

MASTERLINK

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President's Corner

Mike Riggs



Assumptions

A few months ago I was having lunch with a new friend, who is the Safety Manager of a large construction company. During our conversation, we began discussing his naiveté in trusting his rigging supplier, to provide guidance and support on their use of their slings. He had previously assumed that the folks who sold him rigging also knew how to use it. This meant they could help him keep his job sites safer and run more efficiently, right? Wrong! As are many, my friend was discouraged that such common assumptions were in fact, false. After our lunch, I began reflecting on my own experience in our industry and recalled the incorrect assumptions I had made over the years as a rigger, trainer and supplier/manufacturer. Let me share a few common assumptions we make in the crane and rigging industry.

As an apprentice Iron Worker, I attended the Saturday classes and listened to the journeymen I worked with. I assumed the information covered on these Saturdays and the insight from experienced journeymen was all I needed to know. I assumed the information must be accurate and would provide me with the resources I needed to be one of the best. After about nine years of work experience, I secured a job with a DOE contractor, as a rigger. In the DOE community, my apprenticeship and fieldwork experience were not enough! A strong belief was held that continuing education was a necessary requirement for an efficient and safe job site. At first I was skeptical about

my need for further training. However, during this training, I learned that there was a wider field of knowledge that I needed to understand in order to operate as an effective and safe rigger.

Even though I had learned that more training was necessary, I once again made another false assumption. Logic followed that in order to teach rigging one must have field experience. As I began attending rigging classes, I was disappointed to discover that only about 50% of the trainers had any field experience. I was left taking courses that could teach me formulas and theory but could not improve upon my rigging skills or help me practice my new knowledge in a safe environment. At this point I became frustrated but determined to look for a better way to train. When given the opportunity to work in training, I began working to make training about improving knowledge and skills. Through my involvement in training, I have learned that a trainer does not necessarily need to start out as an experienced rigger, but, through initiative, can learn the hands-on aspect of rigging in order to become skilled and able to help others improve upon their skills.

Even today, I continue to receive calls from students keeping me informed on the coursework provided by professional training companies and checking the accuracies of training information.

Here are two examples of incorrect training information:

1. An instructor at a course given in Portland, OR stated, "My recommendation to you is to use chain

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The Mission

The purpose of the Association will be to promote lifting equipment safety, improve the quality of lifting equipment training, consulting, and inspecting, and to represent the subject of lifting equipment safety in regulatory forums.

Basic Tips for Technical Trainers

by Jerry Klink

When I sat down to write this “short” article I thought it would be easy to draft a simple list of 10 tips for trainers to use. But I quickly discovered that my list had significantly more than 10 items, so I picked some that I thought would help both the new and the experienced trainer. Now I don’t care if you prefer the term “teacher” or “trainer”; we’re basically talking about someone who designs and/or delivers a learning experience. No matter what the subject is, or even how old the students are, the fundamentals of how humans learn are pretty much the same. But since we sometimes lose sight of the basics of a good training session, let’s look at a few.

1) You MUST know the difference between “listening” and “learning”.

Listening is passive. It’s the lowest, least-efficient, least-effective form of learning. That means lectures are the lowest, least-efficient, least-effective form of learning. Listening alone requires very little brain effort on the part of the learner, so listening to learn is often like watching someone exercise in order to get in shape. There is a Chinese proverb that says: “Tell me and I’ll forget; show me and I may remember; make me do it and I’ll learn”. And this is especially true when we teach adults.

2) Incorporate a variety of learning styles into your training materials.

No, I’m not talking about sorting learners into separate categories like “Tom’s a visual learner while Jim is an auditory learner” or “Fred learns best through examples”.

Every sighted person is a “visual learner” and everyone learns best through examples.

This doesn’t mean that certain people don’t have certain individual

learning preferences, but the more styles you include in any learning experience, the better the learning is for everyone - regardless of their individual preferences. Everyone learns more when pictures, illustrations, examples and stories are used.

3) Understand how (and when) to use a story or example in your class.

Learn what screenwriters know and discover as much as you can about storytelling and entertainment - then you will understand how to apply it to the learning process. Humans have spent thousands of years developing the ability to learn through stories. Our brains are tuned for it. Our brains are NOT tuned for sitting in a classroom listening to a lecture of facts or reading pages of standards and codes. So doesn’t it make sense to use a story to teach a point?

But first a word of caution: Avoid telling “sea stories” that aren’t relevant to the topic, because they will just distract from the class.

Instead use good examples that are short, concise and make a single point. As children we learned from fairy tales, but if you remember, these always ended with “the moral of the story is”. So a good story or example used in a class should end with an emphasis on what lesson the story has taught. Remember, these stories don’t have to be 100% true – but they need to be believable and support the topic being covered.

4) People often learn more from seeing the wrong way to do something than they do from seeing the right way something is done.

For some unknown reason the brain spends far less time processing things that meet expectations than it does on things that don’t. Show someone a picture



of a load that is properly rigged and most likely they won’t remember it in much detail. However, show them a picture of an accident or something that was rigged improperly and went terribly wrong and that will stick with them for a long, long time. It doesn’t need to be something gruesome, but it should be something that makes an impression.

5) Use group exercises whenever possible - no matter what you’ve heard.

I’ve heard every excuse. “Adults don’t like to do group exercises” or “People don’t like to do group exercises when they’re paying big bucks for the class” or “People from outside the U.S. don’t like to do group exercises...”. But in the end, these are simply excuses! A well structured group exercise is a huge component to effective learning, regardless of how much we try to eliminate it from the classroom. Instructors tend to avoid using group exercises because of the extra work involved in developing it. There are ways to do interactive group exercises that work surprisingly well and are usually quite easy.

A simple formula for group exercises:

- Break the class into groups of 3 to 5 people. With this size group everyone feels more obligated to participate and will be more involved. If you have more than 5 in a group you’ll end up with some people hanging back and not participating as much - but this is still better than no exercise at all!
- When you assign a group exercise (like creating a simple rigging plan), have each person START by working individually for a couple of minutes and THEN get them

into their groups. But make sure that they know who else is in their group BEFORE they start working individually. This helps eliminate confusion when they assemble in the groups. Working individually at first will bring different viewpoints into their discussion and gives a more blended result.

- Wander around the classroom and eavesdrop on the groups; your comments can help ensure they're on the right track. Drop some hints or give pointers if they're veering into an unproductive approach. Establish a time limit to complete the task and then give a "heads-up" warning about 2 minutes before the end time so they can finish up (and you can keep the class on schedule).
- Have each group choose one person that will be the designated spokesperson and explain the results to the rest of the class. Let the whole class discuss and critique each group's results. If you note a serious error with what they present, wait and see if someone else notices it first, then clarify if needed. Remember - this is a learning exercise, not a test with only one right answer. Don't let anyone feel embarrassed or stupid. A group exercise is about interaction, discussion and confidence building.

Note: The first few times you do this in any class the students might be quiet or skeptical. But after a couple of exercises, they'll have a hard time imagining how you could do it any other way.

6) Design exercises with a strong lesson.

A good exercise is well planned and will include an element of surprise and/or failure. The worst exercises are those where the instructor spends 45 minutes explaining exactly how something works, and then has the class duplicate everything that was just said. Yes, that does provide practice, but it's lesson is weak. If you design an exercise that produces

unexpected results - something that intuitively feels like it should work, but then does something different or wrong - they'll remember the lesson FAR more than they remember the "Yes, it did just what he said it would do" experience.

Exercises should be relevant! They should not feel like busy work or strictly practice. For some types of learning extra practice is exactly what is needed, but in most cases you're looking to increase understanding rather than simply perfecting a simple skill.

7) Start the class with some activity or interaction. End the class on an upbeat.

Have your students do something interesting as soon as possible, even if it's just a group discussion. Don't bog them down with YOUR long introduction, your background, or the history of the topic. The faster they're engaged, the better. And don't let the class fizzle out at the end - try to end on a high note. It's like in the movies where they usually put the best song at the very end, because this often determines the feeling you leave the theater with.

8) Look for ways to constantly improve the learning experience.

Although the feedback you get from students afterwards is a good way to identify problems with the class, you also need to determine what the students were feeling when they left. If they seemed overwhelmed, bored and eager to leave, then trust your instincts! Don't be afraid to make changes to your presentation. It's a natural part of the training development process. Put yourself in the student's seat and always look for better ways to improve the learning experience.

9) Remember the KIS (Keep It Simple) principle

Usually the root cause of a "boring class" is that you tried to cover too much - in too little time.

*****Ironically, most classroom-based instruction can be dramatically improved by just reducing the amount of content!*****

Give students the skills to be able to continue learning on their own, rather than trying to shove too much content down their throats. In most cases it's far more important that your students leave being able to DO something with their new knowledge and skills, not simply being exposed to lots of "stuff" that they were forced to memorize just to pass the exam at the end of the day.

10) If you're not passionate, don't expect any energy from your learners

Be honest. Be authentic. But mostly be passionate! It's your job as a trainer to find ways to keep yourself motivated. Many trainers feel it isn't their job to motivate the students - that's ridiculous! You are there to supply the motivation for the things you're trying to help them learn. Your attitude will be infectious and your passion will keep them awake! Rather than thinking of yourself as a trainer, try thinking of yourself as "a person who creates learning experiences to help others learn." In other words, put a lot more emphasis on the learning and a lot less emphasis on the teaching.

Remember: The class isn't about your knowledge - it's about what the students can do with the learning experience you have created.



The President's Budget



A couple of months ago, the president unveiled his budget outline for the next 10 years. As is customary with a new administration, the proposal was not detailed, but it did provide the broad outline and goals for the new administration.

After reviewing the proposal, the U.S. Chamber sent a letter to Congress opposing the budget and urging Congress to “craft a budget resolution that will, first and foremost, get the economy out of its current malaise and back on track for future growth.” The Chamber’s response was certainly not a knee-jerk reaction but, rather, a reasoned response to a budget that calls for an enormous expansion of the federal government paid for, in large part, by a significant increase in taxes on businesses and higher income individuals.

Deficits and Debt

Perhaps the best place to start is with an overview of the staggering size of this plan. According to the nonpartisan Congressional Budget Office (CBO), the president’s proposal would create a deficit that exceeds 13% of GDP in 2009, remains more than 9.5% of GDP in 2010, never drops below 4% of GDP during the middle years, and would rise sharply by the end of the budget horizon. By contrast, the deficit in 2008 was 3.2% of GDP.

Government spending in 2009 would hit a whopping 28.5% of GDP and would still be 24.5% of GDP in 2019. Government revenues (primarily taxes) would grow from 15.4% of GDP in 2009 to almost 19% over the same period.

According to the CBO, the president’s budget would in 10 years increase the amount of debt held by the public to more than \$17 trillion from its \$5.8 trillion level in 2008 and raise the debt-to-GDP ratio from just under 41% to more than 82%. As such, this administration would issue more debt than all 43 previous administrations combined.

Businesses Targeted for Tax Hikes

The president proposes to “pay” for most of the programs in his budget

through a huge tax shift on businesses and higher income individuals. His proposal would take an already highly progressive tax system (the top 1% of the income distribution controls about 22% of income and pays almost 40% of federal income taxes) and turn it into a punitive system on those who save, invest, and create jobs.

The proposal includes a \$353 billion tax increase on corporate businesses by, among other things, repealing long-standing accounting practices, double taxing the profits our multinational companies earn abroad, codifying the economic substance doctrine, levying punitive new taxes on the oil and gas industry, taxing the carried interest in partnerships, and reinstating Superfund taxes.

The proposed tax increases on upper income individuals that total more than \$950 billion also hit our most successful small businesses that pay taxes as individuals, thus hindering their ability to grow and create jobs. These proposed increases include raising the top marginal tax rates, reducing or eliminating personal exemption and itemized deductions and limiting the rate at which the remaining deductions could be taken, and raising the tax rate on capital gains and dividends.

Taken together, these tax increases will discourage saving and investment and slow job growth at a time when the economy is mired in the steepest downturn since the Great Depression. Moreover, they will create a tax code that is so skewed that virtually half the taxpayers in the country will be excluded from paying federal income tax and thus have no interest in the way our government is run. Creating a new welfare state is not good public policy.

Massive Spending Initiatives

In addition to these direct income taxes, the president’s budget proposes a massive new indirect tax on energy via the auction of carbon emission credits. This proposal was estimated by the administration to raise \$646 billion over 10 years, but reputable private sources place the cost at two to three times that amount. It also includes

substantial new fees on users of licensed spectrum that would endanger the continued viability of our nation’s broadcasting system, which has always provided free over-the-air programming. For the wireless industry, these fees would be in addition to the more than \$60 billion already spent purchasing spectrum in government auction. These new fees divert funds that could otherwise be invested in network infrastructure.

The president’s proposal also establishes a \$634 billion health care initiative that contains no details on spending but is funded by tax increases and cost shifts. Moreover, this amount is less than half of what health care reform is likely to cost over 10 years.

The proposed budget for the Department of Labor seeks to increase enforcement for the various laws administered by the department at the expense of a balanced approach, including compliance assistance to small businesses and other employers looking for guidance on meeting these detailed and complex requirements.

The budget proposal also seeks to build on Unemployment Insurance (UI) “modernization” reforms included in the stimulus package. The most objectionable reform provides incentive funds to states that permit individuals to claim and receive unemployment compensation for “separation” from work “for a compelling family reason.” Traditionally, UI benefits have been available only to those who have lost their jobs through no fault of their own and are making efforts to find work.

Transportation Investment

The president’s budget proposes a scorekeeping change that essentially merges the highway, transit, and aviation programs with the discretionary budget and could result in program reductions to increase spending for other discretionary categories. This action would create uncertainty for multiyear capital investment programs and could hamper investment in equipment and materials, thus slowing job creation.

The Chamber urges Congress to ensure that the fiscal year 2010

budget provides a framework for increased transportation investment and keeps the Highway Trust Fund and the Airport and Airway Trust Fund separate and distinct from discretionary spending. With the reauthorization of federal highway, transit, and aviation programs pending this year, it is also important to ensure that the budget includes mechanisms such as a reserve fund to provide the necessary flexibility to accommodate future funding increases.

An Overly Rosy Scenario

As if all this was not bad enough, the entire budget is based on overly optimistic assumptions. The budget's economic assumptions present a rosy scenario that assumes the economy will only decline by 1.2% in 2009.

By contrast, the consensus of Blue Chip forecasters is that growth will decline by 2.6%. In 2010, the budget assumes growth rebounds at a 3.2% rate. The Blue Chip consensus only expects growth of 1.8%. Looking farther ahead, the budget assumes growth will average 4.3% for three years between 2011 and 2013 before returning to trend. In the past 20 years, there have only been five

years of comparable growth, and three of those occurred during a massive productivity surge and the tech bubble in the late 1990s.

The situation is even worse when we look at the unemployment rate. The administration's budget unrealistically assumes that the unemployment rate will only rise to 8.1% in 2009 and then decline to 7.9% in 2010. The unemployment rate is currently 8.5% and is expected to rise to nearly 10% in 2010.

The forecast for inflation is similarly unrealistic. Despite trillions of dollars of stimulus and credit extended to the banking sector, the administration assumes that the inflation rate never exceeds 2.1%.

In general, this administration's budget proposal focuses on many important longer-run issues but loses sight of the most immediate concerns presented by the current severe weakness in the economy. The spending proposals are broad and pervasive but in many cases undefined and unfunded or underfunded. The tax provisions are simply the wrong medicine at the wrong time.

The Chamber urged Congress to reject the president's budget and craft a budget resolution that focuses on getting the U.S. economy growing again because only a vibrant, growing economy will provide the resources to tackle issues of importance to the American public.

The good news is that the president's budget is not law; it is merely a statement of the administration's goals. Congress ultimately decides what does and does not end up in the budget. As I write this, the House and Senate have both passed budget resolutions. While these budget resolutions follow the same broad guidelines as that offered by the president, such as providing for middle income tax relief and AMT relief, they omit several of the president's priorities, including the Making Work Pay credit and a revenue raiser that would cap itemized deductions at 28% for certain high-income taxpayers. By the time you read this, we should know more about Congress' approach-but a discussion of those issues must wait for a later article.

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New Management Team

ACRP's Board of Directors has contracted JAGwire Management to oversee the Association's Administrative and Financial matters as of September 2008.

The JAGwire Management team includes Jeff Gilbert, Barbara Gilbert and Caren VanZant. The Association's office is located at 28175 Haggerty Road Novi, MI 48382.

With over 30 years in the Wire Rope industry, Jeff first started out with the Bethlehem Steel Corporation – Wire Rope Division, where he was involved in Sales, Claims Investigation, and catalog development. He also has Field Experience in all usages of wire rope.

As the Vice President / General Manager at The Commercial Group, Jeff was responsible for all production facilities that produced wire rope assemblies, welded chain assemblies, and all types of synthetics including high performance fibers; as well as, equipment producing the above-mentioned products.

Currently, he is also the Executive Director for the Associated Wire Rope Fabricators (AWRF) association along with being a member of the AWRP Technical Committee for 12 years, and an AWRP liaison to the Wire Rope Technical Board. Jeff serves an Alternate Member of ASME B.30 Main Committee and Member of the following sub-committees:

- | | | | |
|--------|-----------|--------|------------------|
| B30.9 | Slings | B30.10 | Hooks |
| B30.19 | Cableways | B30.26 | Rigging Hardware |



Center Jeff Gilbert
Left Caren VanZant
Right Barbara Gilbert

Barbara Gilbert is a retired U.S. Air Force Master Sargent / GS11. She has extensive logistical experience from her combined 32 years with the Air Force and Department of Defense. She also has several years of banquet and party planning knowledge prior to and since JAGwire Management acquired AWRP as a client.

Caren VanZant comes to JAGwire with experience as a Trainer Assistant for a Sales and Management Training Company; as well as several years in International Sales of consumer products.





Positive Connections

By Mike Parnell



Anytime a person is assigned the task to rig and move a load, he (he or she for the remainder of this article) must make a series of decisions about the rigging method. After having arrived at the load's estimated weight and approximate center-of-gravity he must look over the load to see what it offers him for rigging connection options.

A number of questions should be answered before the rigging is finally attached and the load is lifted by a crane.

- 1) Are there positive connection points such as lifting lugs or dedicated rigging hardware like swivel hoist rings on the load?
- 2) Is the load structurally sound at the connection points to withstand the tensions and forces to be imposed?
- 3) If no positive connection points are available can slings be rigged to load locations which prevent sling slippage or dislodgement, while at all times being protected from being cut or damaged from the load?
- 4) If slings have to be rigged to open surfaces on the load, can a spreader bar or lifting beam be used to create near vertical sling angles (90 degrees from the horizontal) so there is almost zero chance of sling sliding?
- 5) If slings have to be rigged on open load surfaces and no spreader bar is available, can the slings be configured in double wrap basket or choker hitches? (The sling angles to the horizontal should always be at or above 60 degrees.)
- 6) Are the slings only long enough for single wrap basket or choker hitches along open surfaces? Can material be added between the load and the slings which will greatly increase friction?

What I am sure the reader has gathered to this point is that there is a hierarchy when it comes to rigging methods. The listing above highlights the most-secure to the least-secure in rigging methods when it comes to load control. All of the methods discussed above assume the rigging has sufficient rated capacity to lift the load based on leg loading and angles.

Let's take a look at a variety of methods which can be used to lift and move a load, though not all of which are recommended. I will demonstrate how the same load can be rigged using the hierarchy of 1 through 6 above.

Initially we note that lifting lugs are available and they are allowed for use. Shackles are used and sling protection is provided to prevent damage to the synthetic web slings.



Another method discussed is the use of attachable hardware. In this case we have used swivel hoist rings, which are properly torqued and "alignable" to crane hook without interference.



If there are no positive connection points available, can the slings be rigged so that they butt up against a hard "stopper" which prevents sling sliding? Always ensure the slings are protected if conditions warrant.



A spreader bar can be used in a number of ways which can help prevent sling sliding aided by a straight-away and perpendicular sling-to-load orientation.



If slings must be rigged to an open surface portion of the load, without “stopper” points to inhibit sliding, then double wrapping a sling leg will go a long ways to help stick the sling to the load (remember, above 600 angle). Adding wood or rubber between the slings and load can remarkably increase the coefficient of friction.



If slings are rigged to open surfaces, and not against “stopper points” there is a very good chance of sling sliding, resulting in damaged, friction burned or cut slings and a dropped load. The rigging method shown here is very dangerous and once lifted and swung by the crane, can end in disaster.

Dangerous Practice!

Sling can fail from cutting or sliding friction, especially being rigged at an angle less than 60 degrees!



These have been a few methods for a simple load. There are many more than discussed here, and using a variety of slings types and hitch systems. My suggestion is to determine if a positive connection or sling stopper method can be used first, before having to incorporate slings at angles. Slings pulled along an open surface area almost always result in a tipped or lost load.

Find a good way to stick the slings to the load and protect it if necessary while it lifts for you. Try to look for dependable positive connections or slide “stopper” points. If they aren’t available, high sling angles and double wrap hitches around high friction and protection points will help reduce the risk to a sling failure and dropped load.

Good Rigging!

A special thanks: [The author appreciates the volunteers from The International Brotherhood of Boilermakers Locals: 146, 73, 128, 146, and 555 for their assistance in performing the rigging for this article. Twelve members of those Locals were in attendance at ITI’s Master Rigger program March, 2009 when this article was prepared and photos were produced.

Lift Director



By Mike Parnell

You may know the Lift Director as the Person-In-Charge, the Hoisting Coordinator, the Master Rigger or the Lifting Projects Manager. By whatever name, he (he or she) has many of the same tasks and responsibilities at constructions sites, refineries, power plants, wind farms, nuclear plants, shipyards and similar locations. An excellent guide to explore the responsibilities of a Lift Director can be found in ASME B30.5-2007. If we consider a location where mobile cranes and unique lifts are occurring on a regular basis, let’s see how the lift director functions and meet his responsibilities.

At the core of his responsibilities include the following:

- Be present and available during lifts
- Stop unsafe crane operations
- Ensure suitable crane work pad or foundation
- Ensure safe traffic movement around crane
- Ensure crane and rigging personnel understand their responsibilities, duties and associated work hazards
- Addresses and resolves all safety concerns before lift activity
- Appoints a qualified signal person and determines communication method
- Addresses and mitigates issues related to lifts near power lines
- Ensures proper precautions are taken during special lift activity such as multiple crane lifts, lifting personnel, pick and carry operations, lifting from barges, etc.
- Informs crane operator of load weight, and predetermined load transfer process
- Reviews crane load chart to confirm radius and configuration vs. capacity
- Ensures that load is rigged by qualified personnel using proper rigging equipment applied in acceptable manner

The lift director needs to have a large knowledge base in order to successfully meet the demands of the job. He should have a solid foundation in crane characteristics and operations, crane load charts and limitations, rigging techniques, lift practices, signal systems, load securement and blocking, and hazard awareness associated with power lines, soil conditions, weather conditions, personnel placement and ongoing work near the lift activity.

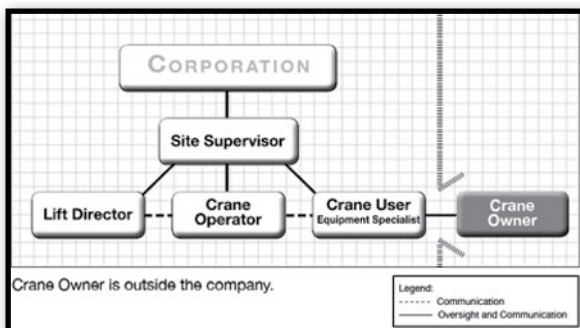
*Lift Director:
a leader and listener*



On the people side of the equation, the lift director will be more successful if he knows how to mentor and coach others, serve as a leader by leading not beating, is an effective listener, has the backbone to stick to the “rules” when others are willing to bend or break them, can stay focused on the task at hand, and is a team builder. He should understand the timetable of the project and be capable of meeting milestones. The lift director should be organized and an effective communicator.

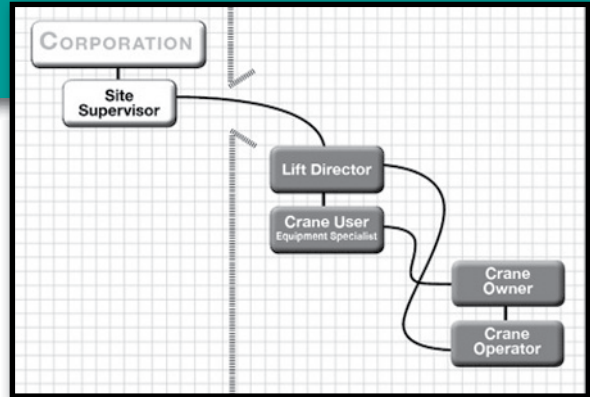
There are a number of environments in which the lift director may need to work. He may be an employee of the worksite, and under the direction of the site supervisor. The other parties that he works with to maintain a successful lifting program may be fellow employees or contractors. Let's look at a few examples of the organizational structures which can influence how the lift director performs his tasks.

In the first example we see the corporation employees 4 key personnel. The site supervisor selects by hiring and appointment persons qualified to serve as the site lift director, the crane operator and the crane user. By virtue of their site needs, the corporation decides to bare rent a crane to accomplish a number of lifting tasks in a given month. Notice that a number of players and layers are missing but ultimately we want to see how the key folks interact. The lift director is answerable to the site supervisor, who reports to the corporation hierarchy.



Another scenario unfolds to highlight how nearly everyone is a contractor except the site supervisor. He must lean on the talents and abilities of the contractors to meet the corporation's project needs. In this case, the lift director and crane user (equipment specialist) work for a contractor such as Can Do Rigging (fictitious). They are hired to perform a series of crane and rigging jobs, and the lift director is a Can Do employee. They in turn hire Boom and Hook Cranes, a crane contractor who will supply the crane and a qualified operator for the work at hand.

In this case, the lift director should be extra cautious to not allow the other parties to be strictly influenced by his



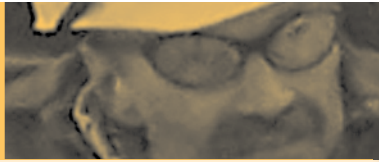
title and contractual authority. That means, he should be getting the answers to questions that are technically accurate and not just what the others think he “wants” to hear. The lift director should always be pursuing the information needed to complete the assigned tasks, using approved methods and equipment.

Questions about how the process can work.

- Is the lift director the most important person in the process? No. He has to know a lot of technical information that cross over into others specialty, but he is simply one of many key players in the project.
- Can one person wear more than one hat? Sure. A scenario can even exist in which one person wears all 5 hats as described above. A self-employed person owns and operates a crane, handling loads in his own storage yard. In effect, he is the site supervisor, the lift director, the crane owner, the crane user and the crane operator. It is more likely that the lift director will serve in that role and possibly have a second responsibility such as the crane owner. In any case, there is no law that limits or requires a person to take on assigned tasks, except for certain requirements of “qualification”.
- Who is ultimately in charge? The site supervisor will generally be employed by the corporation that owns the site. In the eyes of OSHA and generally state and federal laws, the corporation is the employer and the employer is the responsible party. The corporation should have competent people in roles of responsibility. To be competent, a person needs to be trained and qualified to perform certain tasks. It is the employer worksite and they are answerable for its successes and failures.

This discussion has not investigated the responsibilities of the other key crane and rigging team members identified in this article. Those subjects may be visited in the near future. For now, see how your operation functions with your designated lift director. Are your folks trained and prepared to shoulder their tasks and responsibilities? Do they have the tools necessary to achieve the level of success desired by management? Remember, it doesn't take a fortune to make a hometown business a world class operation.

"WE NEED TO TALK"



On March 22nd, 2009 the Rigging Industry and ACRP family lost one of its members Mr. George Arsenault, to complications from a long term illness. Mr. Arsenault grew up in Rumford, Maine where he attended the University of Maine's Engineering Program before enrolling in the Ironworker Apprentice Program. When George met the love of his life Jacky, they traveled all over the United States; for 27 years they were a team both in their professional and private lives. George worked for Cianbro for 21 years where his reputation for direct answers to questions and thumbs-up were classic George. As one of his friend's Tom Gilbert remarked, "You never had to ask for an interpretation of what he said". Another area of George's life that was unwavering was his love of God and the Grace to handle whatever he was dealt.

Outside of his dedication for rigging training, George loved to hunt, play the guitar, root for his favorite NASCAR driver Mark Martin and follow the professional bull riding circuit.

For those of us who never had the chance to meet George, it is apparent we missed a truly wonderful man with a heart of gold.

By: Jon Sacks, George's Supervisor and Friend

A measure of the true character of a man is seen in the way in which he deals with adversity. Though George Arsenault stood barely 4'7" during his final few years, the shadow of his stature dwarfed much larger men.

Geo was a very big man! He was big in the way that he overcame his illness every day. He was big in the way that he put his energy into doing the most important things diligently, whether it was preparing for a class, planning a job, playing the guitar, or sending a follow-up thank you note to people who helped him, often signing it "love Geo". George said once that the cancer made him a better person, brought him close to God, though it kept him in pain, forced him to ask for help for basic things, and humbled his appearance.

When George first returned to work in the training department after his initial cancer treatment, he pined for the days when he could "work the iron" and contribute. And then he began to understand what his real assignment was. It was to teach, to motivate, to lead, and to look us in the eyes, to challenge us to do our work well, and with care. He learned to perform his assignment with passion.

He had a lot of credibility!

He wasn't always sweet, but he was good and always honest. George was one of the most effective teachers that I have ever worked with. Effectiveness is proven by its outcome. George motivated iron workers, high school students, under-employed workers, unionized State Maintenance workers, and executives. It didn't matter to him what their status or flavor was. What mattered was that he got his lesson across. If all of his students did not learn, then he believed that he had not done his job. George's fundamental message was always: pay attention, try your hardest, you can do it, and never give up. George never gave up; he rode the bull right to the end.

George, thanks for all that you have taught me!
I'm going to miss you...buddy.

Your friend, Jon Sacks

Yes, we lost one of the good guys. When his face comes to my mind I see a humble and dedicated friend. His energy will always inspire me. He set the bar high. Might I ever clear that bar, with half the courage and positive outlook as George? Likely not, but he would want me to never quit trying. George will be remembered differently by each of us, but I hope we can agree that we were motivated by our friend to do our best, for the most, in a brotherly way.

I told him I loved him and we were praying for him when he was first in the hospital. He said he loved me too. What else is there?

Mike Parnell

President's Corner Continued

slings. All you need to do is buy a drum of chain and associated fittings and make up what you need on the spot. But, be sure to get High Test chain it's the best for slings."

Those reading this article do know, that alloy chain and fittings are the only type to be used to make chain slings.

2. Then again, six months ago I was called about a test question from a course given in Atlanta, GA. "What is the only sling that does not require identification? a) wire rope sling, b) alloy chain sling, c) nylon web sling, d) or polyester round sling." Correct answer: a) wire rope sling.

Those reading this article do know, the requirement today is that all slings require identification.

After spending 20 years as a rigger and a trainer, I was invited to work for a Slingmax® fabricator. When I went to work manufacturing slings, I had the same assumption as my friend the Safety Manager. Unfortunately, I learned that instead, most manufacturers of rigging only have the ability to make slings, not necessarily the knowledge of instructing how to use their product or recommending the sling with the 'best fit' for different applications. Still, many riggers count on their rigging suppliers to assist them with sling applications. Knowing this assumption, I instruct many rigging classes a year for sling manufacturers, to help them learn sling application and how each sling may be best used in the field. As

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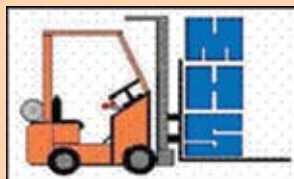
one manufacturer confided in me, "I really need to come to your training, I've been pulling things out of my #?#!^ for 12 years. I'm lucky no one has been hurt." That is what proper information and training can do, ensure a safe rigging environment!

In our industry, assumptions can be misleading and more importantly, dangerous. There are several excellent riggers who know how to safely and efficiently rig. Plenty of quality training companies exist who know what they are doing and are a benefit to the companies that use them to enhance the skills of their crane operators and riggers. There are rigging gear manufacturers and suppliers that have the capability to assist companies in their selection of rigging gear and their best fit for different applications. However, as I counseled the previously mentioned Safety Manager, every company or individual must take personal accountability to improve our knowledge, skill and competence. It is our individual responsibility. We can't do it on our own. We need others to teach, counsel and help us continually improve both our industry and ourselves. It is our responsibility to seek out individuals and companies who are willing to invest in their own improvement and education. Then, you will be partnering with industry colleagues that help to improve your slice of the pie.

We have 4 new Members to our group; please give them a warm ACRP welcome.

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