

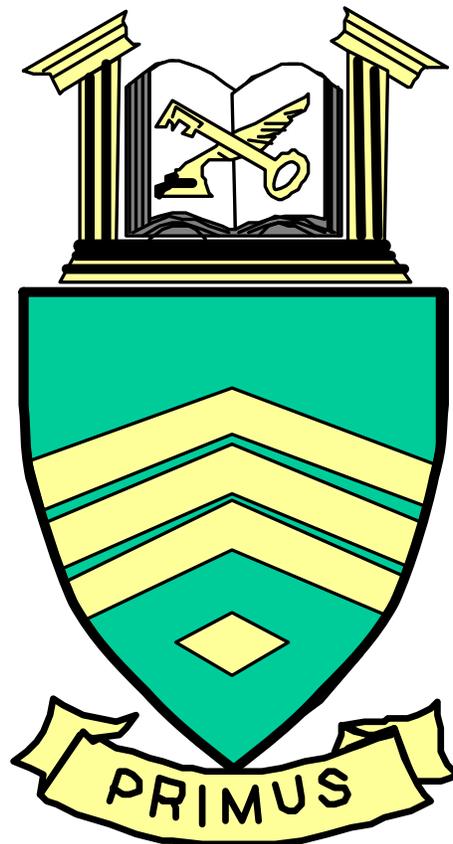
U.S. ARMY SERGEANTS MAJOR ACADEMY (FSC-TATS)

L655

OCT 04

THE ROLE OF THE FIRST SERGEANT

**TRAINING SUPPORT PACKAGE**



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## TRAINING SUPPORT PACKAGE (TSP)

<b>TSP Number / Title</b>	L655 / THE ROLE OF THE FIRST SERGEANT
<b>Effective Date</b>	01 Oct 2004
<b>Supersedes TSP(s) / Lesson(s)</b>	The Role of the First Sergeant, Oct 03
<b>TSP Users</b>	521-SQIM, First Sergeant Course
<b>Proponent</b>	The proponent for this document is the Sergeants Major Academy.
<b>Improvement Comments</b>	<p>Users are invited to send comments and suggested improvements on DA Form 2028, <i>Recommended Changes to Publications and Blank Forms</i>. Completed forms, or equivalent response, will be mailed or attached to electronic e-mail and transmitted to:</p> <p>COMDT USASMA ATTN ATSS DCF BLDG 11291 BIGGS FIELD FORT BLISS TX 79918-8002</p> <p>Telephone (Comm) (915) 568-8875 Telephone (DSN) 978-8875</p> <p>Email: <a href="mailto:atss-dcd@bliss.army.mil">atss-dcd@bliss.army.mil</a></p>
<b>Security Clearance / Access</b>	Unclassified
<b>Foreign Disclosure Restrictions</b>	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

## PREFACE

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**Purpose**

This Training Support Package provides the instructor with a standardized lesson plan for presenting instruction for:

**Task Number**

**Task Title**

158-100-1372

Build a Cohesive Unit or Organization

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This TSP  
Contains

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**THE ROLE OF THE FIRST SERGEANT  
L655 / Version 1  
01 Oct 2004**

**SECTION I. ADMINISTRATIVE DATA**

**All Courses Including This Lesson**

<u>Course Number</u>	<u>Version</u>	<u>Course Title</u>
521-SQIM	1	First Sergeant Course

**Task(s) Taught(\*) or Supported**

<u>Task Number</u>	<u>Task Title</u>
158-100-1372	Build a Cohesive Unit or Organization

**Reinforced Task(s)**

<u>Task Number</u>	<u>Task Title</u>
158-100-1373	Develop Subordinate Leaders in a Company

**Academic Hours**

The academic hours required to teach this lesson are as follows:

	<u>Resident Hours/Methods</u>
	1 hr 10 mins /Conference / Discussion 40 mins /Practical Exercise (Performance)
Test	0 hrs
Test Review	0 hrs
<b>Total Hours:</b>	<b>2 hrs</b>

**Test Lesson Number**

	<u>Hours</u>	<u>Lesson No.</u>
Testing (to include test review)	3 hrs	E652 version 1

**Prerequisite Lesson(s)**

<u>Lesson Number</u>	<u>Lesson Title</u>
None	

**Clearance Access**

Security Level: Unclassified  
Requirements: There are no clearance or access requirements for the lesson.

**Foreign Disclosure Restrictions**

FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

**References**

<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>
AR 600-20	ARMY COMMAND POLICY	13 May 2002	
AR 611-1	MILITARY OCCUPATIONAL CLASSIFICATION STRUCTURE DEVELOPMENT AND IMPLEMENTATION	30 Sep 1997	
AR 614-200	ENLISTED ASSIGNMENTS AND UTILIZATION MANAGEMENT	30 Apr 2003	
DA PAM 611-21	MILITARY OCCUPATIONAL CLASSIFICATION AND STRUCTURE	31 Mar 1999	
FM 7-22.7	THE ARMY NONCOMMISSIONED OFFICER GUIDE	23 Dec 2002	

**Student Study Assignments**

Before class--

- Read AR 600-20, 3-2b.
- Study SH-2 and SH-3.
- Read SH-4.

During class--

- Participate in small group discussion and the practical exercise.
- Complete PE-1

After class--

- Review notes and lesson materials.

**Instructor Requirements**

1:16, MSG, FSC graduate, served as 1SG, ITC, SGITC, and VTT-ITC (VTT only) qualified.

**Additional Support Personnel Requirements**

<u>Name</u>	<u>Stu Ratio</u>	<u>Qty</u>	<u>Man Hours</u>
One site coordinator at each VTT site to operate the TNET equipment and coordinate classroom instruction. Must be FSC grad, served as 1SG, ITC, and SGITC qualified. (Enlisted)	1:16	4	2 hrs

<b>Equipment Required for Instruction</b>	<u><b>Id Name</b></u>	<u><b>Stu Ratio</b></u>	<u><b>Instr Ratio</b></u>	<u><b>Spt</b></u>	<u><b>Qty</b></u>	<u><b>Exp</b></u>
	441-06 LCD PROJECTION SYSTEM	1:16	1:1	No	1	No
	6730-00-577-4813 SCREEN, PROJECTION	1:16	1:1	No	1	No
	702101T134520 DELL CPU, MONITOR, MOUSE, KEYBOARD	16:16	1:1	No	1	No
	7110-00-T81-1805 DRY ERASE BOARD	1:16	1:1	No	1	No
	7510-01-424-4867 EASEL, (STAND ALONE) WITH PAPER	1:16	1:1	No	1	No
	FSC-1 TNET COMMUNICATIONS EQUIPMENT SUITE (VTT LESSON ONLY)	1:16	1:1	No	1	No
	FSC-2 TNET ROOM EQUIPMENT SUITE (VTT LESSON ONLY)	1:16	1:1	No	1	No
	FSC-3 TNET AUDIO/VIDEO LINKAGE EQUIPMENT (VTT LESSON ONLY)	1:16	1:1	No	1	No
	SNV1240262544393 36 - INCH COLOR MONITOR W/REMOTE CONTROL AND LUXOR STAND	1:16	1:1	No	1	No
	* Before Id indicates a TADSS					

**Materials Required**

**Instructor Materials:**

- VGTs: 8.
- TSP.
- AR 600-20.

**Student Materials:**

- Pen or pencil and writing paper.
- All reference material issued.

**Classroom, Training Area, and Range Requirements**

Classroom Instruction 1200 SF, 16 PN  
CLASSROOM XXI WITH T-NET CAPABILITY (VTT)

**Ammunition Requirements**

<u><b>Id</b></u>	<u><b>Name</b></u>	<u><b>Exp</b></u>	<u><b>Stu Ratio</b></u>	<u><b>Instr Ratio</b></u>	<u><b>Spt Qty</b></u>
	None				

**Instructional  
Guidance**

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**NOTE:** Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.

Before class--

- Read all TSP materials.
- Issue AR 600-20 and student handouts during student inprocessing.
- Conduct this lesson IAW this TSP using the small group instruction method.

During class--

- Use the questions provided to generate discussion among the students.
- Ensure students share experiences on successful programs.
- The facilitator may need to create additional questions to ensure student participation continues throughout the lesson.
- The DL (VTT) instructor will select an appropriate site prior to asking a student a question.

After class--

- Collect all recoverable reference materials (AR 600-20).
- Report any lesson discrepancies to the Chief Instructor.

**Proponent  
Lesson Plan  
Approvals**

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<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
Colyer, Donald J.	GS09	Training Specialist	
Adams, Chris L.	SGM	Chief Instructor, FSC	
Graham, Kevin L.	MSG	Course Chief, FSC	
Gratton, Steven M.	SGM	Chief, Functional Courses	
Bucher, George V.	GS11	Chief, CMD	
Lemon, Marion	SGM	Chief, CDDD	

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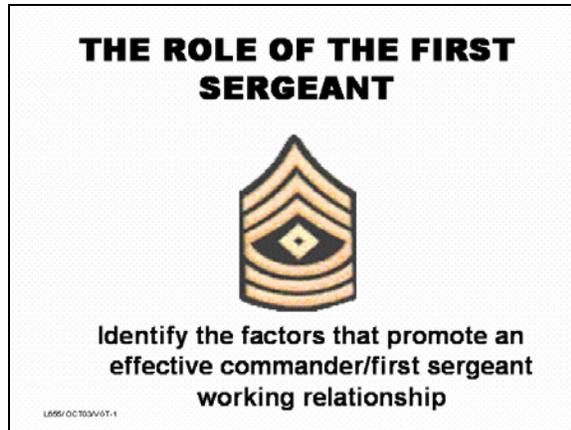
**SECTION II. INTRODUCTION**

Method of Instruction: Conference / Discussion  
Technique of Delivery: Small Group Instruction (SGI)  
Instructor to Student Ratio is: 1:16  
Time of Instruction: 5 mins  
Media: VGT-1

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Motivator

**SHOW VGT-1, COVER SLIDE**



**Camera: Main camera on the instructor. Ask each Site Coordinator at the Distance Learning sites if they are prepared for training.**

The first sergeant directly influences most things that really matter in the unit- -things like morale, the level of individual training, discipline, administration, and logistics. Doctrine does not provide a specific list of duties and responsibilities for the position. Because of this, each commander may develop a different concept of appropriate responsibility and authority for his first sergeant. Likewise, each first sergeant may develop a different concept of his/her own responsibility and authority. The resolution of these different concepts is essential to a good commander/first sergeant relationship. This lesson begins your preparation to resolve these differences with your future commanders.

**REMOVE VGT-1**

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**Terminal Learning Objective**

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**NOTE:** Inform the students of the following Terminal Learning Objective requirements.  
At the completion of this lesson, you [the student] will:

<b>Action:</b>	Determine the factors that promote an effective commander/first sergeant working relationship.
<b>Conditions:</b>	As a first sergeant in a classroom environment given AR 600-20, extracted material from AR 614-200, AR 611-1, DA PAM 611-21, and FM 7-22.7.
<b>Standards:</b>	Produce an: <ul style="list-style-type: none"><li>• Effective commander/first sergeant working relationship,</li><li>• Pass a multiple choice examination with a minimum score of 70 percent,</li></ul> IAW AR 600-20, AR 614-200, AR 611-1, DA PAM 611-21, and FM 7-22.7.

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**Safety Requirements**

None

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**Risk Assessment Level**

Low

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**Environmental Considerations**

**NOTE:** It is the responsibility of all soldiers and DA civilians to protect the environment from damage.

None

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**Evaluation**

You will take a multiple choice examination. The examination will contain questions from this and other lessons. You must correctly answer 70 percent or more of the questions on the examination to receive a GO.

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**Instructional Lead-In**

None

---

**SECTION III. PRESENTATION**

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**NOTE:** Inform the students of the Enabling Learning Objective requirements.

**A. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Determine the eligibility requirements for assignment to a first sergeant position.
<b>CONDITIONS:</b>	As a first sergeant in a classroom environment given AR 614-200 and DA Pam 611-21.
<b>STANDARDS:</b>	Determined the eligibility requirements for assignment to a first sergeant position IAW AR 614-200 and DA Pam 611-21.

1. Learning Step / Activity 1. First Sergeant Requirements

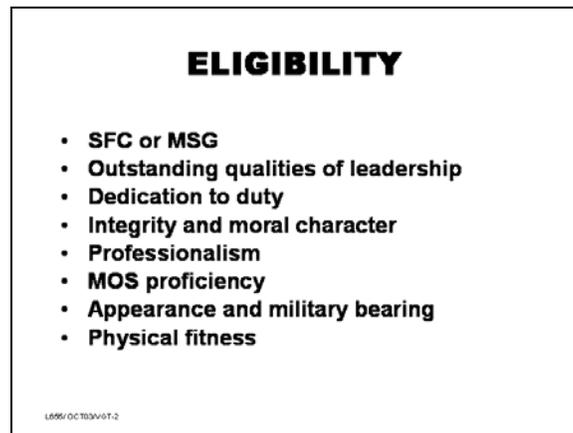
Method of Instruction: Conference / Discussion  
Technique of Delivery: Small Group Instruction (SGI)  
Instructor to Student Ratio: 1:16  
Time of Instruction: 10 mins  
Media: VGT-2 and VGT-3

Soldiers must meet eligibility requirements before assignment to first sergeant positions. When selecting senior soldiers for first sergeant positions, commanders consider the most highly qualified and motivated senior NCO's.

**NOTE:** Instruct each site to refer to AR 614-200 (SH-3), and take 5 minutes to reach a consensus on eligibility requirements. Have them record their work on butcher paper, and select a reporter. At the end of 5 minutes, have a site read their list. Ask if there are any differences at the other sites.

AR 614-200 (SH-3), p SH-3-2, para 8-20, lists the eligibility requirements for assignment to a first sergeant position.

## SHOW VGT-2, ELGIBILITY



**NOTE:** Emphasize that there are no specifics in this paragraph other than the rank requirements. Ask someone to explain the meaning of “physical fitness.” Poll the class/sites for conflicting interpretations. Note that a specific requirement would include a condition and standard. For example, “current APFT score above 270.”

Ref: AR 614-200 (SH-3), p SH-3-2, para 8-20

## REMOVE VGT-2

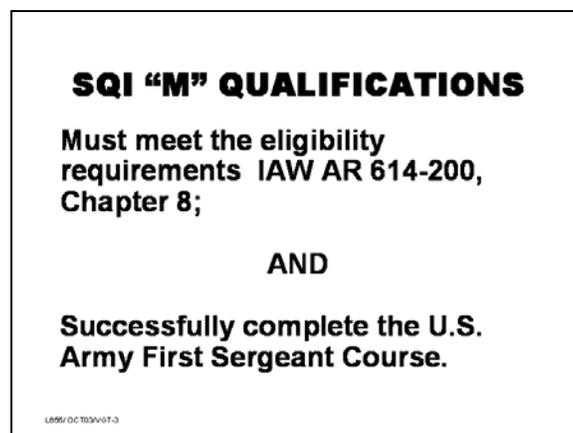
DA PAM 611-21 and AR 614-200 list the qualifications for award of the first sergeant special qualification identifier “M”.

QUESTIONS: What are the qualifications for award of SQI “M”?

ANSWER: See VGT-3

Ref: DA PAM 611-21 (SH-2), p SH-2-2, Code M and AR 614-200 (SH-3), p SH-3-3, para 8-22a,b,c

## SHOW VGT-3, QUALIFICATIONS



**NOTE:** Ensure that the discussion covers the criteria for the awarding of the “M” identifier, and the exceptions for the new policy (SFCs not promotable require an exception to policy). Also ensure that the discussion covers the criteria in AR 614-200 (SH-3), p SH-3-2 and SH-3-3, para 8-21a thru i.

**REMOVE VGT-3**

**B. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Determine the principal duty of the first sergeant.
<b>CONDITIONS:</b>	As a first sergeant in a classroom environment given AR 600-20 and FM 7-22.7.
<b>STANDARDS:</b>	Determined the principal duty of the first sergeant IAW AR 600-20 and FM 7-22.7.

1. Learning Step / Activity 1. First Sergeant Duties

Method of Instruction: Conference / Discussion  
 Technique of Delivery: Small Group Instruction (SGI)  
 Instructor to Student Ratio: 1:16  
 Time of Instruction: 20 mins  
 Media: VGT-4 thru VGT-6

**NOTE:** Have each site conduct the following group activity.

- Determine the principal duty of the first sergeant.
- Prepare a job description for the first sergeant.

**NOTE:** Allow 10 minutes for group work. Give them a 2 minute warning to conclude their work. At the 10 minute mark, stop the activity, and ask one of the sites to report out their work. Ask the other sites if they have anything different.

QUESTION: Who administers the unit NCO DP for a separate company or equivalent level organization?

ANSWER: The first sergeant.

Ref: AR 600-20, para 3-2b(3)

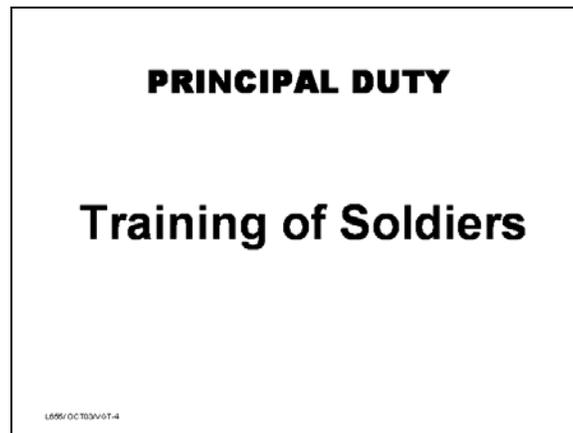
**NOTE:** FM 7-22.7 states the principal duty of the first sergeant.

QUESTION: What is the first sergeant’s principal duty?

ANSWER: See VGT-4.

Ref: FM 7-22.7 (SH-3), p SH-3-5, 2nd para

#### SHOW VGT-4, PRINCIPAL DUTY



**NOTE:** Continue to stress that doctrine provides only general guidance regarding a 1SGs' responsibilities. Note that AR 350-17, p 1, para 5c specifies that NCO DP is a battalion, separate company, or equivalent level program.

#### REMOVE VGT-4

Additionally, DA PAM 611-21, code "M" lists the description of the 1SG position.

Although these are not formal duties, they give us a better understanding of the diversity of the position of a 1SG.

#### SHOW VGT-5, FIRST SERGEANT JOB DESCRIPTION



Ref: DA PAM 611-21 (SH-2), p SH-2-2, para a(1) thru (6)

#### REMOVE VGT-5

**SHOW VGT-6, FIRST SERGEANT JOB DESCRIPTION (cont)**

<p><b>FIRST SERGEANT JOB DESCRIPTION (cont)</b></p> <ul style="list-style-type: none"> <li>• Provide counsel and guidance to subordinate personnel</li> <li>• Assist in inspection of or conduct inspection of unit activities</li> <li>• Assist commander in performing training related tasks</li> </ul> <p><small>L856/OC T03V-V1-6</small></p>
--

**NOTE:** Continue to display each item and discuss as necessary.

**REMOVE VGT-6**

**C. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Determine the appropriate Skills, Knowledges, and Attitudes of the First Sergeant.
<b>CONDITIONS:</b>	As a first sergeant, in a classroom environment, given FM 7-22.7.
<b>STANDARDS:</b>	Determined the appropriate skills, knowledge, and attitudes of the first sergeant IAW FM 7-22.7.

1. Learning Step / Activity 1. Skills, knowledge, and attitudes of the first sergeant

- Method of Instruction: Conference / Discussion
- Technique of Delivery: Small Group Instruction (SGI)
- Instructor to Student Ratio: 1:16
- Time of Instruction: 10 mins
- Media: VGT-7

**NOTE:** Inform the students the new Army Leadership FM will contain the leadership competencies when it is revised. Continue to divide the class into 3 groups (for VTT each site is a group). Have each group/site determine how the Skills, Knowledge, and Attitudes contribute to the success of a first sergeant. Allow 10 minutes for this activity. Ask a group/site to report out their work.

**NOTE:** Briefly discuss the skills, knowledge, and attitudes that a first sergeant should possess and will vary depending on the student. Inform the students that DA PAM 600-25, The NCO Professional Development Guide is another source to use for guidance.

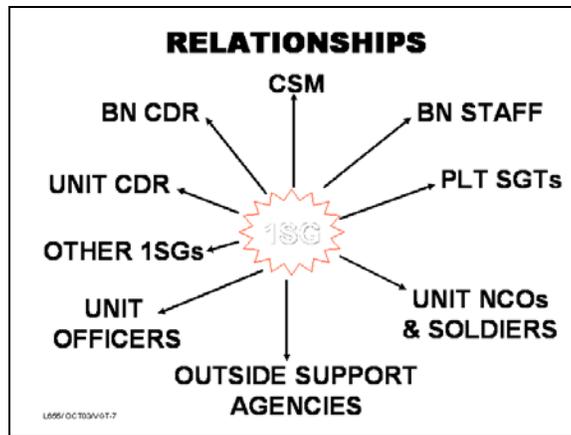
Based upon the discussion thus far, we can see how the commander and first sergeant may each form different concepts of the first sergeant's appropriate responsibility and authority based on doctrinal guidance. Before we continue our

discussion on establishing a good commander/first sergeant relationship, there is another factor to consider. In a successful unit, the commander/first sergeant relationship is not the only relationship that the first sergeant must maintain. The first sergeant must also maintain working relationships with superiors, other than the unit commander, and with peers and subordinates.

QUESTION: Besides the commander/first sergeant relationship, what other working relationships must the first sergeant maintain?

ANSWER: See VGT-7

**SHOW VGT-7, RELATIONSHIPS**



**NOTE:** To limit discussion, this diagram includes only selected relationships in the most common units.

Like the commander, each of these individuals may have a different concept of the first sergeant's responsibilities and authority.

**REMOVE VGT-7**

**D. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Interpret the guidance for dividing responsibility and authority in a commander/first sergeant relationship.
<b>CONDITIONS:</b>	As a first sergeant in a classroom environment given AR 600-20, AR 614-200, DA PAM 611-21, and FM 7-22.7.
<b>STANDARDS:</b>	Interpreted the guidance for dividing responsibility and authority in a commander/first sergeant relationship IAW AR 600-20, AR 614-200, DA PAM 61-21, and FM 7-22.7.

1. Learning Step / Activity 1. Commander/First Sergeant Responsibilities

Method of Instruction: Conference / Discussion  
Technique of Delivery: Small Group Instruction (SGI)  
Instructor to Student Ratio: 1:16  
Time of Instruction: 10 mins  
Media: VGT-8

**NOTE:** The next VGT lists some examples of conflicting concepts that may occur in a unit. These examples are not the “school solutions” for what the concepts are or should be in each relationship. They are only hypothetical examples to make the point that the expectations involved in other relationships could affect the commander/first sergeant relationship.

**SHOW VGT-8, EXPECTATIONS**

<b>EXPECTATIONS</b>		
<b><u>WHO</u></b>	<b><u>EXPECTATION</u></b>	<b><u>CO EXPECTS OF 1SG</u></b>
<b>CSM</b>	<b>RUN COMPANY</b>	<b>ADVISE</b>
<b>OTHER 1SGs</b>	<b>SUPPORT</b>	<b>BE COMPETITIVE</b>
<b>UNIT OFF</b>	<b>TEACH</b>	<b>BE SUBORDINATE</b>
<b>PLT SGTs</b>	<b>GUIDE</b>	<b>SUPERVISE</b>
<b>UNIT NCOs</b>	<b>COACH</b>	<b>SUPERVISE</b>
<b>SOLDIERS</b>	<b>BE UNIT CLERK</b>	<b>SUPERVISE</b>

LS56/OC103V-01-A

**NOTE:** For each row, select a site to explain how the differing expectations might impact on the commander/first sergeant relationship. Poll the group for their opinions.

**REMOVE VGT-8**

As the first sergeant, you must resolve these differences in expectations that may arise between what your commander expects and what the CSM expects. These differences in expectations are potential sources of conflict, and will put you in a difficult situation. You need to clarify these expectations, by talking to these individuals. Doctrine guides the commander in assigning responsibility and authority to his first sergeant. However, the doctrine provides only general guidance.

Each unit's mission, location, situation, and personnel are different. Each commander's personality and experience are different. Because of this, each commander may have a different concept of the appropriate responsibility and authority that his first sergeant should have.

The same doctrine that guides the commander also guides individuals preparing to become first sergeants. Because of this, each individual may form a different concept of the responsibility and authority appropriate for a first sergeant, just as a commander does.

In a unit, officers and NCOs must determine the best division of responsibilities and tasks of each by considering the mission, the situation, and individual abilities and personalities.

The process of “role clarification” in the commander/first sergeant relationship should be a joint exercise. For best results, you should begin this process with a clear concept of the responsibilities and authority that you consider appropriate for you as a first sergeant. Your concept should consider the doctrinal guidance as well as your individual ability and personality. To begin your development of this concept, you will participate in a practical exercise during the remainder of the class.

## 2. Learning Step / Activity 2. Role of the first sergeant

Method of Instruction: Practical Exercise (Performance)  
Technique of Delivery: Small Group Instruction (SGI)  
Instructor to Student Ratio: 1:16  
Time of Instruction: 40 mins  
Media: None

- Conduct Practical Exercise 1.
- Divide the group into three mini-groups.
- Have students turn to PE-1.
- You will have 20 minutes to complete the individual and group portions of this exercise.
- We will spend 20 minutes processing the exercise as a large group.
- There is no “school-book” solution for this exercise. The intent of this PE is the student will understand that defining the commander/first sergeant relationship is a continuous, interactive process between the commander and first sergeant.

**SECTION IV. SUMMARY**

Method of Instruction: <u>Conference / Discussion</u>
Technique of Delivery: <u>Small Group Instruction (SGI)</u>
Instructor to Student Ratio is: <u>1:16</u>
Time of Instruction: <u>5 mins</u>
Media: <u>None</u>

**Check on Learning**

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Practical Exercise 1 and the check on learning questions for each Learning Step/Activity throughout the lesson serve as the check on learning for this TSP.

---

**Review / Summarize Lesson**

The commander is responsible for everything that happens-or fails to happen in his unit. However, that responsibility doesn't mean that he should try to manage everything himself. The commander has a strong right hand-his first sergeant. In general, the commander "commands" the unit and the first sergeant "runs" it. There is overlap in all areas. For the most part, "who does what," is for you and your commander to decide. The task list from the structured experience in this lesson is only a beginning. Based on your previous experience, you can probably identify some specific actions in each shared task that you feel should be your responsibility. During other lessons in this course, you may identify other specific actions. You should record these specific actions on the task list from this lesson. The final list will provide a good starting point for the role clarification process with your commander.

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**SECTION V. STUDENT EVALUATION**

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**Testing  
Requirements**

**NOTE:** Describe how the student must demonstrate accomplishment of the TLO. Refer student to the Student Evaluation Plan.

You will take a multiple choice examination. The examination will contain questions from this and other lessons. You must correctly answer 70 percent or more of the questions on the examination to receive a GO.

---

**Feedback  
Requirements**

**NOTE:** Feedback is essential to effective learning. Schedule and provide feedback on the evaluation and any information to help answer students' questions about the test. Provide remedial training as needed.

You will participate in an Action After Review (AAR) immediately following the examination for this particular lesson.

---

Terminal Learning Objective

VGT-1, Title Slide

# **THE ROLE OF THE FIRST SERGEANT**



**Identify the factors that promote an effective commander/first sergeant working relationship**

L655/ OCT04/VGT-1

*First Sergeant Course*

Enabling Learning Objective A

Learning Step 1

VGT-2, Eligibility

# **ELIGIBILITY**

- **SFC or MSG**
- **Outstanding qualities of leadership**
- **Dedication to duty**
- **Integrity and moral character**
- **Professionalism**
- **MOS proficiency**
- **Appearance and military bearing**
- **Physical fitness**

L655/ OCT04/VGT-2

*First Sergeant Course*

# **SQI “M” QUALIFICATIONS**

**Must meet the eligibility requirements IAW AR 614-200, Chapter 8;**

**AND**

**Successfully complete the U.S. Army First Sergeant Course.**

Enabling Learning Objective B

Learning Step 1

VGT-4, Principle Duty

## **PRINCIPAL DUTY**

# **Training of Soldiers**

L655/ OCT04/VGT-4

*First Sergeant Course*

## **FIRST SERGEANT JOB DESCRIPTION**

- **Assist the commander in planning, coordinating, and supervising all activities that support the unit mission**
- **Advise the commander on enlisted matters**
- **Coordinate unit administration**

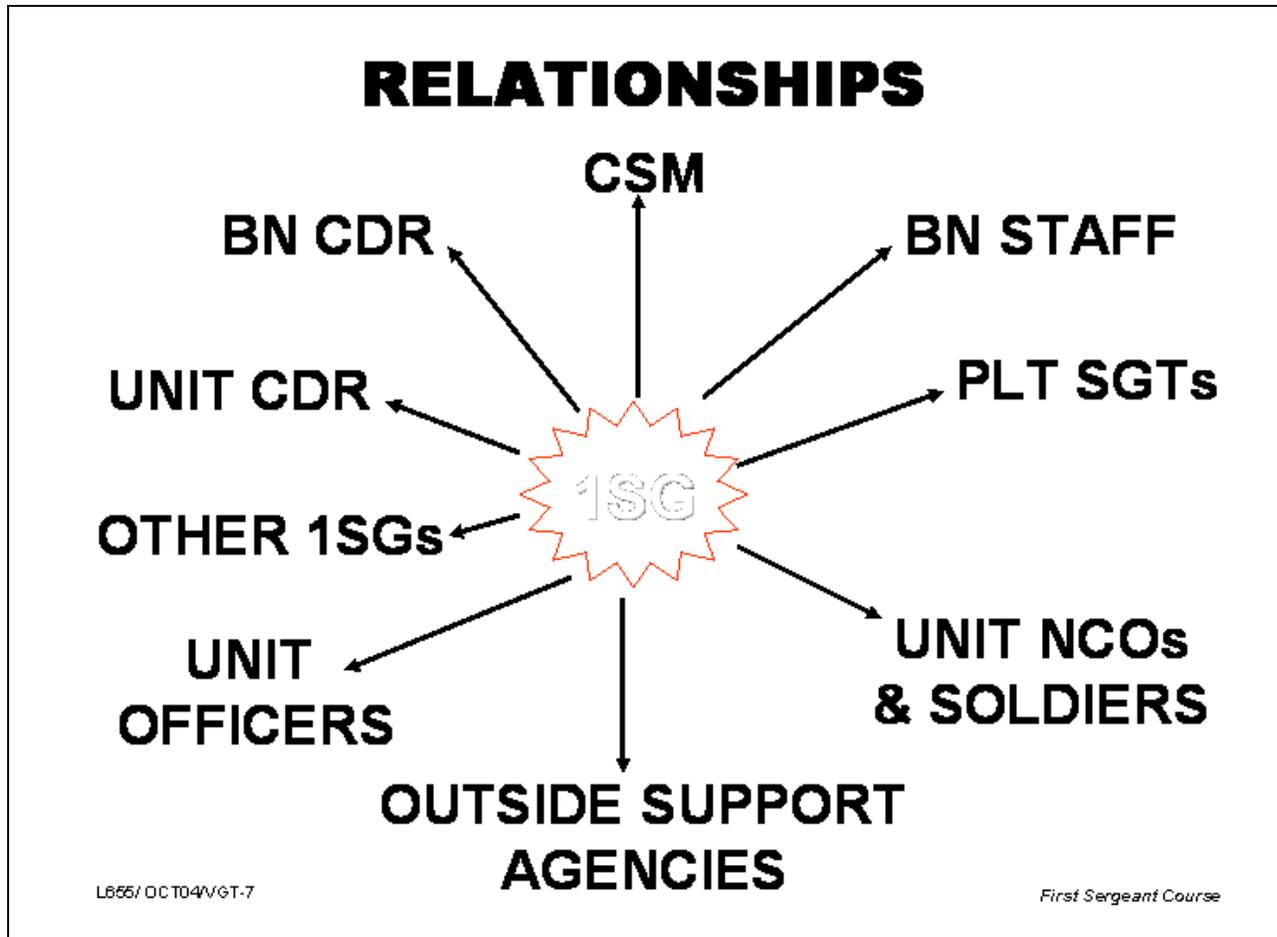
# **FIRST SERGEANT JOB DESCRIPTION (cont)**

- **Provide counsel and guidance to subordinate personnel**
- **Assist in inspection of or conduct inspection of unit activities**
- **Assist commander in performing training related tasks**

Enabling Learning Objective C

Learning Step 1

VGT-7, Relationships



Enabling Learning Objective D

Learning Step 1

VGT-8, Expectations

# **EXPECTATIONS**

<b><u>WHO</u></b>	<b><u>EXPECTATION</u></b>	<b><u>CO EXPECTS OF 1SG</u></b>
<b>CSM</b>	<b>RUN COMPANY</b>	<b>ADVISE</b>
<b>OTHER 1SGs</b>	<b>SUPPORT</b>	<b>BE COMPETITIVE</b>
<b>UNIT OFF</b>	<b>TEACH</b>	<b>BE SUBORDINATE</b>
<b>PLT SGTs</b>	<b>GUIDE</b>	<b>SUPERVISE</b>
<b>UNIT NCOs</b>	<b>COACH</b>	<b>SUPERVISE</b>
<b>SOLDIERS</b>	<b>BE UNIT CLERK</b>	<b>SUPERVISE</b>

L655/ OCT04/VGT-8

*First Sergeant Course*

**Appendix B - Test(s) and Test Solution(s) (N/A)**

## PRACTICAL EXERCISE 1

<b>Title</b>	ROLE OF THE FIRST SERGEANT						
<b>Lesson Number / Title</b>	L655 version 1 / THE ROLE OF THE FIRST SERGEANT						
<b>Introduction</b>	This practical exercise will provide you the opportunity to begin the process of role clarification between you and your commander.						
<b>Motivator</b>	This practical exercise will help you identify the tasks that the commander and first sergeant are each responsible for and/or share responsibility for.						
<b>Terminal Learning Objective</b>	<p><b>NOTE:</b> The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;"><b>Action:</b></td> <td>Determine the factors that promote an effective commander/first sergeant working relationship.</td> </tr> <tr> <td><b>Conditions:</b></td> <td>As a first sergeant in a classroom environment given AR 600-20, extracted material from AR 614-200, AR 611-1, DA PAM 611-21, and FM 7-22.7.</td> </tr> <tr> <td><b>Standards:</b></td> <td>           Produce an:           <ul style="list-style-type: none"> <li>• Effective commander/first sergeant working relationship,</li> <li>• Pass a multiple choice examination with a minimum score of 70 percent,</li> </ul>           IAW AR 600-20, AR 614-200, AR 611-1, DA PAM 611-21, and FM 7-22.7.         </td> </tr> </table>	<b>Action:</b>	Determine the factors that promote an effective commander/first sergeant working relationship.	<b>Conditions:</b>	As a first sergeant in a classroom environment given AR 600-20, extracted material from AR 614-200, AR 611-1, DA PAM 611-21, and FM 7-22.7.	<b>Standards:</b>	Produce an: <ul style="list-style-type: none"> <li>• Effective commander/first sergeant working relationship,</li> <li>• Pass a multiple choice examination with a minimum score of 70 percent,</li> </ul> IAW AR 600-20, AR 614-200, AR 611-1, DA PAM 611-21, and FM 7-22.7.
<b>Action:</b>	Determine the factors that promote an effective commander/first sergeant working relationship.						
<b>Conditions:</b>	As a first sergeant in a classroom environment given AR 600-20, extracted material from AR 614-200, AR 611-1, DA PAM 611-21, and FM 7-22.7.						
<b>Standards:</b>	Produce an: <ul style="list-style-type: none"> <li>• Effective commander/first sergeant working relationship,</li> <li>• Pass a multiple choice examination with a minimum score of 70 percent,</li> </ul> IAW AR 600-20, AR 614-200, AR 611-1, DA PAM 611-21, and FM 7-22.7.						
<b>Safety Requirements</b>	None						
<b>Risk Assessment</b>	Low						
<b>Environmental Considerations</b>	None						
<b>Evaluation</b>	You will determine how well the PE went during the post-PE discussion.						
<b>Instructional Lead-In</b>	None						

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**Resource Requirements**

**Instructor Materials:**  
None

**Student Materials:**

- Pen or pencil and writing paper.
  - All reference material issued.
- 

**Special Instructions**

- Divide the group into three mini-groups.
  - Have students turn to PE-1.
  - You will have 20 minutes to complete the individual and group portions of this exercise.
  - We will spend 20 minutes processing the exercise as a large group.
- 

**Procedures**

1. GOALS.

- a. Determine appropriate tasks for the first sergeant.
- b. To assess these points:
  - (1) The commander and first sergeant share the same goal.
  - (2) The commander and first sergeant must share responsibility.
  - (3) No sharp, definitive lines separate the commander's and the first sergeant's responsibilities.
  - (4) The commander and first sergeant jointly determine the best division of tasks by considering the mission, the situation, individual abilities, and personalities.

**NOTE:** After 10 minutes, begin the GROUP REQUIREMENT. For each task, select a student to present and explain the choices. Poll the group for different choices and reasons. This is necessary to resolve differences or the complete the entire task list.

- c. Publishing (suggested time limit: 5 minutes).
  - (1) Assist the students in identifying their individual feelings about participation in the exercise by asking these or similar questions:

What happened during the individual requirement?  
Did you have any difficulty?  
What happened during the group requirement?  
Were there any surprises?  
Who felt differently?

- (2) Record student responses in brief (bullet) form.
- (3) Continue questioning until each student responds or indicates agreement with a previous response.

- d. Processing (suggested time limit: 5 minutes).
  - (1) Assist students to explore, combine, and focus their PUBLISHED responses in the direction of the goals by indicating relevant portions of one or more PUBLISHED responses and asking these or similar questions:

How did you account for that?  
What does that mean to you?  
How was that significant?  
How was that good? bad?

- (2) Paraphrase, reflect, and summarize as necessary to guide responses in the direction of the goals.
-

Procedures,  
continued

- 
- (3) Record each response, but be careful to have the originator agree with the result.
- e. Generalizing (suggested time limit: 5 minutes).
- (1) Assist students in generalizing each of their PROCESSED responses to a form as close to the goals as possible by indicating relevant portions of one or more PROCESSED responses and asking these or similar questions, as appropriate:
- What did you learn?  
What does that suggest about the goal of the CDR and 1SG?  
What does that suggest about sharing responsibilities?  
What does that suggest about the CDR/1SG relationship?  
What does that suggest about the guideline for dividing responsibility and authority in the CDR/1SG relationship?
- (2) Paraphrase, reflect, and summarize as necessary to produce statements as close to the goal statement as possible.
- (3) Record each response, but be careful to have the originator agree with the result.
- f. Applying (suggested time limit: 5 minutes).
- (1) Assist students in developing their own ways to apply their new understanding outside the classroom by asking these or similar questions:
- How could you do this outside the classroom?  
How could you do it better?  
What would be the consequences of not doing it?
- (2) Accept any response.
- (3) Recording is not necessary.

**NOTE:** This is a joint learning exercise and not an evaluation of your ability to perform this task. This exercise provides you an opportunity to learn from your own experience and share the experiences of your classmates. There is no objective standard of success. Only the participants will judge the results of this

2. PURPOSE: This exercise begins the development of your own concept of appropriate responsibility and authority for you as a first sergeant. The task list on pages C-2 and C-3 is an extract of the captain's section of the Manual of Common Tasks for Lieutenants and Captains, STP 21-II-MQS, Jan 91. Using this list as a starting point, you will identify tasks you feel you and your commander should share. For each shared task, you will also decide if you or your commander should perform most of the actions that make up the task. This exercise, of course, is only the first step in a continuing process. In other lessons, you may decide to change your choices for a particular task or note some specific actions in a task that you should perform. You might also add or delete tasks because of changes in your knowledge or skills. The materials issued for this lesson are not recoverable. You may keep them for future reference.

3. SITUATION: You are preparing to assume the position of first sergeant.

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**Procedures,  
continued**

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4. INDIVIDUAL REQUIREMENT: For each task on pages C-2 and C-3:

- a. Underline "SHARE" if you feel that you and your commander should share responsibility for the task.
- b. Underline "CO" if you feel that your commander should perform most or all of the actions that make up the task.
- c. Underline "1SG" if you feel that you should perform most or all of the actions that make up the task.

**NOTE:** There is no "school solution" for this exercise. Make your choices based on your own experience, ability, and personality.

5. GROUP REQUIREMENT: For each task, discuss your reasons for different individual choices.

1. Develop a unit counseling program. (SHARE CO 1SG)
  2. Develop subordinate leaders. (SHARE CO 1SG)
  3. Build a cohesive unit. (SHARE CO 1SG)
  4. Establish a positive command climate. (SHARE CO 1SG)
  5. Administer military justice. (SHARE CO 1SG)
  6. Conduct company operations according to the Laws of War. (SHARE CO 1SG)
  7. Minimize combat stress. (SHARE CO 1SG)
  8. Plan convoy operations. (SHARE CO 1SG)
  9. Defend a company position. (SHARE CO 1SG)
  10. Evaluate unit calibration program. (SHARE CO 1SG)
  11. Plan graves registration support. (SHARE CO 1SG)
  12. Perform wartime strength accounting. (SHARE CO 1SG)
  13. Recommend enlisted personnel for reduction. (SHARE CO 1SG)
  14. Recommend enlisted personnel for promotion. (SHARE CO 1SG)
  15. Monitor the suspension of favorable personnel actions. (SHARE CO 1SG)
  16. Prepare combat orders. (SHARE CO 1SG)
  17. Develop mission essential task list (METL). (SHARE CO 1SG)
  18. Plan battle focused training. (SHARE CO 1SG)
  19. Conduct training. (SHARE CO 1SG)
  20. Develop a physical fitness program. (SHARE CO 1SG)
  21. Conduct land navigation sustainment program. (SHARE CO 1SG)
  22. Assess the writing of others. (SHARE CO 1SG)
  23. Administer crime prevention/physical security program. (SHARE CO 1SG)
-

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**Procedures,  
continued**

- 24. Inspect unit supply records. (SHARE CO 1SG)
  - 25. Conduct change of responsible officer inventory. (SHARE CO 1SG)
  - 26. Supervise management of accident risk in unit. (SHARE CO 1SG)
  - 27. Conduct mobilization planning. (SHARE CO 1SG)
  - 28. Monitor command supply discipline program. (SHARE CO 1SG)
  - 29. Process administrative discharges. (SHARE CO 1SG)
- 

**Feedback  
Requirements**

You will participate in an Action After Review (AAR) immediately following the examination for this particular lesson.

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**SOLUTION TO  
PRACTICAL EXERCISE 1**

There is no "school-book" solution for this exercise. The intent of this PE is the student will understand that defining the commander/first sergeant relationship is a continuous, interactive process between the commander and first sergeant.

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**HANDOUTS FOR LESSON 1: L655 version 1**

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This appendix contains the items listed in this table--

<b>Title/Synopsis</b>	<b>Pages</b>
SH-1, Advance Sheet	SH-1-1 and SH-1-2
SH-2, DA Pam 611-21, Military Occupational Classification Structure; and AR 611-1, Military Occupational Classification Structure Development and Implementation	SH-2-1 thru SH-2-3
SH-3, AR 614-200, Enlisted Assignments and Utilization Management; and FM 7-22.7, The Army Noncommissioned Officer Guide	SH-3-1 thru SH-3-5
SH-4, Company Commander and First Sergeant Quotes	SH-4-1 thru SH-4-4
SH-5, Student Notes	SH-5-1 thru SH-5-3

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# Student Handout 1

## Advance Sheet for L655

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### Lesson Hours

This lesson consists of one hour ten-minutes of small group instruction and a forty-minute practical exercise.

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### Overview

The first sergeant directly influences most things that really matter in a unit—things like morale, the level of individual training, discipline, administration, and logistics. Doctrine, however, does not provide a specific list of duties and responsibilities for the position. Because of this, each commander may develop a different concept of the appropriate responsibility and authority for his first sergeant. Likewise, each first sergeant may develop a different concept of their own responsibilities and authorities. The resolution of these different concepts is essential to a good commander/first sergeant relationship. It will help in your preparation to resolve these differences with your future commanders.

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### Learning Objective

Terminal Learning Objective (TLO)

<b>Action:</b>	Determine the factors that promote an effective commander/first sergeant working relationship.
<b>Conditions:</b>	As a first sergeant in a classroom environment given AR 600-20, extracted material from AR 614-200, AR 611-1, DA PAM 611-21, and FM 7-22.7.
<b>Standards:</b>	Produce an: <ul style="list-style-type: none"><li>• Effective commander/first sergeant working relationship,</li><li>• Pass a multiple choice examination with a minimum score of 70 percent,</li></ul> IAW AR 600-20, AR 614-200, AR 611-1, DA PAM 611-21, and FM 7-22.7.

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- ELO A** Determine the eligibility requirements for assignment to a first sergeant position.
- ELO B** Determine the principal duty of the first sergeant.
- ELO C** Determine the appropriate skills, knowledge, and attitudes of the first sergeant.
- ELO D** Interpret the guidance for dividing responsibility and authority in a commander/first sergeant relationship.
- 

### Assignment

The student assignments for this lesson are:

- Study SH-2 and SH-3.
  - Read AR 600-20, para 3-2b.
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### Additional Subject Area Resources

None

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**Bring to Class**

All student handouts.  
All reference material you have received.  
Pen or pencil and writing paper.

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## Student Handout 2

Extracted Material from AR 611-1 and DA PAM 611-21

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This student handout contains 2 pages of material from the following publications:

DA PAM 611-21, Military Occupational Classification Structure, 31 Mar 99

Table 12-1, Special Qualification Identifiers - Continued p SH-2-2

AR 611-1, Military Occupational Classification Structure Development and Implementation. 30 Sep 97

Chapter 6, para 6-7, SQI Code p SH-2-3

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Table 12-1		
Special Qualification Identifiers—Continued		
Code	Title	Proponent
	b. Qualifications. Must successfully complete the Basic Installer Course (BIC) at USAISC, Ft Huachuca, AZ.	
	c. Restrictions. Installer positions will be classified in an appropriate MOS code, normally maintenance, consistent with the standards of grade in paragraph 3-7. SQI I will not be used to classify positions limited to setting up portable equipment or for positions limited to administrative, clerical, supply, or support of the installation function. Authorize use for MOSs associated with CMF 29, 31, 33, and 74 only.	
L	Linguist	DCSINT
	a. Description of positions.	
	(1) Identifies positions in TAADS that require proficiency in a designated foreign language. In position classification, this character will be used in conjunction with any MOS requiring language proficiency.	
	(2) The appropriate 2-digit language identification code contained in AR 611-6 will be used to identify the specific language in the 8th or 9th character of its MOS code. Similarly, language identification codes will be used to identify qualified linguists who have been awarded any SQI other than L.	
	b. Qualifications. Must meet Listening Comprehension and Reading Comprehension for foreign languages requirement outlined in AR 611-6.	
	c. Restrictions. Since linguist skills are rare, positions will be considered to require linguist qualified personnel only when such qualification is mandatory for efficient performance in the job. Language identification codes contained in AR 611-6 will be used in MTOE and TDA to identify language requirements of positions.	
M	First Sergeant	USASMA
	a. Description of positions. Identifies principal NCO (First Sergeant/E8) positions in company, battery, troop, or similar sized unit to:	
	(1) Assist the commander in planning, coordinating, and supervising all activities that support the unit mission.	
	(2) Advise the commander on enlisted soldier matters to include duty assignments, promotions and reductions, leave programs, military justice, privileges, awards, welfare and recreational activities, human relations, equal opportunity, and alcohol and drug abuse concerns.	
	(3) Coordinate unit administration to include submission of required reports, vehicular support, supply, and food service activities.	
	(4) Provide counsel and guidance to subordinate personnel.	
	(5) Assist in inspection of or conduct inspection of unit activities and facilities, observe discrepancies and initiate corrective action.	
	(6) Assist the commander in performing the following training related tasks:	
	(a) Plan, conduct, evaluate, and assess unit training.	
	(b) Ensure that trainers train to a standard.	
	(c) Assist the commander in integrating individual training into collective training, and collective training into multi-echelon training events.	
	(d) Plan and execute a battle-focused NCDP.	
	(e) Prepare and maintain an order of merit list for schools and courses, ensuring that soldiers are qualified and prepared to attend.	
	(f) Coordinate school quotas.	
	b. Qualifications. Must meet requirements outlined in AR 614-200, chapter 8, and successfully complete DA First Sergeant Course.	
	c. Restrictions. Positions must be coded 1SG. Personnel must be SFC(P) or MSG.	

Table 12-1		
Special Qualification Identifiers—Continued		
Code	Title	Proponent
N	Joint Planner	USACAC
	a. Description of positions. Identifies positions requiring personnel qualified in the Joint Operation Planning and Execution Program (JOPES), formerly the Joint Operation Planning System (JOPS) and Joint Deployment System (JDS).	
	b. Qualifications. Completion of one of the following:	
	(1) Joint Planning Orientation Course (JPOC) and the JOPES Users Course conducted by the Joint Training Office (JTO), U.S. Transportation Command (USTRANSCOM).	
	(2) Completion of JPOC, the OPS III Course conducted by JTO USTRANSCOM.	
	c. Restrictions. None.	
O	No Special Qualifications	None
	a. Description of positions. Identifies positions that do not require the assignment of soldiers possessing special qualifications identified herein.	
	b. Qualifications. None.	
	c. Restrictions. None.	
P	Parachutist	USAIS
	a. Description of positions. Identifies positions that require assignment of qualified parachutists.	
	b. Qualifications. Must meet physical requirements for airborne in AR 40-501, and successfully complete the basic airborne training course.	
	c. Restrictions. Soldier must volunteer for airborne training and assignment as outlined in AR 614-200, chapter 6.	
Q	Equal Opportunity Advisor (EOA)	USAAGS
	a. Description of positions. Identifies positions in any MOS requiring assignment of soldiers educated at Defense Equal Opportunity Management Institute (DEOMI), and soldiers in any MOS who are graduates of DEOMI and qualified to occupy such positions. The following grading guidance applies:	
	(1) EOA positions in brigades, regiments, groups, COSCOM/TAACOM or comparable units, garrisons having military populations of less than 10,000, service school headquarters, and medical centers will be graded SFC.	
	(2) EOA positions in division, Corps, MACOM with military population of 50,000 or less, and garrisons with military population of over 10,000 will be graded MSG.	
	(3) Advisors in Army and higher level headquarters and MACOM with military population over 50,000 will be graded SGM.	
	(4) Instructor positions for DEOMI will consist of one SGM and a grading pattern of one SFC, two MSGs for remaining positions (group of three).	
	(5) SGM and MSG are not authorized for instructors except at DEOMI.	
	b. Qualifications. Must successfully complete DEOMI EOA course.	
	c. Restrictions. Substitutability-EOA duty is MOS immaterial. Any individual awarded SQI Q and those individuals with grade of MSG or SGM as of 30 September 1984 and who were selected by DA Screening Board to retain PMOS 00U may serve in any EOA position identified with SQI Q without regard to three digit MOS.	
S	Special Operations Support Personnel - USAJFKSWCS	
	a. Description of positions. Identifies selected positions for Special Operations support personnel.	
	b. Qualifications.	
	(1) Must be Airborne qualified (except for CMF 67 and MOS 93P).	
	(2) Successfully complete OJT/OJE and serve 24 months in their primary MOS with a SOF unit (may be waived up to 12 months) or, successfully participate in at least 2 unit exercises (these exercises may be a result of unit training or actual mission requirements).	

**6.7 SQI code**

The SQI is identified by a one-character code and will be used with the MOS and SL to form the basic five-character MOSC.

a. The SQI must identify both positions in the authorization documents and personnel qualifications. Exceptions may be authorized only by DA ODCSPER (DAPE-PRP).

b. The SQI is not a substitute for an MOS and will not represent the sole skill required for any position.

c. The SQI must have a distinct and constant meaning that will not change with each MOS for which the SQI is used.

d. Each SQI should have a minimum of 20 positions (any MOS) in authorization documents which require use of the SQI. Exceptions may be authorized only by DA ODCSPER (DAPE-PRP).

e. Personnel qualifications. When completion of a formal course of instruction is the only method which may be used to attain the SQI skills, the required course(s) will be included in the SQI qualifications in DA Pam 611-21.

f. Each SQI will be reviewed biennially by CG, PERSCOM, TAPC- PLC-C to ensure compliance with requirements and/or intent of above.

### Student Handout 3

Extracted Material from AR 614-200 and FM 7-22.7

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This student handout contains 4 pages of material from the following publications:

AR 614-200, Enlisted Assignments and Utilization Management, 30 Apr 03

Chapter 8, para 8-19, First Sergeant Positions pp SH-3-2 thru SH-3-4

FM 7-22.7, The Army Noncommissioned Officers Guide, 23 Dec 02

Chapter 2, para 2-62 thru 2-64, First Sergeant and  
Master Sergeant p SH-3-5

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## **Section IV**

### **First Sergeant Positions**

#### **8-19. Scope**

The most highly qualified and motivated senior soldiers must be selected and assigned to 1SG positions. Moreover, these assignments are career enhancing and serve as professional development for soldiers in a CMF where 1SG opportunities are available.

#### **8-20. Eligibility**

Soldiers in the grade of SFC through MSG will be assigned as 1SGs based on the following:

- a. Outstanding qualities of leadership.
- b. Dedication to duty.
- c. Integrity and moral character.
- d. Professionalism.
- e. MOS proficiency.
- f. Appearance and military bearing.
- g. Physical fitness.

#### **8-21. Criteria**

a. All requisition authorities in CONUS/OCONUS are required to identify 1SG positions with the appropriate SQI identifier of "M."

b. Initial entry training 1SG positions should be filled with soldiers who have previously served successful tours as DSs.

c. When possible, the 1SG will possess the PMOS of the authorized duty position, particularly in TOE company level organizations. Soldiers will only be assigned outside their PMOS or CMF as an exception and with prior approval from PERSCOM. These soldiers must possess SQI "M" and be the only qualified soldiers available to fill the vacancy.

d. Installation or division commanders may reassign soldiers within their command to fill 1SG positions. Soldiers who have been issued HQDA reassignment instructions through EDAS will normally not be approved for the position. However, PERSCOM will consider requests for deletion from AIs in exceptional cases.

e. Selection priorities of soldiers for assignment to 1SG positions are outlined below. Exceptions may be made when the commander deems it essential to mission accomplishment.

(1) MSGs who possess the proper PMOS and have been awarded the SQI "M."

(2) MSGs who do not possess the SQI "M" but possess the proper PMOS and are considered by local commanders to have 1SG potential.

(3) MSGs who possess the SQI "M" and a PMOS in the CMF appropriate to the type unit.

(4) MSGs who do not possess the SQI "M" but possess a PMOS in the CMFs appropriate to the type unit and are considered by local commanders to have 1SG potential.

(5) As an interim measure, until a MSG who meets the above priorities can be assigned, the following applies (with no designated precedence):

(a) MSGs who possess the SQI "M" but do not possess PMOS/CMF appropriate to the type unit.

(b) SFC(P) who possess the proper PMOS and have been awarded the SQI "M."

(c) SFC(P) who do not possess the SQI "M" but possess the proper PMOS and are considered by local commanders to have 1SG potential.

(d) SFC who possess the proper PMOS and have been awarded the SQI "M."

f. Soldiers will be stabilized as 1SG for 24 months (see AR 614-5), except that OCONUS stabilization will not involuntarily exceed normal tour length. Immediately upon soldier's assignment to 1SG position, request for stabilization must be submitted to PERSCOM (TAPC-EPC-O). Effective start date of stabilization is date soldier is assigned to 1SG position. Request for stabilization must include one of the following:

(1) FSC school graduation date.

(2) Date scheduled to attend FSC.

(3) GO-approved waiver for deferred school attendance.

g. The initial period of stabilization will not be adjusted for soldiers reassigned from one 1SG position to another 1SG position at the same station. Clearance from PERSCOM (TAPC-EPC-O) will be obtained before stabilizing a soldier in a 1SG position immediately after completing a stabilized tour in another duty position located at the same station as the 1SG position.

*h.* In order to be a 1SG, soldier must be assigned to a 1SG position. When loss of position or authorization occurs, personnel will revert back to their former grade.

*i.* Repetitive assignments to 1SG duty will be based on—

- (1) Needs of the Army.
- (2) Soldier's performance as 1SG.
- (3) Soldier's desires and professional development needs.

#### **8-22. Awarding skill qualification identifier "M"**

*a.* The award of the SQI "M" will be made based on the criteria in DA Pam 611-21, table 12-1. Approval authority for award of the SQI "M" will remain with the soldier's battalion commander (or equivalent), and the PSB will publish orders awarding the SQI.

*b.* As an exception, soldiers in short tour areas may be awarded the SQI "M" by the first GO in the chain of command after 180 days successful completion of 1SG duty. Soldiers awarded the SQI "M" for 1SG duty in short tour areas, who are not school trained, should attend the First Sergeant Course (FSC) prior to the next assignment as 1SG.

*c.* Soldiers serving less than 180 days as a 1SG in a short tour area will be treated as a first-time 1SG upon reassignment, and all regulatory requirements must be met regarding attendance at FSC prior to future 1SG assignments.

#### **8-23. Required training**

*a.* All AA first time 1SGs will attend the FSC through the Total Army Training System (TATS) prior to assumption of duties.

*b.* All soldiers selected to fill 1SG positions in CONUS and OCONUS (long tour) will attend FSC. In the event emergency requirements preclude sending a soldier to FSC prior to assuming 1SG duties, the soldier must attend FSC within six months of assuming 1SG duties. Waiver authority for this deferred school attendance is delegated to the first GO in the soldier's chain of command. This waiver authority applies to CONUS as well as OCONUS commands.

*c.* Short tour areas, while not exempt from the first time 1SG policy, will be given considerable latitude in complying with the policy for those 1SG positions affected by a tour of 13 months or less. Soldiers who are on short tours of 13 months or less and who are not school trained when selected to fill a valid 1SG position will not be required to attend FSC while in the short tour area. However, if these soldiers are awarded SQI "M" (as an exception), they may be sent to the FSC—

- (1) TDY en route to their next assignment.
- (2) TDY and return prior to their next 1SG assignment.

#### **8-24. Lateral appointments to first sergeant**

*a.* Commanders (LTC and above) may authorize soldiers in the grade of MSG to be laterally appointed to 1SG upon assignment to an authorized 1SG position within their command. Training required in paragraph 8-23 remains applicable upon lateral appointment.

*b.* Lateral appointments will be announced by DA Form 4187 or by informal memorandum. The effective date will be the date the soldier assumes 1SG duties. The date of rank will remain unchanged.

*c.* Upon release from 1SG duties, unit will initiate lateral appointment action to convert soldier's rank from 1SG to MSG. The effective date will be the date the soldier is released from 1SG duties. Soldier's date of rank will remain unchanged. Upon removal of 1SG designation, soldiers are no longer authorized to wear 1SG insignia.

#### **8-25. Frocking of sergeant first class (P) to first sergeant**

*a.* SFC(P) who are assigned to an authorized 1SG position may wear the grade of 1SG.

*b.* Commanders (LTC and above) may authorize and approve frocking of SFC(P) to be assigned as 1SG within their command.

*c.* Frocking will not be approved to provide an interim fill for a 1SG position.

*d.* Frocking will not be accomplished until assumption of duties as a 1SG.

*e.* Identification cards, official records (ERB) will not be changed to show a frocked grade.

*f.* Frocking may be announced by using an informal memorandum.

*g.* Soldiers who have been frocked as 1SG, subsequently promoted to MSG, and reassigned will retain the grade of 1SG or be laterally appointed to MSG.

**8-26. Withdrawal of skill qualification identifier “M”**

a. Withdrawal of SQI “M,” under all circumstances, is an administrative action only. It is not to be used as a disciplinary measure or as a means to replace proper disciplinary action.

b. SQI “M” will be withdrawn when soldiers are promoted to SGM or are no longer fully qualified to serve as 1SGs. Withdrawal may be initiated by the soldier, the soldier’s commander, or PERSCOM.

(1) Soldiers who feel they are no longer qualified to serve as 1SG may submit the withdrawal request through their immediate commander to the battalion commander (or equivalent) for approval or disapproval. Based on the needs of the Army, these soldiers may be required to complete their current or scheduled 1SG assignment.

(2) When the soldier’s commander deems the soldier not fully qualified as a 1SG, he/she may submit a withdrawal request to the battalion commander for approval or disapproval. Prior to forwarding the withdrawal request, the initiating commander will advise the soldier and afford him/her the opportunity to submit matters in rebuttal, extenuation, or mitigation.

(3) When a review of the soldier’s OMPF and other official correspondence reveals that the soldier’s demonstrated performance, proficiency, physical standards, or other criteria are below that expected of a 1SG, PERSCOM will submit a withdrawal request to the soldier’s installation commander for chain of command consideration. The immediate commander will advise the soldier so he/she may submit matters in rebuttal, extenuation, or mitigation.

c. When SQI “M” has been withdrawn from the MOS of a soldier currently performing duties as 1SG, the commander will reassign the soldier to a position for which the soldier is qualified. If no position is available within the command, the soldier will be reported IA. (See para 3-15.)

d. When a soldier is released from 1SG duties for reasons outlined in AR 380-67, the commander will forward DA Form 5248 to Commander, U.S. Army Central Clearance Facility.

## FIRST SERGEANT AND MASTER SERGEANT

The position of first sergeant is similar to that of the CSM in importance, responsibility, and prestige. The first sergeant is the senior NCO in companies, batteries, and troops. Even as far back as the Revolutionary War period, first sergeants have enforced discipline, fostered loyalty and commitment in their soldiers, maintained duty rosters and made morning reports to their company commanders. Since today's first sergeants maintain daily contact with, and are responsible for training and the health and welfare of all the unit's soldiers and families, this position requires outstanding leadership and professional competence. The master sergeant serves as the principal NCO in staff elements at battalion and often-higher levels. Although not charged with the enormous leadership responsibilities of the first sergeant, the master sergeants are expected to dispatch leadership and other duties with the same professionalism and to achieve the same results as the first sergeant.

First sergeants hold formation, instruct platoon sergeant and assist the commander in daily unit operations. Though first sergeants supervise routine administrative duties their principle duty is training soldiers. The CSM, first sergeant and other key NCOs must understand the organizations collective mission essential tasks during the METL-based training. Through NCO development programs, performance counseling and other guidance, first sergeants are the Army's most important mentors in developing subordinate NCOs.

The Master Sergeant serves as the principle NCO in staff elements at battalion or higher levels. Although not charged with the enormous leadership responsibilities of the first sergeant, the master sergeant dispatches leadership and executes other duties with the same professionalism as the

## Student Handout 4

### COMPANY COMMANDER - FIRST SERGEANT--QUOTES

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#### Company Commanders and First Sergeants

The toughest job I had, and the one I remember as having more personal responsibility than any other, was being a first sergeant in combat. That was a good job also. -GEN John W. Vessey, "From Private to Chairman 1ST SGT Was Toughest." *Soldiers*, Sep 1983, p. 6.

There is no individual of a company, scarcely excepting the captain himself, on whom more depends for its discipline, police, instruction, and general well being, than on the first sergeant. This is a grade replete with cares and with responsibility. Its duties place its incumbent in constant and direct contact with the men, exercising over them an influence the more powerful as it is immediate and personal; and all experience demonstrates that the condition of every company will improve or deteriorate nearly in proportion to the ability and worth of its first sergeant. -MG Jacob Brown, letter to the Secretary of War, 1825, *American State Papers, Military Affairs*, Vol 3, p. 111.

"It's a first sergeant's responsibility to the unit to take the knowledge he has learned and pass it to the commander of the unit as well as the privates," said [1SG Miles] Retherford.... Retherford's advice is similar to that of General Omar N. Bradley who said, "When soldiers know their jobs, the first sergeant knows he's done his." -"The First Sergeant." *Sergeants' Business*, Mar-Apr 1989, p. 17.

Your company will be the reflection of yourself. If you have a rotten company it will be because you are a rotten captain. -MAJ Christian Bach, address "Leadership." 1918, *Congressional Record Appendix*, Vol 88- Part 9, p. A2252.

The soldier having acquired that degree of confidence of his officers as to be appointed first sergeant of the company, should consider the importance of his office; that the discipline of the company, the conduct of the men, their exactness in obeying orders, and the regularity of their manners, will in a great measure depend on his vigilance. -MG Frederick von Steuben, *Regulations for the Order and Discipline of the Troops of the United States*, 1779, p. 145.

The Captain must be sure that his wishes and ideas are carried out. Only deep loyalty will insure this. This loyalty includes the right of the First Sergeant to disagree with the Captain, argue a point, and then, even if not convinced, loyally carry out the wishes of the Captain.... Many a poor Captain has had his reputation saved and his troop kept, or made, a good troop by a fine First Sergeant. -COL Charles A. Romeyn, "The First Sergeant." *Cavalry Journal*, Jul 1925, pp. 297, 298.

In my first battery command [my] First Sergeant respectfully, but often, reminded me that he had more stripes than I had bars and years of service combined, and I would do well to use his counsel at times. - LTC Norman E. Jarock, *Battalion Commanders Speak Out*, 1977, p. 6-3.

[When taking command of a company, the company commander and the 1SG should] develop and agree on unit goals, standards, and objectives:

--Specify and publish them. (For example, a goal of 260 for everyone on the PT test.)

--Agree on "the forbiddens: the catastrophic non-redeemables." (For example, safety, weapons and ammunition accountability, drugs, DWI, and AWOL.) You and your first sergeant must be on the same "priority frequency" to ensure fairness.

--Show your 1SG a copy of your completed OER Support Form....

Many new company commanders are head-strong and self-assured. They tend to disregard the advice of their experienced and capable 1SG. A few blunders usually bring them back to reality, but you can avoid that humiliation with common sense. Listen to your first sergeant; draw on that long experience.... Good communication also includes listening. [The 1SG] must be able to articulate to you [the company commander] both sides of a problem. He can't do that if he doesn't hear both sides. -BG John G. Meyer, *Company Command: The Bottom Line*, 1990, pp. 43, 36, 41.

It is imperative that the company commander and the First Sergeant work as a close-knit team and that they also include the executive officer in the team. These three must stick together through thick and thin, even if they don't like each other. -SFC Paul H. Johnson, "Brigade First Sergeant." *Infantry*, Nov-Dec 1986, p. 21.

The first sergeant...is about the most indispensable, certainly one of the most famous and probably the most terrifying personage in the United States Army. [He] must be tough and understanding; a genuine out-of-doors type competent to do desk work [who] knows his way around in that bewildering maze and torment known as "Army paper work."... First sergeants many times have saved the bacon of captains and lieutenants. Not alone do recruits and private soldiers learn military wisdom from the top kick. So, if they are wise, do commissioned officers. -Samuel T. Williamson, "Top-Yes, Top-Sergeant." *New York Times Magazine*, Jan 18, 1942, p. 14.

Commanders and First Sergeants are not friends. Their relationship is more important than that. It is a bond based on mutual trust and respect- a bond that exists from the moment the battalion commander passes the guidon to the company commander. The First Sergeant does not think, "You, company commander, have to earn my respect"- that respect is automatically given to the commander. The Army cannot afford the time for respect to be built- the unit may have to go to combat the next day. This mutual respect is based on understanding the backgrounds of the two individuals, and their mutual dedication to the service of their country. As the company commander and First Sergeant work together, this bond can be strengthened, weakened, or broken. A weakened relationship can be repaired through honest dialogue. But once broken, this bond cannot be restored.

The command team must know each other's strengths and weaknesses, because those are the team's strengths and weaknesses. For the command team to reach a point of tangency, it must use the strengths to its greatest advantage while covering for the other's weaknesses- even if it means breaking with traditional officer/NCO roles. -CSM Jimmie W. Spencer, letter 1 Sep 1997.

Good 1SGs make company commanders good. -*The Battalion Commander's Handbook*, 1991, p. 21.

It wasn't until I became a first sergeant that I realized how vital the union of [the company commander and the 1SG] is in forming a strong company command team and setting the command's climate.... There has to be a bond between these two leaders before they can form their team. That bond building can be done by working on five elements: relationship, responsibilities, loyalty, duty, and goals.

--*Relationship*- The commander and first sergeant relationship has to be one of mutual understanding and respect. They must share experiences and ideas both good and bad. They must take each other into consideration and give honest responses. Openness leads to proper sharing between the team. Friendship is also important. Not "buddy buddy," but one of personal concern for each other and their families....

--*Responsibilities*- These are well defined in AR 600-20. The commander is responsible for everything and the first sergeant implements. Share tasks. Do it in any manner that is comfortable for both leaders....

--*Loyalty*- This is the element that bonds the team. Loyalty to and from each other must run deep....

--*Duty*- This is professionalism at its best.... Both the company commander and first sergeant must be truly professional and set high standards....

--*Goals*- Short term goals must be established early along with the long-term goals. These goals could last into the next change of command. But setting these goals does pay off....

A command team forms if a commander and first sergeant work out the five elements discussed. That team has a sense of direction and duty built on mutual trust and will assist each other in accomplishing their mission.... The team attitude will allow you both to lead your company and successfully take care of your soldiers and lead them where you want them to go. -1SG Grover L. Watters, "Five Steps to Success." *NCO Journal*, Winter 1993, p. 7.

Set a time limit for the "official" portion of the [unit meetings. 1SG Michael Teal] timed my portion of the meetings and I timed his. Thus, we kept all timetables. -CPT Thomas R. Siler, "NCO Development Program." *Army Trainer*, Summer 1983, p. 15.

Good, capable non-commissioned officers form so strong a backbone to an organization, be it troop, company, or battery, that if the non-commissioned officers are not up to the mark of reasonably fair efficiency, there is no end of annoyance to the commander. -1LT C. W. Farber, "To Promote the Efficiency of Non-Commissioned Officers." *Journal of the Military Service Institution of the United States*, Jan 1898, p. 98.

### **General of the Army George C. Marshall on First Sergeants**

I placed the first sergeants on the "officer of the day" roster. They did this work surpassingly well, and I always felt a complete confidence in the state of the garrison when one of these men was on duty. They took it very seriously and there was little that went on in the garrison that they did not already know about. In line with this I made it a point...during the visit of the Corps Area Commander [to present them] personally to him. -General of the Army George C. Marshall, 1941, *The Papers of George Catlett Marshall*, Vol 2, p. 546.

[CPT Charles Lanham wrote to GEN George] Marshall: "Your old friends- the first sergeants down here- never tire of talking of you." [GEN Marshall wrote back:] "I look back on my year at [Fort] Screven as one of the finest in my Army career, and in many ways it was very instructive. The most gratifying phase of the period was contact with an unusual group of noncommissioned officers. I think we had the finest collection of first sergeants there I have ever seen together." -General of the Army George C. Marshall, 1939, *The Papers of George Catlett Marshall*, Vol 2, p. 58.

[When GEN George Marshall was asked in 1933] what he could spare for CCC [Civilian Conservation Corps] work, he said, "Leave my post surgeon, my commissary officer, my post-exchange officer, and my adjutant, and I will run this command with first sergeants." -Forrest C. Pogue, *George C. Marshall: Education of a General*, p. 276.



**PRINCIPAL DUTY**

**Training of Soldiers**

L055/OCT04VGT-4

First Sergeant Course

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**FIRST SERGEANT JOB DESCRIPTION**

- Assist the commander in planning, coordinating, and supervising all activities that support the unit mission
- Advise the commander on enlisted matters
- Coordinate unit administration

L055/OCT04VGT-5

First Sergeant Course

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**FIRST SERGEANT JOB DESCRIPTION (cont)**

- Provide counsel and guidance to subordinate personnel
- Assist in inspection of or conduct inspection of unit activities
- Assist commander in performing training related tasks

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First Sergeant Course

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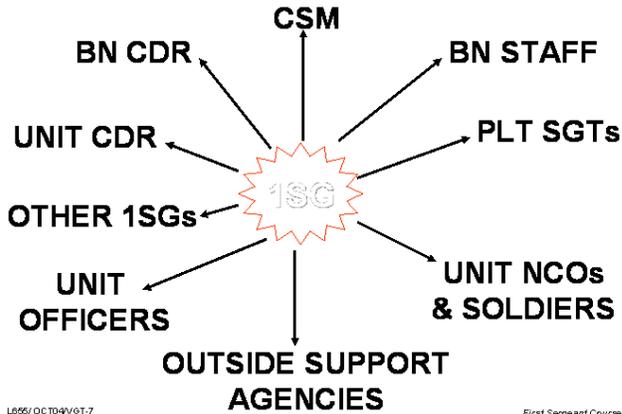
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## RELATIONSHIPS




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## EXPECTATIONS

<u>WHO</u>	<u>EXPECTATION</u>	<u>CO EXPECTS OF 1SG</u>
<b>CSM</b>	<b>RUN COMPANY</b>	<b>ADVISE</b>
<b>OTHER 1SGs</b>	<b>SUPPORT</b>	<b>BE COMPETITIVE</b>
<b>UNIT OFF</b>	<b>TEACH</b>	<b>BE SUBORDINATE</b>
<b>PLT SGTs</b>	<b>GUIDE</b>	<b>SUPERVISE</b>
<b>UNIT NCOs</b>	<b>COACH</b>	<b>SUPERVISE</b>
<b>SOLDIERS</b>	<b>BE UNIT CLERK</b>	<b>SUPERVISE</b>

L855/ OCT04VGT-8 First Sergeant Course

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