencing Factors Affecting the Constitution of the Exemplary Role-Modeling Style of Lecturers at Military Academies and Officer Training Schools in the Coming Period in Accordance with Ho Chi Minh’s Style of Exemplary Conduct

First, the development of the socialist-oriented market economy and the impacts of the Fourth Industrial Revolution.

Second, the sabotage activities of hostile forces against the Vietnamese revolution.

Third, the impacts of the ongoing restructuring and streamlining of the organizational apparatus within the political system in our country.

Fourth, the requirements and tasks of safeguarding the Fatherland, the constitution of the military, and the development of education and training, scientific research, and the constitution of military academies and officer training schools in the new context.

Fifth, there are increasingly high demands on the qualities and competencies of lecturers to meet the requirements and tasks in the new period.

4.1.2. Orientations for the Constitution of the Exemplary Role-Modeling Style of Lecturers at Military Academies and Officer Training Schools in the Coming Period in Accordance with Ho Chi Minh’s Style of Exemplary Conduct

First, to thoroughly grasp and seriously and effectively implement the viewpoints and regulations of the Party, the Central Military Commission, and the

Ministry of National Defence on the constitution of the contingent of lecturers and on the responsibility for exemplary conduct of cadres and Party members in general, and educators in particular.

Second, to ensure that the constitution of the exemplary role-modeling style of lecturers is appropriate to the characteristics, situations, and tasks of each military academy and officer training school, and is closely associated with the performance of assigned functions and duties.

Third, to conduct the constitution of the exemplary role-modeling style of lecturers in a comprehensive, synchronous, regular, and continuous manner, while ensuring focus and key points, with appropriate, practical roadmaps, steps, contents, and forms.

Fourth, to closely combine the promotion of the roles and responsibilities of organizations and forces involved with the positivity, proactiveness, and self-consciousness of lecturers in the self-constitution of their exemplary role-modeling style.

4.2. SOLUTIONS FOR THE CONSTITUTION OF THE EXEMPLARY ROLE-MODELING STYLE OF LECTURERS AT MILITARY ACADEMIES AND OFFICER TRAINING SCHOOLS IN THE COMING PERIOD IN ACCORDANCE WITH HO CHI MINH'S STYLE OF EXEMPLARY CONDUCT

4.2.1. Creating a Strong Transformation in the Awareness and Responsibility of Subjects and Forces in the Constitution of the Exemplary Role-Modeling Style of Lecturers at Military Academies and Officer Training Schools in Accordance with Ho Chi Minh's Style of Exemplary Conduct

4.2.1.1. Creating a Strong Transformation in the Awareness of Subjects and Forces in the Constitution of the Exemplary Role-Modeling Style of Lecturers at Military Academies and Officer Training Schools in Accordance with Ho Chi Minh's Style of Exemplary Conduct

To effectively implement the above solution, it is necessary to focus on the effective implementation of several basic contents as follows:

First, to create a strong transformation in the awareness of subjects and forces regarding the position, role, functions, and duties of lecturers.

Second, to create a strong transformation in the awareness of subjects and forces regarding the position and role of the exemplary role-modeling style of lecturers at military academies and officer training schools in accordance with Ho Chi Minh's style of exemplary conduct, as well as the necessity of its constitution.

Third, to create a transformation in the awareness of organizations and forces regarding the advantages, difficulties, and challenges in the constitution of

the exemplary role-modeling style of lecturers at military academies and officer training schools in accordance with Ho Chi Minh's style of exemplary conduct.

Fourth, to ensure that subjects and forces fully recognize the strengths, limitations, and shortcomings in the exemplary role-modeling style of lecturers at military academies and officer training schools.

Fifth, to ensure that subjects and forces clearly understand and firmly grasp the scope, authority, and responsibilities in the constitution of the exemplary role-modeling style of lecturers at military academies and officer training schools in accordance with Ho Chi Minh's style of exemplary conduct.

To create a strong transformation in the awareness of subjects and forces in the constitution of the exemplary role-modeling style of lecturers at military academies and officer training schools in accordance with Ho Chi Minh's style of exemplary conduct, it is necessary to effectively implement the following basic measures:

First, to intensify political and ideological education, thereby raising the awareness of subjects and forces regarding the constitution of the exemplary role-modeling style of lecturers at military academies and officer training schools in accordance with Ho Chi Minh's style of exemplary conduct.

Second, to renovate and improve the quality of activities of Party organizations, commanding bodies, mass organizations, and military councils to educate and unify awareness regarding the constitution of the exemplary role-modeling style of lecturers at military academies and officer training schools in accordance with Ho Chi Minh's style of exemplary conduct.

Third, to effectively organize practical activities associated with the performance of functions and duties of lecturers at military academies and officer training schools.

Fourth, to resolutely struggle against erroneous and deviant manifestations in awareness regarding the constitution of the exemplary role-modeling style of lecturers.

4.2.1.2. Promoting the Roles and Responsibilities of Subjects and Forces in the Constitution of the Exemplary Role-Modeling Style of Lecturers at Military Academies and Officer Training Schools in Accordance with Ho Chi Minh's Style of Exemplary Conduct

First, to proactively innovate the leadership and direction of activities related to the constitution of the exemplary role-modeling style of lecturers.

Second, to continue promoting the advisory, inspection, and supervisory roles of functional agencies within military academies and officer training schools in accordance with their assigned functions and duties.

Third, to enhance the responsibility of faculties and departments in the constitution of the exemplary role-modeling style of lecturers.

Fourth, to promote the roles and responsibilities of mass organizations and military councils in participating in the constitution of the exemplary role-modeling style of lecturers in accordance with Ho Chi Minh's style of exemplary conduct.

Fifth, to promote the roles of Party committees, local authorities, mass organizations, and the people in the localities where lecturers reside and work in the constitution of the exemplary role-modeling style of lecturers.

4.2.2. Continuing to Specify the Content and Flexibly and Creatively Apply Forms and Measures for the Constitution of the Exemplary Role-Modeling Style of Lecturers at Military Academies and Officer Training Schools in Accordance with Ho Chi Minh's Style of Exemplary Conduct

4.2.2.1. Continuing to Specify the Content of the Constitution of the Exemplary Role-Modeling Style of Lecturers at Military Academies and Officer Training Schools in Accordance with Ho Chi Minh's Style of Exemplary Conduct

First, to constitute lecturers who are exemplary and typical in political ideology.

Second, to constitute lecturers who are exemplary in ethics, lifestyle, and working style.

Third, to constitute lecturers with a high sense of responsibility, strictly implementing self-criticism and criticism.

Fourth, to constitute the model of lecturers who are pioneers in performing assigned functions and duties, and in innovation and creativity.

Fifth, to constitute lecturers with a high sense of organizational discipline, closely attached to their units, learners, and the people.

4.2.2.2. Flexibly and Creatively Applying Forms and Measures for the Constitution of the Exemplary Role-Modeling Style of Lecturers at Military Academies and Officer Training Schools in Accordance with Ho Chi Minh's Style of Exemplary Conduct

First, to effectively organize training and refresher courses for cadres.

Second, to effectively organize excellent lecturer competitions at all levels.

Third, to maintain strictly and effectively the activities of higher-level cadres, mentoring and fostering lower-level cadres.

Fourth, to closely associate the constitution of the exemplary role-modeling style of lecturers with the process of performing assigned functions and duties.

Fifth, to promote self-criticism and criticism, "self-reflection and self-correction," substantively and effectively.

Sixth, to strengthen preliminary and final reviews, drawing lessons from the entire process of the constitution of the exemplary role-modeling style of lecturers.

4.2.3. Promoting the Positivity, Proactiveness, and Self-Consciousness of Lecturers at Military Academies and Officer Training Schools in Self-Study and Self-Cultivation in Accordance with Ho Chi Minh's Style of Exemplary Conduct

To promote the positivity, proactiveness, and self-consciousness of lecturers at military academies and officer training schools in self-study and self-cultivation in accordance with Ho Chi Minh's style of exemplary conduct, it is necessary to focus on the following key forces:

First, for Party committees, Party organizations, commanders at all levels, functional agencies, faculties, and departments.

Firstly, Party committees at all levels should regularly issue guidelines and measures to lead the activities of self-study and self-cultivation of lecturers in accordance with Ho Chi Minh's style of exemplary conduct.

Secondly, commanders at all levels, functional agencies, faculties, and departments should pay attention to guiding methods of self-study and self-cultivation, and strengthen management, inspection, and evaluation of lecturers' self-study and self-cultivation outcomes.

Thirdly, Party committees, Party organizations, commanders at all levels, functional agencies, faculties, and departments should regularly pay attention to creating favorable conditions in all aspects for lecturers to promote their role in self-study and self-cultivation.

Second, for lecturers at military academies and officer training schools.

Firstly, lecturers must regularly enhance their awareness and responsibility, and build proper motivation for self-study and self-cultivation.

Secondly, lecturers must develop scientific, specific, and practical plans for self-study and self-cultivation.

Thirdly, lecturers must regularly conduct self-inspection and self-evaluation, and adjust their activities and plans for self-study and self-cultivation in line with the evolving requirements and tasks of their units.

4.2.4. The Constitution of a Healthy Military Cultural Environment to Create Favorable Conditions for the Implementation of the Exemplary Role-Modeling Style of Lecturers at Military Academies and Officer Training Schools

To constitute a healthy military cultural environment and create favorable conditions for the implementation of the exemplary role-modeling style of lecturers at military academies and officer training schools, it is necessary to focus on the following contents:

First, to constitute military academies, officer training schools, and faculties as comprehensively strong, “exemplary and typical” institutions, becoming leading centers in education and training.

Second, to constitute a democratic and scientific military cultural environment that facilitates the implementation of the exemplary role-modeling style of lecturers at military academies and officer training schools.

Third, to constitute healthy and standard pedagogical relationships as a foundation for the constitution of the exemplary role-modeling style of lecturers.

Fourth, to constitute a system of cultural institutions and a model military pedagogical landscape to inspire and spread the exemplary role-modeling style of lecturers.

To constitute a healthy military cultural environment at military academies and officer training schools, it is necessary to focus on the following measures:

First, to organize educational, training, scientific research, study, and training activities in a scientific, rigorous, high-quality, and effective manner.

Second, to organize, maintain, and strictly implement regular activities of building formal order, discipline, training, and combat readiness.

Third, to promote and improve the effectiveness of emulation movements and campaigns of studying and following Ho Chi Minh’s ideology, morality, and style within military academies and officer training schools.

Fourth, to ensure adequate material and spiritual life and policies for the contingent of lecturers, thereby creating sustainable motivation to promote the exemplary role-modeling style.

4.2.5. Strengthening Inspection and Supervision of the Constitution of the Exemplary Role-Modeling Style of Lecturers at Military Academies and Officer Training Schools in Accordance with Ho Chi Minh’s Style of Exemplary Conduct

First, to enhance the awareness and responsibility of Party committees and commanders at all levels regarding the role of inspection and supervision in the constitution of the exemplary role-modeling style of lecturers at military academies and officer training schools in accordance with Ho Chi Minh’s style of exemplary conduct.

Second, subjects responsible for inspection and supervision must clearly determine the content of inspection and supervision in the constitution of the exemplary role-modeling style of lecturers.

Third, to flexibly and creatively apply forms and methods of inspection and supervision in the constitution of the exemplary role-modeling style of lecturers.

Fourth, to develop and effectively implement plans for inspection and supervision of the constitution of the exemplary role-modeling style of lecturers.

Summary of chapter 4

The constitution of the exemplary role-modeling style of lecturers at military academies and officer training schools at present, in accordance with Ho Chi Minh's style of exemplary conduct, is a complex process, influenced by numerous objective and subjective factors. This is not only an urgent requirement in the cause of renewing military education and training, but also an objective demand of the process of constituting the Vietnam People's Army into a revolutionary, regular, elite, and modern force, capable of fulfilling the task of safeguarding the Fatherland in the new context.

For the constitution of the exemplary role-modeling style to achieve practical effectiveness, it is first necessary to thoroughly grasp the viewpoints, resolutions, directives, and regulations of the Party, the Central Military Commission, and the Ministry of National Defence on the constitution of the contingent of lecturers, especially regulations concerning the responsibility for exemplary conduct of cadres and Party members. On that basis, these must be concretized into appropriate orientations aligned with the characteristics, situations, functions, and tasks of each military academy and officer training school; closely associated with the performance of lecturers' functions and duties; and ensured to be implemented in a comprehensive, synchronous, regular, and continuous manner, with clear focus, key points, specific roadmaps, firm steps, and practical and effective contents and forms.

The process of the constitution of the exemplary role-modeling style can only achieve sustainable results when solutions are implemented synchronously, systematically, and in close interrelation. In particular, priority should be given to raising awareness and responsibility of Party committees, Party organizations, commanders at all levels, functional agencies, and each faculty; continuing to specify the content of constitution and flexibly and creatively apply appropriate forms and measures in line with practical conditions; promoting the positivity, proactiveness, and self-consciousness of lecturers in study, self-cultivation, and training; focusing on the constitution of a healthy military cultural environment; and strengthening inspection and supervision of the constitution of the exemplary role-modeling style of lecturers at military academies and officer training schools in accordance with Ho Chi Minh's style of exemplary conduct.

CONCLUSION

Ho Chi Minh's exemplary role-modeling style is the crystallization of lifestyle, working methods, ethics, and thinking imbued with profound humanistic, revolutionary, and scientific values, clearly manifested through three fundamental relationships: with oneself, with others, and with work. This style possesses strong persuasive and transformative power, leaving a deep imprint on the awareness and actions of cadres, Party members, and the people. For lecturers at military academies and officer training schools, the study and application of his exemplary role-modeling style is not only a political requirement but also one of the core factors in perfecting their professional style, enhancing professional prestige, and building the image of exemplary lecturers who serve as role models for cadets to follow.

The constitution of the exemplary role-modeling style of lecturers at military academies and officer training schools at present, in accordance with Ho Chi Minh's style, constitutes a profoundly theoretical and practical issue, bearing strategic significance for the cause of education and training in the military. It directly contributes to the constitution of a contingent of military cadres with firm political steadfastness, pure moral qualities, high professional competence, and scientific, exemplary working styles, thereby meeting the requirements of safeguarding the Fatherland in the current period.

In recent years, the practice of the constitution of the exemplary role-modeling style of lecturers has achieved many positive results under the leadership, direction, and guidance of Party committees, Party organizations, commanders at all levels, functional agencies, faculties, and departments. This has made an important contribution to improving the quality of the teaching staff and creating clear changes in teaching methods, styles, and the organization of educational activities. However, alongside these achievements, there remain numerous limitations in awareness, responsibility, content, methods, and effectiveness in the constitution of the exemplary role-modeling style of lecturers. These limitations stem from various causes, both objective and subjective, with subjective causes being predominant—especially the awareness, sense of responsibility, and spirit of self-consciousness in self-study and self-cultivation in accordance with Ho Chi Minh's exemplary role-modeling style among lecturers.

To enhance the effectiveness of the exemplary role-modeling style of lecturers in accordance with Ho Chi Minh's exemplary conduct in the coming

period, it is necessary to thoroughly grasp the influencing factors, thereby promoting favorable conditions and overcoming obstacles and difficulties. The implementation of orientations and solutions must ensure comprehensiveness, synchrony, flexibility, and creativity, with the active and proactive participation of the entire political system within educational institutions, especially the self-conscious cultivation of each lecturer. Only when unity between awareness and action, and between policy and practical implementation, is established can the constitution of the exemplary role-modeling style truly achieve effectiveness, thereby widely disseminating the core values of Ho Chi Minh's ethics and working style throughout the military education system.

The constitution of the exemplary role-modeling style of lecturers at military academies and officer training schools at present, in accordance with Ho Chi Minh's exemplary conduct, is a complex issue that requires a comprehensive, interdisciplinary, and inheritable approach. The findings of this dissertation represent only an initial step, opening a scientific direction that needs to be further deepened by scholars in the fields of Ho Chi Minh Studies, education, political theory, and military science. Thereby, it contributes practically to the cause of renewing and improving the quality of education and training in the military, and to the constitution of a contingent of military lecturers who are truly exemplary models of intellect, ethics, and style-worthy of being the vanguard force in training cadres and officers for the Vietnam People's Army that is revolutionary, regular, elite, and modern.

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