



# American Labor

## Merit Badge Workbook

This workbook can help you but you still need to read the merit badge pamphlet.

The work space provided for each requirement should be used by the Scout to make notes for discussing the item with his counselor, not for providing the full and complete answers. Each Scout must do each requirement.

No one may add or subtract from the official requirements found in **Boy Scout Requirements** (Pub. 33216 – SKU 34765).

The requirements were last issued or revised in 2006 • This workbook was updated in March 2012.

Scout's Name: \_\_\_\_\_ Unit: \_\_\_\_\_

Counselor's Name: \_\_\_\_\_ Counselor's Phone No.: \_\_\_\_\_

<http://www.USScouts.Org> • <http://www.MeritBadge.Org>

Please submit errors, omissions, comments or suggestions about improving this workbook to: [Workbooks@USScouts.org](mailto:Workbooks@USScouts.org)

1. Using resources available to you, learn about working people and work-related concerns. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

List and briefly describe or give examples of at least EIGHT concerns of American workers. These may include, but are not limited to, working conditions, workplace safety, hours, wages, seniority, job security, equal opportunity employment and discrimination, guest workers, automation and technologies that replace workers, unemployment, layoffs, outsourcing, and employee benefits such as health care, child care, profit sharing, and retirement benefits.

1 \_\_\_\_\_  
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\_\_\_\_\_

2. With your counselor's and parent's approval and permission, visit the office or attend a meeting of a local union, a central labor council, or an employee organization, or contact one of these organizations via the Internet. Then do EACH of the following:

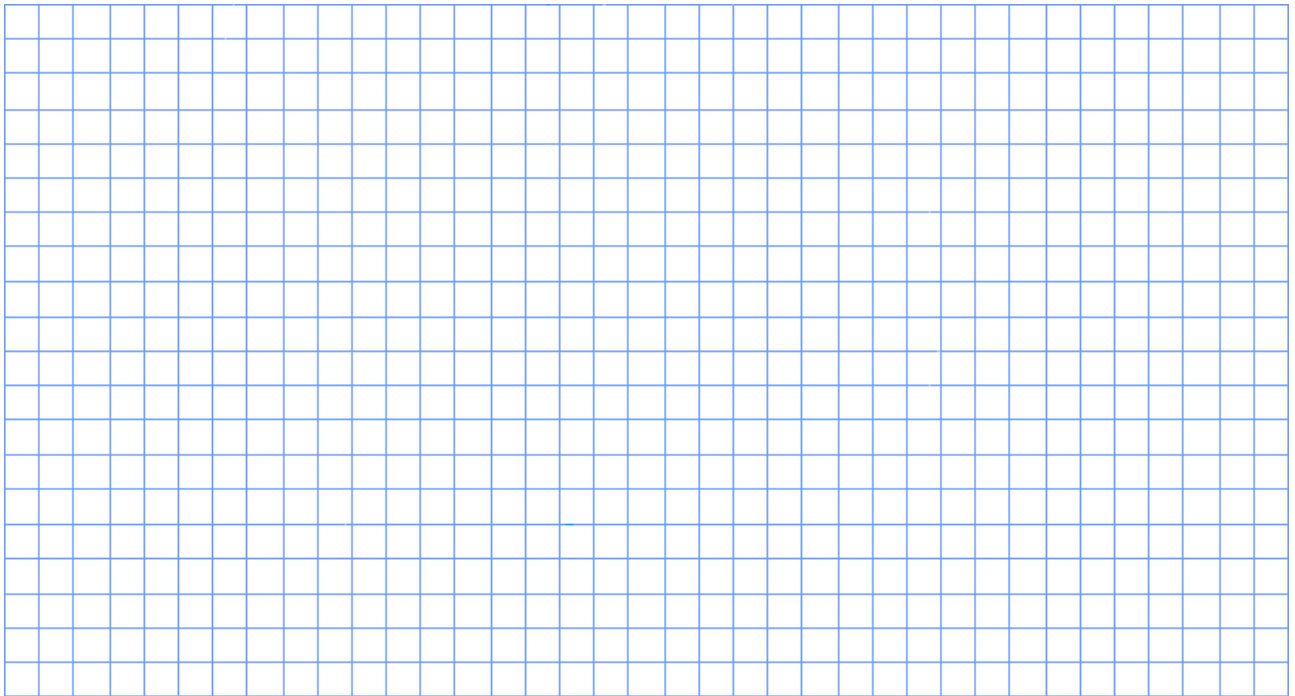
a. Find out what the organization does. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

b. Share the list of issues and concerns you made for requirement 1. Ask the people you communicate with which issues are of greatest interest or concern to them and why. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

c. Draw a diagram showing how the organization is structured, from the local to the national level, if applicable.



3. Explain to your counselor what labor unions are, what they do, and what services they provide to members.

What they are: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What they do: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What services they provide: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

In your discussion, show that you understand the concepts of labor, management, collective bargaining, negotiation, union shops, open (nonunion) shops, grievance procedures, mediation, arbitration, work stoppages, strikes, and lockouts.

Labor: \_\_\_\_\_  
\_\_\_\_\_

Management: \_\_\_\_\_  
\_\_\_\_\_

Collective bargaining: \_\_\_\_\_  
\_\_\_\_\_

Negotiation: \_\_\_\_\_  
\_\_\_\_\_

Union shops: \_\_\_\_\_  
\_\_\_\_\_

Open (nonunion) shops: \_\_\_\_\_  
\_\_\_\_\_

Grievance procedures: \_\_\_\_\_  
\_\_\_\_\_

Mediation: \_\_\_\_\_  
\_\_\_\_\_

Arbitration: \_\_\_\_\_  
\_\_\_\_\_

Work stoppages: \_\_\_\_\_  
\_\_\_\_\_

Strikes: \_\_\_\_\_  
\_\_\_\_\_

Lockouts: \_\_\_\_\_  
\_\_\_\_\_

4. Explain what is meant by the adversarial model of labor-management relations, compared with a cooperative-bargaining style. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Do ONE of the following:

- a. Develop a time line of significant events in the history of the American labor movement from the 1770's to the present.

1770's	1800-1849	1850-1899	1900-1949	1950-1999	2000-today

- b. Prepare an exhibit, a scrapbook, or a computer presentation, such as a slide show, illustrating three major achievements of the American labor movement and how those achievements affect American workers.
- c. With your counselor's and parent's approval and permission, watch a movie that addresses organized labor in the United States. Afterward, discuss the movie with your counselor and explain what you learned.
- d. Read a biography (with your counselor's approval) of someone who has made a contribution to the American labor movement. Explain what contribution this person has made to the American labor movement.

6. Explain the term globalization. \_\_\_\_\_

Discuss with your counselor some effects of globalization on the workforce in the United States. \_\_\_\_\_

Explain how this global workforce fits into the economic system of this country. \_\_\_\_\_

7. Choose a labor issue of widespread interest to American workers-an issue in the news currently or known to you from your work on this merit badge. \_\_\_\_\_

Before your counselor, or in writing, argue both sides of the issue, first taking management's side, then presenting labor's or the employee's point of view. \_\_\_\_\_

Management's side: \_\_\_\_\_

Labor's / Employee's point of view: \_\_\_\_\_

In your presentation, summarize the basic rights and responsibilities of employers and employees, including union members and nonunion members.

Employers' rights \_\_\_\_\_

\_\_\_\_\_

Union Employee rights \_\_\_\_\_

\_\_\_\_\_

Non-union Employee rights \_\_\_\_\_

\_\_\_\_\_

8. Discuss with your counselor the different goals that may motivate the owners of a business, its stockholders, its customers, its employees, the employees' representatives, the community, and public officials. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Explain why agreements and compromises are made and how they affect each group in achieving its goals. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9. Learn about opportunities in the field of labor relations. Choose one career in which you are interested and discuss with your counselor the major responsibilities of that position, and the qualifications, education, and training such a position requires.

Major responsibilities: \_\_\_\_\_

\_\_\_\_\_

Qualifications: \_\_\_\_\_

\_\_\_\_\_

Education: \_\_\_\_\_

\_\_\_\_\_

Training: \_\_\_\_\_

\_\_\_\_\_

**Requirement resources can be found here:**  
[http://www.meritbadge.org/wiki/index.php/American\\_Labor#Requirement\\_resources](http://www.meritbadge.org/wiki/index.php/American_Labor#Requirement_resources)

## Important excerpts from the [‘Guide To Advancement’](#), No. 33088:

Effective January 1, 2012, the ‘Guide to Advancement’ (which replaced the publication ‘Advancement Committee Policies and Procedures’) is now the official Boy Scouts of America source on advancement policies and procedures.

- **[ Inside front cover, and 5.0.1.4 ] — Unauthorized Changes to Advancement Program**  
**No council, committee, district, unit, or individual has the authority to add to, or subtract from, advancement requirements.**  
(There are limited exceptions relating only to youth members with disabilities. For details see section 10, “Advancement for Members With Special Needs”.)
- **[ Inside front cover, and 7.0.1.1 ] — The [‘Guide to Safe Scouting’](#) Applies**  
Policies and procedures outlined in the ‘Guide to Safe Scouting’, No. 34416, apply to all BSA activities, including those related to advancement and Eagle Scout service projects. [Note: Always reference the online version, which is updated quarterly.]
- **[ 7.0.3.1 ] — The Buddy System and Certifying Completion**  
Youth members must not meet one-on-one with adults. Sessions with counselors must take place where others can view the interaction, or the Scout must have a buddy: a friend, parent, guardian, brother, sister, or other relative —or better yet, another Scout working on the same badge— along with him attending the session. When the Scout meets with the counselor, he should bring any required projects. If these cannot be transported, he should present evidence, such as photographs or adult certification. His unit leader, for example, might state that a satisfactory bridge or tower has been built for the Pioneering merit badge, or that meals were prepared for Cooking. If there are questions that requirements were met, a counselor may confirm with adults involved. Once satisfied, the counselor signs the blue card using the date upon which the Scout completed the requirements, or in the case of partials, initials the individual requirements passed.
- **[ 7.0.3.2 ] — Group Instruction**  
It is acceptable—and sometimes desirable—for merit badges to be taught in group settings. This often occurs at camp and merit badge midways or similar events. Interactive group discussions can support learning. The method can also be attractive to “guest experts” assisting registered and approved counselors. Slide shows, skits, demonstrations, panels, and various other techniques can also be employed, but as any teacher can attest, not everyone will learn all the material.

There must be attention to each individual’s projects and his fulfillment of *all* requirements. We must know that every Scout — actually and *personally*— completed them. If, for example, a requirement uses words like “show,” “demonstrate,” or “discuss,” then every Scout must do that. It is unacceptable to award badges on the basis of sitting in classrooms *watching* demonstrations, or remaining silent during discussions. Because of the importance of individual attention in the merit badge plan, group instruction should be limited to those scenarios where the benefits are compelling.

- **[ 7.0.3.3 ] — Partial Completions**  
Scouts need not pass all requirements with one counselor. The Application for Merit Badge has a place to record what has been finished — a “partial.” In the center section on the reverse of the blue card, the counselor initials for each requirement passed. In the case of a partial completion, he or she does not retain the counselor’s portion of the card. A subsequent counselor may choose not to accept partial work, but this should be rare. A Scout, if he believes he is being treated unfairly, may work with his Scoutmaster to find another counselor. An example for the use of a signed partial would be to take it to camp as proof of prerequisites. Partials have no expiration except the 18th birthday.