LEARNING PATHWAYS at SCOUTING U WEEK 2027

***Learning Pathways* Course Catalog and Challenge Action Plan**

June 13–19, 2027 | Philmont Training Center | Cimarron, New Mexico

What if volunteer training worked differently?

Executive Summary

What if volunteer training worked differently? What if you could spend a week at Philmont exploring new ideas, strengthening your Scouting skills, connecting with volunteers from across the country, and returning home with something practical you can put to work?

Scouting U Week 2027 offers three distinct program opportunities designed to help you grow, lead, and make a difference: ***Learning Pathways***, ***NYLT Power Up***, and ***Certified Trainer***. Each offers a different experience, but all share a common purpose: helping you become more effective in the role you play in Scouting.

This Course Catalog introduces ***Learning Pathways***, a flexible learning experience built around three connected pathways: **TRAIN, LEAD, and BUILD**. You can explore the pathway that best fits your interests and responsibilities, or choose courses across pathways to address the challenges you face.

- **TRAIN — Make Learning Come Alive.** TRAIN focuses on helping adults learn through engaging, practical, and memorable experiences. Designed for trainers, facilitators, instructors, coaches, and mentors, this pathway explores how adults learn best, how to create opportunities for participation and meaningful practice, and how to help volunteers apply what they learn to real Scouting responsibilities. The central question is: *How do I help adults learn?*
- **LEAD — From Training Chair to Training Leader.** LEAD focuses on the people who guide, support, and influence volunteer learning. Designed primarily for Council and District Training Chairs, training committee leaders, and other volunteers who coordinate learning or support trainers, this pathway explores training leadership, organizational culture, stakeholder engagement, and shared responsibility. Participants discover practical ways to overcome barriers, engage others, and build an environment where learning is valued, supported, and encouraged as part of Scouting's mission. The central question is: *How do I lead volunteer learning?*
- **BUILD — Designing the Future of Volunteer Learning.** BUILD focuses on the systems, resources, and structures that make effective volunteer learning possible. Designed for Council Program Vice Presidents, Commissioners, professional staff, Council Key 3 members, training leaders, and others involved in strategic planning or organizational development, this pathway explores learning journeys, training systems, trainer recruitment and development, resource allocation, technology, follow-up, and evaluation. Participants consider how these elements can work together to make volunteer development more relevant, accessible, sustainable, and effective. The central question is: *How do we build a system that works?*

Learning Pathways is designed to be more than a series of classes. Across the scheduled courses and open alternate offerings, you will explore new ideas, share experiences with other Scouters, and create practical products, tools, plans, or activities you can use when you return home. The goal is not simply to attend a session, but to leave better prepared to help volunteers learn, lead, and succeed.

How the Pathways Work Together

You do not have to limit yourself to one pathway. You will be able to choose courses from more than one, depending on your responsibilities and the challenges you want to address. TRAIN strengthens the learning experience; LEAD strengthens the leadership and culture that support learning; BUILD strengthens the systems and resources that make learning possible.

How Do I Choose My Pathway?

When you register for Scouting U week at Philmont, you will simply select the '*Learning Pathways'* program. Within a few days of your registration, you will receive an e-mail that will guide you through the process of selecting your *Learning Pathway* and courses.

Bring Your Challenge. Leave With a Plan.

Connect the Week to Results You Can Use

Bring a real challenge involving volunteer learning—such as making training more engaging, improving access, developing trainers, strengthening leadership support, or helping volunteers apply what they learn.

Throughout the week, use your courses, conversations with other Scouters, and Take-It-Home Products to explore solutions. Your challenge can align with any of the three pathways: **TRAIN** (helping adults learn), **LEAD** (building a culture that supports learning), or **BUILD** (developing effective learning systems).

Before leaving Philmont, you will complete a **Training Challenge Action Plan** identifying your challenge, proposed approach, first two actions, key people to involve, measures of progress, and first milestone.

You do not need to solve the entire challenge in one week. The goal is to leave with a clearer understanding, practical options, and a plan for action when you return home.

COURSE CATALOG

MONDAY AFTERNOON — The Three Anchor Courses

The Monday afternoon courses introduce **TRAIN**, **LEAD**, and **BUILD** and establish the three-hour course standard for your ***Learning Pathway.*** Each course ends with a *Take-It-Home Product* you create.

Course 1 — TRAIN Make Learning Come Alive

Who it's for: Trainers, facilitators, instructors, course directors, and anyone who helps other adults learn.

Effective training is more than presenting information. You will explore how to create active learning experiences that invite adults to engage, practice, reflect, and apply what they discover in their Scouting responsibilities.

In this course, you will:

- Recognize the characteristics of engaging adult learning.
- Choose techniques that encourage participation and interaction.
- Build practice, reflection, and application into training.
- Identify improvements you can make to an existing learning experience.

Your Take-It-Home Product: Learning Makeover

Choose a training experience and redesign it with more engaging activities, meaningful practice, and clearer opportunities for application.

Course 2 — LEAD From Training Chair to Training Leader

Who it's for: Council and District Training Chairs, training committee members, and volunteers who guide training efforts.

You can do far more than monitor completion reports or schedule courses. You can help create an environment where volunteers value learning, trainers are supported, and training becomes a shared organizational responsibility.

In this course, you will:

- Distinguish training administration from training leadership.
- Identify barriers that prevent volunteers from participating in learning.
- Engage key stakeholders in supporting training.
- Set practical priorities for strengthening your Council or District learning culture.

Your Take-It-Home Product: Training Leadership Action Plan

Develop a short action plan identifying your leadership priorities, key stakeholders, and steps to strengthen volunteer learning in your Council or District.

Course 3 — BUILD Designing the Future of Volunteer Learning

Who it's for: Council Program Vice Presidents, Commissioners, professional staff, training leaders, and others who shape learning systems.

Volunteer learning must fit the realities of modern Scouting: limited time, competing responsibilities, changing expectations, and diverse learning needs. You will explore how to move beyond isolated training events toward connected, accessible, sustainable learning experiences.

In this course, you will:

- Examine volunteer learning as an ongoing journey.
- Identify gaps between learning opportunities and volunteer needs.
- Connect training, coaching, practice, and follow-up.
- Develop a framework for improving an existing learning system.

Your Take-It-Home Product: Volunteer Learning Journey Map

Create a visual map of a volunteer's learning journey, identifying key learning moments, gaps, support opportunities, and possible improvements.

TUESDAY MORNING — Designing, Learning and Solving Problems

Course 4 — TRAIN Designing Learning That Volunteers Actually Use

Who it's for: Trainers, instructors, facilitators, course developers, and training committee members.

A training session can be informative without changing what a volunteer does afterward. You will learn to design around the real tasks, decisions, and situations volunteers encounter, starting with what they need to do and working backward to what they need to learn and demonstrate.

In this course, you will:

- Define outcomes in terms of practical volunteer performance.
- Align learning activities with intended outcomes.
- Build application and practice into course design.
- Identify ways to reinforce learning after a session.

Your Take-It-Home Product: Learning-to-Application Blueprint

Create a blueprint connecting a volunteer responsibility to learning outcomes, practice activities, and intended real-world application.

Course 5 — LEAD + BUILD From Training Problem to Training Solution

Who it's for: Training Chairs, training committee leaders, commissioners, professional staff, and others responsible for training improvement.

Not every training problem has a training solution. Challenges such as low participation, inconsistent performance, or limited application may reflect access, expectations, resources, leadership support, communication, or learning design. You will practice identifying underlying causes before choosing a response.

In this course, you will:

- Define a training-related problem clearly.
- Distinguish symptoms from potential root causes.
- Identify factors involving learning, leadership, and systems.
- Select practical responses that address underlying causes.

Your Take-It-Home Product: Training Diagnosis Canvas

Complete a structured tool describing your challenge, possible causes, evidence needed, potential responses, and recommended next steps.

Course 6 — OPEN ALTERNATE Using Data to Improve Volunteer Learning

Who it's for: Training leaders, training committee members, professional staff, evaluators, and anyone interested in learning effectiveness.

Training data can tell you more than how many volunteers completed a course. You will explore ways to understand the learner experience, assess learning, examine behavior change, and consider organizational results using the four levels of the Kirkpatrick Model: Reaction, Learning, Behavior, and Results.

In this course, you will:

- Distinguish completion measures from evidence of learning and application.
- Identify questions appropriate to each Kirkpatrick level.
- Select practical indicators for a training initiative.
- Use findings to identify opportunities for improvement.

Your Take-It-Home Product: Training Dashboard

Create a simple dashboard concept with key measures, data sources, and questions that can help your organization understand and improve volunteer learning.

TUESDAY AFTERNOON — Coaching, Systems, and Peer Learning

Course 7 — TRAIN + LEAD Coaching the Volunteer Learner

Who it's for: Trainers, mentors, commissioners, training leaders, and volunteers who support other adults.

Learning does not end when a course concludes. You will explore how encouragement, feedback, practice, and support can help volunteers apply new knowledge in unfamiliar situations and build confidence.

In this course, you will:

- Distinguish coaching from simply giving instructions.
- Use questions and listening to support reflection.
- Provide constructive feedback that encourages growth.
- Develop a repeatable approach to supporting volunteers after training.

Your Take-It-Home Product: Volunteer Coaching Toolkit

Assemble practical coaching questions, conversation prompts, and follow-up steps you can use with volunteers.

Course 8 — BUILD Building a Training System That Works

Who it's for: Council and District training leaders, professional staff, commissioners, and others responsible for training systems.

A collection of courses is not automatically an effective training system. You will examine how volunteer needs, accessible learning opportunities, capable trainers, organizational support, and evaluation work together.

In this course, you will:

- Identify the essential components of an effective training system.
- Examine gaps and barriers in your current system.

- Clarify responsibilities for delivering and supporting learning.
- Prioritize practical improvements.

Your Take-It-Home Product: Training Approach Assessment

Create an updated design identifying system strengths, gaps, improvement priorities, and actions needed to begin.

Course 9 — OPEN ALTERNATE The Power of Peer Learning

Who it's for: Trainers, training leaders, commissioners, mentors, and volunteers who want to learn from shared experience.

You can learn from other volunteers as well as from formal instruction. You will explore ways to structure peer conversations so you can share experience, compare approaches, solve problems, and turn discussion into useful action.

In this course, you will:

- Identify situations suited to peer learning.
- Structure discussions around practical questions.
- Encourage participation and exchange of experience.
- Capture insights and translate them into action.

Your Take-It-Home Product: Peer-Learning Activity

Design a peer-learning activity or roundtable you can use with trainers, training committees, or other volunteer groups.

THURSDAY MORNING — Culture, Practice, and the Volunteer Learner

Course 10 — LEAD Creating a Culture of Volunteer Learning

Who it's for: Council and District Training Chairs, training committee members, commissioners, and other volunteer leaders.

A positive learning culture develops when volunteers are encouraged to build skills, leaders support participation, and learning is treated as an ongoing part of Scouting. You will examine how to make learning relevant, accessible, and worthwhile - not simply required.

In this course, you will:

- Identify characteristics of a positive volunteer learning culture.
- Recognize practices that discourage learning.
- Engage leaders and volunteers in shared ownership.
- Choose practical actions to strengthen the culture.

Your Take-It-Home Product: Culture Change Starter Plan

Create a short plan identifying a cultural barrier, the change you want, key people to engage, and initial actions.

Course 11 — TRAIN + BUILD Designing Practice That Builds Confidence

Who it's for: Trainers, course designers, training leaders, and volunteers responsible for practical skills development.

Knowing what to do and being able to do it confidently are not the same. You will explore how to give volunteers realistic opportunities to practice, receive feedback, learn from mistakes, and try again before applying skills in real situations.

In this course, you will:

- Identify skills that require practice rather than explanation alone.
- Design realistic activities around specific performance goals.
- Include feedback and opportunities to try again.
- Connect practice to real Scouting responsibilities.

Your Take-It-Home Product: Practice Lab

Develop a practice activity with a clear objective, realistic scenario, instructions, feedback, and an opportunity to repeat or improve performance.

Course 12 — OPEN ALTERNATE The Volunteer Learner: Understanding Why Adults Choose to Learn

Who it's for: Trainers, training leaders, course developers, and volunteers who encourage adult learning.

You and the adults you support bring different experiences, motivations, responsibilities, and expectations to learning. You will examine how value, confidence, time, convenience, social connection, and the chance to solve an immediate problem influence willingness to learn.

In this course, you will:

- Identify factors that influence adult participation in learning.
- Recognize common barriers to engagement.
- Consider how relevance, flexibility, and confidence affect motivation.
- Apply learner-centered thinking to a training challenge.

Your Take-It-Home Product: Volunteer Learner Profile

Develop a profile identifying a volunteer learner's likely needs, motivations, barriers, and approaches that could make learning more useful and accessible.

THURSDAY AFTERNOON — Facilitation, Organizational

Course 13 — TRAIN Facilitating Difficult Learning Situations

Who it's for: Trainers, facilitators, instructors, and course directors.

Even a well-designed course can encounter difficult situations. You will explore constructive ways to respond when learners are reluctant to engage, disagree strongly, dominate discussion, challenge you, or bring experiences that complicate the session.

In this course, you will:

- Recognize common challenging facilitation situations.
- Use techniques to redirect unproductive discussion.
- Encourage participation while maintaining boundaries.
- Respond to disagreement while preserving respect and learning.

Your Take-It-Home Product: Difficult Situation Playbook

Develop a quick-reference guide with response strategies for challenging learning situations.

Course 14 — LEAD Mobilizing the Organization: Building Shared Ownership of Volunteer Learning

Who it's for: Training Chairs, commissioners, Council and District leaders, professional staff, and volunteers who influence organizational priorities.

Volunteer learning cannot rest entirely on the training committee. You will explore how commissioners, unit leaders, membership volunteers, professional staff, and other stakeholders can share responsibility for giving adults the time, support, encouragement, and opportunity to learn.

In this course, you will:

- Identify stakeholders who influence volunteer learning.
- Connect learning priorities to other leaders' responsibilities.
- Develop practical communication and engagement approaches.
- Build support for a specific learning improvement.

Your Take-It-Home Product: Volunteer Learning Influence Map and Engagement Plan

Map key stakeholders, identify their potential contributions, and plan how to engage them in a learning priority.

Course 15 — BUILD Building a Sustainable Trainer Pipeline

Who it's for: Council and District Training Chairs, training committee members, professional staff, and others responsible for developing trainers.

Effective training depends on capable people who are prepared, supported, and encouraged to grow. You will explore how to move from recruiting an instructor only when a course needs one to building a sustainable pipeline of trainers.

In this course, you will:

- Identify potential trainers and their strengths.
- Develop a repeatable recruitment and onboarding process.
- Include mentoring and continuing development.
- Recognize and address weaknesses in your trainer pipeline.

Your Take-It-Home Product: Trainer Pipeline Plan

Develop a plan for identifying, recruiting, onboarding, mentoring, developing, and retaining trainers.

FRIDAY MORNING — Activities, Change, and Results

Course 16 — TRAIN The Art of the Great Training Activity

Who it's for: Trainers, facilitators, instructors, and course developers.

A well-designed activity can make learning memorable, give you a chance to practice, and connect an idea to a real Scouting responsibility. You will explore how to link an activity's purpose to learning outcomes, reflection, and application.

In this course, you will:

- Define the purpose of a training activity.
- Design activities that reinforce specific learning outcomes.

- Include reflection and application.
- Evaluate whether an activity contributes meaningfully to learning.

Your Take-It-Home Product: Training Activity

Create a complete activity with its objective, instructions, materials, facilitation notes, reflection questions, and intended application.

Course 17 — LEAD Leading Change in Volunteer Learning

Who it's for: Council and District Training Chairs, training committee leaders, commissioners, and organizational change leaders.

Improving volunteer learning often means changing familiar practices. You will explore practical ways to explain the need for change, involve others, identify early progress, address resistance, and sustain improvement.

In this course, you will:

- Define a specific improvement in volunteer learning.
- Identify people affected by the proposed change.
- Develop communication and engagement strategies.
- Establish achievable actions and indicators of progress.

Your Take-It-Home Product: Training Change Plan

Create a plan identifying the desired improvement, stakeholders, communication approach, initial actions, and measures of progress.

Course 18 — BUILD Measuring What Matters in Volunteer Learning

Who it's for: Council and District training leaders, professional staff, evaluators, and others responsible for training strategies and effectiveness.

Course attendance and completion rates are useful, but they do not show by themselves whether you learned, changed your behavior, or improved your effectiveness. You will explore a practical evaluation approach connecting learning objectives with evidence of application and organizational impact.

In this course, you will:

- Distinguish activity measures from learning and impact measures.
- Connect evaluation questions to intended outcomes.
- Identify practical evidence of behavior change and results.
- Develop a manageable plan for reviewing and using findings.

Your Take-It-Home Product: Evaluation Plan

Create an evaluation plan identifying intended outcomes, key questions, measures, evidence sources, and how findings will inform future decisions.

SCHEDULE AT A GLANCE

Day AM PM	TRAIN	LEAD	BUILD	Open Alternate
Monday afternoon	1. Make Learning Come Alive	2. From Training Chair to Training Leader	3. Designing the Future of Volunteer Learning	
Tuesday morning	4. Designing Learning That Volunteers Actually Use	5. From Training Problem to Training Solution (LEAD + BUILD)		6. Using Data to Improve Volunteer Learning
Tuesday afternoon	7. Coaching the Volunteer Learner (TRAIN + LEAD)		8. Building a Training System That Works	9. The Power of Peer Learning
Wednesday	No formal classes Philmont experiences, reflection, fellowship, and networking			
Thursday morning	11. Designing Practice That Builds Confidence (TRAIN + BUILD)	10. Creating a Culture of Volunteer Learning	11. Designing Practice That Builds Confidence (TRAIN + BUILD)	12. The Volunteer Learner: Understanding Why Adults Choose to Learn
Thursday afternoon	13. Facilitating Difficult Learning Situations	14. Mobilizing the Organization: Building Shared Ownership of Volunteer Learning	15. Building a Sustainable Trainer Pipeline	
Friday morning	16. The Art of the Great Training Activity	17. Leading Change in Volunteer Learning	18. Measuring What Matters in Volunteer Learning	

Boxes shaded in light blue are combined with two Pathway Groups

Evening programs and focus groups are separate from the course catalog:

- Monday evening: Wood Badge informational presentation and Q&A led by the national Wood Badge coordinator.
- Tuesday & Thursday evening: Focus Groups (Topics to be announced)

The Take-It-Home Principle

Every course at in the *Learning Pathways* program includes a product, tool, plan, or action you create and can use after you return home. This is not an optional add-on or an exercise without a purpose; it is part of how the learning is designed. You will use what you learn to create something connected to your Scouting responsibilities.

Your product might be a plan, worksheet, activity, system map, diagnostic tool, evaluation framework, or implementation strategy. You can also draw on products from your courses as you complete your Training Challenge Action Plan.

The intent is simple: don't leave Philmont with only notes, ideas, or good intentions. Leave with something useful and a clear next step.

What You Should Gain from the *Learning Pathways* Program

By the end of the week, you should have strengthened your ability to design effective learning, lead a positive volunteer learning culture, or build systems that support sustainable learning. You should also have practical products you can adapt to your Council, District, training committee, or volunteer role.

Through the challenge initiative, you will identify a meaningful opportunity for improvement and document the first actions you intend to take. Volunteer development is more than completing required courses; it is an ongoing commitment to helping adults learn, grow, and apply their capabilities in service to young people.

Your Training Challenge Action Plan

Arrive at Philmont with a challenge involving volunteer learning. You might want to improve how volunteers are trained, make learning more engaging, help training leaders support volunteers, or make learning more accessible and effective in your organization.

Use your courses, conversations with other Scouters, and Take-It-Home Products to explore practical responses. Before you leave Philmont, you will complete a Training Challenge Action Plan that records the approach you intend to pursue and the first steps you will take at home.

This initiative connects all three pathways without requiring you to attend the same courses as everyone else or solve the same problem.

What Makes a Suitable Challenge?

Choose a challenge that has a meaningful connection to volunteer learning and offers opportunities for practical action. For example, you might be working to:

- Help direct-contact leaders complete training that is relevant to their responsibilities.
- Help volunteers apply what they learn in courses to their work with young people.
- Replace overly presentation-heavy training with more interaction and practice.
- Recruit, develop, and retain effective trainers in your Council or District.
- Make training easier to access despite scheduling, travel, work, or family responsibilities.
- Move beyond completion statistics to understand learning, application, and results.
- Build a sustainable system for developing trainers, evaluating learning, or following up with volunteers.

Your challenge does not have to be solved entirely through training. It should, however, connect meaningfully to volunteer learning and include practical actions you can influence.

How the Initiative Will Work

You will not be asked to submit your challenge during registration. Registration is scheduled for November 1, 2026, through June 4, 2027, and course syllabi must be finalized by December 31, 2026. Instead, identify or refine your challenge as part of your own preparation. You will receive a fill-in-the-blank worksheet at Philmont check-in and use it throughout the week.

Use insights from your courses, conversations with other Scouters, and your Take-It-Home Products to work on your plan. You own the plan. Facilitators will not be expected to collect or individually respond to your challenge, and course materials will not need to be changed to fit individual challenges.

Your Training Challenge Action Plan

Before you leave Philmont, your plan will address seven elements:

1. My challenge: What problem involving volunteer learning am I trying to address?
2. What I have learned: What insights, evidence, or ideas from Philmont help me understand it?
3. My proposed approach: What practical response will I pursue?
4. My first three actions: What specific steps will I take when I return home?
5. Who needs to be involved? Who can support, influence, or help implement my approach?
6. How I will recognize progress: What signs will tell me that my approach is helping?
7. My first milestone: What will I accomplish first, and by when?

Your plan is not a guarantee that you will solve the entire challenge during the week. It is a way to leave with a clearer understanding, practical options, and a documented next step.