



RIYAADA
Institute for Leadership & Governance



EXECUTIVE LEADERSHIP & GOVERNANCE AND STRATEGIC MANAGEMENT

Flagship Executive Training Package & Prospectus

“Educating Leaders. Producing Knowledge. Transforming Institutions.”

Programme Architecture	Nine executive courses across two complementary streams
Default Delivery	5 day intensive per course (approximately 35 contact hours)
Primary Audience	Public, corporate, academic, civil society and development sector leaders
Geographic Focus	Somalia, the Horn of Africa, fragile settings and the wider Global South
Edition	2026 Flagship Executive Education Prospectus

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Institutional Use

This prospectus is designed for programme approval, marketing, partnership engagement, faculty preparation, client commissioning, and cohort delivery planning. Detailed facilitator guides and session plans should be developed before live delivery.

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Executive Summary

This prospectus presents RIYAADA Institute for Leadership & Governance's flagship nine course executive education suite in Executive Leadership, Governance, Public Administration, Policy, Institutional Transformation and Strategic Management. The suite is organised across two complementary streams Executive Leadership & Governance and Strategic Management & Organizational Transformation and is designed to strengthen the leadership, ethical, administrative, strategic and reform capabilities required to build credible institutions in Somalia, the Horn of Africa, fragile settings and the wider Global South. It integrates internationally recognised standards in public governance, corporate governance, board effectiveness, ethics and integrity, public policy, public administration, change management and strategy execution with the practical realities of fragile, post conflict, resource constrained and institutionally transforming environments.

1. Nine publication ready executive courses with clear rationales, tier mapped participant profiles, measurable learning outcomes, five day module structures, applied learning methodologies, assessment requirements, certification standards, indicative outputs and core readings.
2. A coherent proprietary curricular spine built around RIYAADA's LEADER, MANAGER, DIRECTOR and LEADERSHIP frameworks, enabling progression from supervisory performance to managerial execution, executive oversight and ethical institutional stewardship.
3. A three tier leadership pathway linking Tier 01 leaders to institutional direction, fiduciary responsibility and sustainability; Tier 02 leaders to coordination, policy, reform and execution; and Tier 03 supervisors to daily performance, team leadership and operational discipline.
4. Seven high impact leadership competencies strategic thinking, communication, emotional intelligence, developing people, decision making and critical thinking, adaptability, integrity and accountability assessed through diagnostics, simulations, applied projects, reflective practice and post course workplace follow up.
5. An experiential andragogical model grounded in Kolb's learning cycle, the 70 20 10 development approach, action learning, simulations, peer exchange, executive coaching and applied institutional projects that require participants to work on real organisational challenges.
6. Direct alignment with Somalia's National Transformation Plan I (2025 2029), especially the Transformational Governance pillar, civil service professionalisation, public sector reform, integrity strengthening, service delivery improvement and the development of capable public institutions.
7. A practical implementation framework covering faculty mobilisation, quality assurance, assessment moderation, cohort piloting, Kirkpatrick Level 1 4 evaluation, post course application reviews, partnership development, curriculum refresh and evidence based institutional impact reporting.

Programme Philosophy

RIYAADA's programme philosophy is that institutions are transformed when ethical leadership, strategic direction, managerial execution and daily performance reinforce one another. Top management sets purpose, direction and accountability; middle management translates strategy into coordinated implementation; and supervisory leadership converts institutional priorities into disciplined service delivery. Across all tiers, public value, integrity, evidence informed decision making, adaptive leadership and measurable institutional results provide the connecting logic of the programme.





1. Institutional and Programme Overview

1.1 About RIYAADA

The RIYAADA Institute for Leadership & Governance is a Mogadishu based centre of excellence dedicated to educating leaders, producing knowledge and transforming institutions across Somalia, the Horn of Africa and the wider African continent. RIYAADA's institutional purpose is to convert leadership potential into measurable institutional performance in environments where governance capacity is most urgently required, including post conflict states, fragile institutions, young democracies, emerging corporate sectors and reforming public administrations. The Institute brings together executive education, applied research, policy engagement, coaching and institutional transformation support in order to strengthen ethical leadership, public value creation, accountable governance and sustainable organisational performance. Its programmes are designed for leaders who must operate under conditions of uncertainty, limited resources, complex stakeholder expectations and high public demand for credible institutions.

1.2 RIYAADA Curricular Blueprint

LEADER Foundational Action	Lead; Empower; Accountable; Decisive; Engage; Results Driven. This framework establishes the behavioural foundation for supervisory and first line leadership by emphasising personal responsibility, team motivation, operational discipline and visible commitment to results.
MANAGER Operational Mastery	Motivate; Align; Nurture; Administer; Guide; Engage; Results Driven. This framework supports middle managers who translate institutional strategy into coordinated execution, staff development, service delivery and accountable operational performance.
DIRECTOR Executive Oversight	Define Direction; Inspire Purpose; Resolve Challenges; Empower People; Communicate Clearly; Track Performance; Oversee Accountability; Results Focused Leadership. This framework guides senior executives, boards and institutional stewards who are responsible for strategy, legitimacy, oversight and long term sustainability.
LEADERSHIP Ethical and Sustainable Governance	Listening; Empowering; Adaptive; Decisive; Ethical; Respectful; Service; Humility; Innovative; Perseverance. This framework functions as RIYAADA's ethical operating system across all tiers and courses, ensuring that leadership effectiveness is inseparable from integrity, service and institutional responsibility.

1.3 Three Tier Management Stratification

Tier 01 Top Management	Boards, founders, chairpersons, chief executives, ministers, directors general and senior institutional stewards. Focus: purpose, legitimacy, strategic direction, fiduciary responsibility, institutional sustainability and accountability for long term public or organisational value.
Tier 02 Middle	Departmental directors, deans, division heads, programme





Management	managers, policy leads and reform coordinators. Focus: translating strategic intent into coordinated implementation, managing teams and resources, strengthening systems and ensuring that institutional plans produce practical results.
Tier 03 Supervisory / First Line	Supervisors, team leads, unit heads and project coordinators. Focus: daily operational discipline, team motivation, workflow coordination, service quality, problem solving and the conversion of institutional priorities into reliable frontline performance.

1.4 Seven Key Competencies

1. **Strategic Thinking** the capacity to interpret context, anticipate change, define priorities, make trade offs and align institutional choices with long term value.
2. **Communication** the ability to listen actively, frame messages clearly, influence stakeholders, communicate reform intent and build shared understanding across diverse audiences.
3. **Emotional Intelligence** the discipline of self awareness, self management, social awareness and relationship management required for credible, resilient and adaptive leadership.
4. **Developing People** the capability to coach, delegate, empower, motivate, give feedback and build team capacity for sustained performance.
5. **Decision Making and Critical Thinking** the ability to diagnose problems, assess evidence, weigh risks and trade offs, exercise judgement and make defensible decisions under uncertainty.
6. **Adaptability** the capacity to lead through uncertainty, respond constructively to change, learn from feedback and adjust strategies in dynamic institutional environments.
7. **Integrity and Accountability** the commitment to ethical conduct, transparency, stewardship of resources, responsibility for results and the creation of trustworthy institutions.

1.5 Somali and Fragile State Context

The suite is specifically designed for the Somali operating environment while remaining relevant to comparable fragile, post conflict and transitional settings. Somalia's National Transformation Plan I (2025 – 2029) identifies Transformational Governance as a foundational national priority and emphasises inclusive politics, security, rule of law, public sector reform, civil service professionalisation, institutional integrity, e government and strengthened public administration capacity. RIYAADA's programme responds to these priorities by preparing leaders who can connect ethical leadership, institutional reform, policy capability, public administration, strategic management and service delivery in ways that support credible state building and organisational transformation.

The programme therefore localises governance and leadership content to the realities of hybrid institutions, federal member state coordination, donor dependency, public financial management reform, anti corruption priorities, service delivery constraints, institutional trust deficits and the political economy of reform. Rather than relying primarily on imported hypothetical cases, participants analyse their own organisational challenges, develop applied outputs for their institutions and test leadership concepts against the practical conditions of Somali public, private, academic, civil society and development sector organisations.





2. Programme Architecture

2.1 Stream A Executive Leadership & Governance

8. Public Leadership & Governance
9. Corporate Governance
10. Board Governance & Director Development
11. Ethics, Integrity & Accountability
12. Public Policy Analysis & Development
13. Government Administration & Public Sector Reform

2.2 Stream B Strategic Management & Organizational Transformation

14. Institutional Transformation & Change Management
15. Executive Leadership
16. Strategic Management & Organizational Transformation

2.3 Tier Pathways

Governance and direction setting courses primarily cater to Tier 01 executives, while change, policy, and reform courses primarily serve Tier 02 executives. Executive Leadership provides a universal entry point for Tiers 02–03 and newly appointed Tier 01 executives. The DIRECTOR framework is prevalent in top tier governance courses, MANAGER is dominant in execution courses, and LEADER underpins the foundational leadership pathway.

2.4 Delivery Assumption

Unless otherwise commissioned, each course is a five day intensive executive short course of approximately 35 contact hours, delivered as a continuous block or in a modular 2+2+1 format. Courses can be combined into Advanced Certificates and an Executive Diploma.

3. Target Participants and Admission

The participant pool comprises ministers, directors general, board chairs, and members, CEOs, and senior executives; departmental directors, deans, division heads, and programme managers; and supervisors, team leaders, and project coordinators. Cohorts may be drawn from federal and member state governments, state owned enterprises, companies, banks, non governmental organizations (NGOs), universities, professional bodies, and civil society.

Candidates typically possess a relevant degree and/or substantial managerial experience. Senior practitioners may be admitted through a portfolio and experience route. Admission entails submitting an application, a statement of leadership challenge, organizational nomination where applicable, and a pre course diagnostic that maps the participant's tier and development needs against the seven competencies.

4. Delivery Modalities

1. In person intensive delivery at the Mogadishu campus or client premises.
2. Modular or block release delivery for serving executives.
3. In house bespoke cohorts for ministries, companies, boards and development programmes.





4. Blended and virtual components for pre work, readings, coaching and post course application.
5. Individual and group executive coaching.
6. Action learning projects applied to the participant's institution.

70 20 10 Learning Mix

Approximately 70% experiential and workplace application, 20% coaching, mentoring and peer exchange, and 10% formal instruction. Sessions follow Kolb's cycle: concrete experience, reflective observation, abstract conceptualisation and active experimentation.

5. Detailed Course Curricula

COURSE 1 PUBLIC LEADERSHIP & GOVERNANCE

Stream	Executive Leadership & Governance
Default duration	5 days / approximately 35 contact hours
Target participants / tier	Primarily Tier 01 and senior Tier 02; ministers, directors general, agency heads, departmental directors and governance advisers.
Certification	RIYAADA Certificate in Public Leadership & Governance

Rationale and Description

Public institutions in fragile, developing and transitional contexts are most effective when leaders are able to convert constitutional, legal and administrative authority into legitimate, ethical and results oriented governance. In Somalia and comparable state building environments, governance challenges are rarely technical alone; they are also political, institutional, cultural, relational and resource based. Public leaders must therefore exercise authority with prudence, accountability and strategic foresight while managing expectations from citizens, political actors, civil servants, development partners and service users. This course approaches public leadership as the disciplined practice of setting institutional direction, stewarding public resources, strengthening public trust, coordinating diverse stakeholders and creating the administrative conditions required for accountable service delivery. Participants examine internationally recognised governance principles and critically adapt them to Somali, African and fragile state realities, including federal coordination, hybrid authority structures, donor dependency, public financial management reform, service delivery constraints, integrity risks and public trust deficits.

Course Aim

The course aims to develop public leaders who can exercise principled authority, define institutional direction, uphold accountability, build legitimacy and govern for long term sustainability. It emphasises the leader's responsibility to align policy intent, administrative capacity, stakeholder expectations and measurable public value. The course further develops the judgement required to manage competing interests in complex political and institutional environments, especially where public institutions operate under conditions of limited resources, contested legitimacy and urgent citizen expectations.





Measurable Learning Outcomes

17. Apply sound public governance values transparency, integrity, accountability and participation to a live institutional problem.
18. Diagnose a public trust deficit and design a credible institutional response.
19. Map a stakeholder ecosystem and prepare an engagement strategy.
20. Produce a governance reform action plan aligned to the NTP I Transformational Governance pillar.

Five Day Module Structure

Day / Module	Theme	Core Content and Applied Learning
Day 1	Foundations of Public Governance	Governance, legitimacy and the social contract; sound public governance values, enablers and tools; rule of law, participation, transparency and responsiveness.
Day 2	Public Leadership	Leadership versus management; RIYAADA LEADERSHIP philosophy; adaptive and values based leadership; leadership in fragile, conflict affected and hybrid governance contexts.
Day 3	Trust, Accountability and Anti Corruption	Public trust; horizontal, vertical and social accountability; integrity systems, organisational culture and accountability; Somalia's integrity landscape.
Day 4	Stakeholders, Citizens and Service Delivery	Stakeholder mapping; citizen centred governance; e government; capacity development through institutional arrangements, leadership, knowledge and accountability.
Day 5	Governance Reform in Practice	Governance diagnosis; reform design and sequencing; NTP I alignment; capstone presentations and peer review.

Learning Methodology

Learning is organised around Somali public sector case studies, a governance diagnostic simulation, structured peer exchange, executive coaching and an applied governance reform project. Participants use their own institutional challenges as learning material, allowing the course to connect conceptual knowledge with real leadership practice. The methodology encourages reflection on authority, legitimacy, accountability and public value, while also requiring participants to translate learning into concrete reform actions that can be tested in their organisational settings.

Assessment and Certification

Assessment is designed to measure both conceptual understanding and practical application. Participants complete a governance reform action plan worth 50%, a structured case analysis worth 30%, and participation with peer review worth 20%. Successful certification requires evidence that the participant can diagnose a governance challenge, apply relevant governance principles, engage stakeholders and propose a realistic reform pathway aligned with institutional priorities and the NTP I Transformational Governance pillar.

Core Readings, Tools and Frameworks

OECD Policy Framework on Sound Public Governance; OECD Recommendation on Public Integrity; UNDP Capacity Development: A Primer; UN Principles of Effective Governance for Sustainable Development; World Bank governance work on Somalia.





RIYAADA Framework and Competency Integration

Integration Map

DIRECTOR: Define Direction, Oversee Accountability and Results Focused Leadership. LEADERSHIP: Service, Ethical and Listening. Competencies: Strategic Thinking, Integrity and Accountability, Communication.

Indicative Applied Outputs

- Governance diagnostic
- Stakeholder map
- Public trust response
- Governance reform action plan

COURSE 2 CORPORATE GOVERNANCE

Stream	Executive Leadership & Governance
Default duration	5 days / approximately 35 contact hours
Target participants / tier	Tier 01 company chairs, CEOs and SOE directors general; Tier 02 finance directors, company secretaries, risk, audit and compliance leaders.
Certification	RIYAADA Certificate in Corporate Governance

Rationale and Description

As Somalia's private sector, financial institutions, family enterprises, charities and state owned enterprises expand in scale, complexity and public significance, corporate governance becomes a strategic requirement rather than a narrow compliance formality. Effective governance clarifies authority, protects stakeholders, strengthens risk oversight, improves disclosure, supports access to finance and enhances institutional credibility. It also enables organisations to balance entrepreneurial growth with accountability, sustainability and responsible stewardship. This course introduces participants to the global corporate governance canon and examines how principles such as accountability, transparency, fairness, responsible stewardship, board effectiveness and sustainability can be applied in institutions operating within emerging markets, concentrated ownership structures, evolving regulatory systems and fragile economic environments.

Course Aim

The course aims to build participants' capacity to design, assess and strengthen corporate governance systems that promote institutional trust, strategic oversight, risk management, ethical conduct, sustainability, investor confidence and long term organisational performance. Particular attention is given to the practical translation of governance codes into board processes, decision rights, reporting systems, internal controls and accountability mechanisms. By the end of the course, participants are expected to understand corporate governance as a value creating system that links leadership, oversight, compliance, transparency and organisational resilience.

Measurable Learning Outcomes

21. Apply the G20/OECD Principles of Corporate Governance to a real institution.
22. Evaluate governance practice against King IV's ethical leadership and governance outcomes.
23. Design core governance structures, including board and committee arrangements and chair/CEO role clarity.
24. Develop a governance, risk, disclosure and sustainability improvement framework.





Five Day Module Structure

Day / Module	Theme	Core Content and Applied Learning
Day 1	Foundations	Purpose and value of corporate governance; Cadbury and comply or explain; agency and stakeholder theories; corporate failures and lessons.
Day 2	Global Principles	Shareholder rights; equitable treatment; institutional investors; disclosure and transparency; board responsibilities; sustainability and resilience.
Day 3	King IV and Integrated Governance	Ethical and effective leadership; the governing body; ethical culture, good performance, effective control and legitimacy; integrated reporting.
Day 4	Risk, Audit, Compliance and ESG	Risk governance; audit committees; internal control; compliance; ESG and climate related disclosure; governance of state owned enterprises.
Day 5	Institutional Application	Governance assessment of a company or SOE; priority gaps; remediation roadmap; capstone presentation.

Learning Methodology

The course uses corporate case studies, board decision simulations, governance code gap analysis, executive coaching and an applied company assessment. Participants analyse governance challenges from private companies, financial institutions, family owned enterprises, charities and state owned enterprises. The learning process emphasises practical diagnosis, comparative benchmarking and the development of implementable governance improvements that strengthen board effectiveness, risk oversight, disclosure quality and stakeholder confidence.

Assessment and Certification

Assessment consists of a company governance assessment worth 50%, a technical examination worth 25%, and participation worth 25%. The assessment design requires participants to demonstrate an ability to interpret governance standards, identify institutional gaps, evaluate board and committee arrangements, and recommend proportionate improvements in risk, disclosure, accountability and sustainability practices.

Core Readings, Tools and Frameworks

G20/OECD Principles of Corporate Governance; King IV; Cadbury Report; OECD Guidelines on Corporate Governance of State Owned Enterprises; Tricker, Corporate Governance: Principles, Policies and Practices.

RIYAADA Framework and Competency Integration

Integration Map

DIRECTOR: Oversee Accountability and Track Performance. LEADERSHIP: Ethical and Respectful. Competencies: Integrity and Accountability, Strategic Thinking, Decision Making.

Indicative Applied Outputs

- Governance code gap analysis
- Board and committee map
- Risk and disclosure improvement plan
- Governance remediation roadmap





COURSE 3 BOARD GOVERNANCE & DIRECTOR DEVELOPMENT

Stream	Executive Leadership & Governance
Default duration	5 days / approximately 35 contact hours
Target participants / tier	Tier 01 exclusively: board chairs, non executive and executive directors, trustees, company secretaries and aspiring directors.
Certification	RIYAADA Certificate in Board Governance & Director Development

Rationale and Description

Boards represent the apex of institutional stewardship. Their effectiveness determines whether organisations are properly directed, ethically governed, strategically aligned and held accountable for performance. This course develops the knowledge, judgement, behavioural discipline and fiduciary awareness required of directors in public, private, non profit and state owned institutional settings. It pays particular attention to the distinction between governance and management, the chair's role in shaping board culture, the importance of constructive challenge, and the need for board evaluation as a continuous improvement mechanism rather than a ceremonial exercise. Participants are encouraged to view board service as a professional responsibility requiring preparation, independence of thought, ethical courage, strategic literacy and a long term commitment to institutional value creation.

Course Aim

The course aims to professionalise board leadership and director practice so that boards can discharge fiduciary duties, govern risk and strategy, evaluate their own effectiveness, support executive accountability and add measurable strategic value to the institutions they oversee. It develops directors who understand both the formal responsibilities of board membership and the behavioural expectations of effective boardroom practice, including preparation, independence, constructive challenge, collective decision making and ethical stewardship.

Measurable Learning Outcomes

25. Discharge directors' fiduciary duties and distinguish board direction from executive management.
26. Apply the IoD director dimensions of knowledge, skills and mindset.
27. Design and conduct board, committee and individual director evaluations.
28. Develop board composition, succession, induction and continuing development plans.

Five Day Module Structure

Day / Module	Theme	Core Content and Applied Learning
Day 1	The Board's Role	Direction versus management; fiduciary duties; board and executive boundaries; board structures, committees and delegations.
Day 2	The Effective Director	Director competence across knowledge, skills and mindset; induction; continuing professional development; information rights and responsibilities.
Day 3	Board Dynamics and Decisions	Chair leadership; boardroom behaviour; independence; constructive challenge; conflict, power and collective decision making.
Day 4	Board Evaluation and Performance	Board, committee and individual evaluations; self assessment and peer review; succession, diversity and development.
Day 5	Strategy and Oversight	Board oversight of strategy, risk, culture, stakeholders and performance; full mock board meeting and capstone.

Learning Methodology

The learning methodology combines a live board simulation, director role plays, a board evaluation clinic, executive coaching and structured peer exchange. Participants practise interpreting board papers, asking strategic questions, managing boardroom disagreement, assessing board performance and designing improvement actions. The





methodology is intentionally experiential so that participants can move beyond awareness of governance principles toward disciplined director behaviour and improved board practice.

Assessment and Certification

Assessment consists of a board evaluation design and development plan worth 50%, a board simulation worth 30%, and a reflective portfolio worth 20%. Certification requires evidence that the participant can distinguish governance from management, apply director competencies, contribute constructively to board deliberation, and design credible mechanisms for board, committee and individual director improvement.

Core Readings, Tools and Frameworks

IoD Director Competency Framework; King IV board principles; Cadbury board composition guidance; recognised board evaluation methodologies.

RIYAADA Framework and Competency Integration

Integration Map

Flagship DIRECTOR course, covering all eight elements. LEADERSHIP: Humility, Listening and Ethical. Competencies: Decision Making and Critical Thinking, Integrity and Accountability, Strategic Thinking.

Indicative Applied Outputs

- Board charter review
- Director competency self assessment
- Board evaluation tool
- Board development and succession plan





COURSE 4 INSTITUTIONAL TRANSFORMATION & CHANGE MANAGEMENT

Stream	Strategic Management & Organizational Transformation
Default duration	5 days / approximately 35 contact hours
Target participants / tier	Tier 01 change sponsors and Tier 02 change leaders, programme managers and NTP I implementers.
Certification	RIYAADA Certificate in Institutional Transformation & Change Management

Rationale and Description

Institutional reforms frequently fail not because the technical design is inadequate, but because leaders underestimate the organisational, political and human conditions required for successful adoption. Reform requires more than policy approval or structural redesign; it demands sustained attention to incentives, authority relationships, stakeholder interests, institutional culture, communication, behavioural adaptation and the emotional experience of transition. In fragile and resource constrained environments, these challenges are intensified by contested mandates, fragmented accountability, uneven administrative capacity and uncertainty about reform ownership. This course therefore treats transformation as a deliberate leadership discipline that connects strategic intent with organisational alignment, stakeholder mobilisation, change governance, adoption planning and long term institutional sustainability. Participants examine leading change management frameworks and apply them to ministries, public agencies, universities, civil society organisations, companies and state owned enterprises operating in Somali and comparable fragile state contexts.

Course Aim

The course aims to equip leaders with the analytical and practical capabilities required to diagnose institutional readiness, construct a compelling case for change, build sponsorship coalitions, communicate reform intent, manage resistance, support individual and collective adoption, align organisational systems and embed transformation beyond the initial implementation phase. It develops the capacity to move from reform aspiration to sequenced execution by linking leadership behaviour, stakeholder engagement, operational planning, performance measurement and institutional learning.

Measurable Learning Outcomes

29. Use Kotter's eight steps to structure a transformation.
30. Apply ADKAR to individual adoption and reinforcement.
31. Use Lewin and McKinsey 7 S to diagnose forces and organisational alignment.
32. Apply Bridges' Transition Model to the human and emotional dimensions of change.
33. Produce a complete change management plan for a live reform.

Five Day Module Structure

Day / Module	Theme	Core Content and Applied Learning
Day 1	The Case for Change	Drivers of change; failure patterns; change versus transition; transformation in fragile and politically complex contexts.
Day 2	Organisational Change Models	Kotter's eight steps; urgency, coalition, vision, communication, barriers, wins, acceleration and anchoring; Lewin and force field analysis.
Day 3	Individual and Diagnostic Models	ADKAR: awareness, desire, knowledge, ability and reinforcement; McKinsey 7 S: strategy, structure, systems, shared values, skills, style and staff.
Day 4	The Human Side	Bridges: endings, neutral zone and new beginnings; resistance; culture; communication; emotional responses to change.
Day 5	Designing Transformation	Integrating models; sponsorship and governance; change plan, measures and sustainment; capstone.





Learning Methodology

The learning methodology is built around a running Somali ministry, agency or state owned enterprise transformation case that participants develop throughout the course. Participants undertake readiness diagnostics, stakeholder and resistance mapping, coalition building exercises, communication planning, adoption analysis and reform governance design. Simulations and role plays allow participants to practise managing resistance, communicating difficult reforms and sustaining momentum under political and administrative constraints. Executive coaching and action learning sessions help participants translate the change models into practical reform plans for their own institutions.

Assessment and Certification

Assessment requires participants to demonstrate both conceptual mastery and applied change leadership competence. The principal assessment is a live reform change management plan worth 60%, supported by model application exercises worth 20% and participation worth 20%. Certification is awarded when the participant can diagnose change readiness, apply appropriate change models, identify resistance and adoption risks, design communication and sponsorship arrangements, and present a realistic transformation roadmap with clear implementation responsibilities and sustainment measures.

Core Readings, Tools and Frameworks

Kotter, Leading Change; Prosci ADKAR; Lewin; McKinsey 7 S; Bridges, Managing Transitions; post New Public Management change literature.

RIYAADA Framework and Competency Integration

Integration Map

MANAGER: Align, Guide and Motivate; DIRECTOR: Resolve Challenges and Inspire Purpose. LEADERSHIP: Adaptive, Perseverance and Empowering. Competencies: Adaptability, Communication, Developing People.

Indicative Applied Outputs

- Case for change
- Stakeholder and resistance map
- Communication and adoption plan
- Integrated transformation roadmap





COURSE 5 ETHICS, INTEGRITY & ACCOUNTABILITY

Stream	Executive Leadership & Governance
Default duration	5 days / approximately 35 contact hours
Target participants / tier	All tiers, with tailored pathways for tone at the top, integrity systems and ethical daily conduct; especially relevant to audit, compliance and integrity officers.
Certification	RIYAADA Certificate in Ethics, Integrity & Accountability

Rationale and Description

Ethical leadership and credible integrity systems are central to public legitimacy, corporate trust, donor confidence and institutional sustainability. In contexts where corruption risks, weak controls, discretionary authority and informal power networks can undermine performance, integrity must be understood as an organisational capability rather than an individual virtue alone. Leaders are responsible not only for personal ethical conduct, but also for creating systems that make ethical behaviour expected, supported and enforceable. This course therefore moves from personal ethical reasoning to institutional integrity architecture, examining how values, incentives, controls, transparency mechanisms, leadership behaviour and accountability systems interact to prevent abuse of authority, protect public resources and strengthen public value. Participants explore international anti corruption standards while adapting them to Somali and fragile institution realities, where credibility, trust and accountability are essential conditions for reform.

Course Aim

The course aims to build participants' capacity to reason ethically, recognise integrity risks, design organisational integrity systems and strengthen accountability mechanisms grounded in international anti corruption standards and practical institutional controls. It develops leaders who can translate values into policies, procedures, reporting mechanisms, oversight arrangements and everyday managerial behaviour. Particular emphasis is placed on conflict of interest management, whistle blower protection, transparency, internal control, audit, procurement integrity and the leadership responsibility to establish a visible tone of integrity at every level of the organisation.

Measurable Learning Outcomes

34. Apply a structured ethical decision framework to real dilemmas.
35. Explain and operationalise the principal obligations of the UN Convention against Corruption.
36. Design an integrity management system using system, culture and accountability pillars.
37. Develop conflict of interest, whistle blowing, transparency and accountability mechanisms.

Five Day Module Structure

Day / Module	Theme	Core Content and Applied Learning
Day 1	Ethical Foundations	Ethics, values and integrity; ethical reasoning; tone at the top; the RIYAADA LEADERSHIP philosophy as an ethical operating system.
Day 2	Corruption and UNCAC	Forms and drivers of corruption; prevention; criminalisation and law enforcement; international cooperation; asset recovery; Somalia's anti corruption landscape.
Day 3	Integrity Management Systems	Integrity system, culture and accountability; codes of conduct; conflicts of interest; asset declarations; procurement integrity.
Day 4	Accountability and Transparency	Internal control; risk, audit and oversight; whistle blower mechanisms; access to information; citizen and social accountability.
Day 5	Building an Integrity Programme	Integrity strategy; roles and responsibilities; indicators and reporting; implementation roadmap; capstone.

Learning Methodology

Learning is delivered through ethical dilemma clinics, corruption risk scenarios, integrity system design workshops, peer exchange and executive coaching. Participants analyse realistic cases involving conflicts of interest, misuse of authority, procurement vulnerabilities, weak reporting systems and accountability failures. They then translate these cases into institutional controls, codes of conduct, disclosure processes, whistle blower mechanisms and integrity





monitoring arrangements. The methodology emphasises judgement, practical system design and behavioural consistency so that ethical principles become operational governance practices rather than abstract commitments.

Assessment and Certification

Assessment consists of an organisational integrity programme design worth 50%, an ethical dilemma analysis worth 30%, and participation worth 20%. Participants must demonstrate the ability to identify integrity risks, apply ethical decision making frameworks, interpret relevant anti corruption obligations, design proportionate controls and communicate accountability responsibilities clearly. Certification requires evidence that the participant can move beyond ethical awareness toward the design of practical integrity systems that support transparency, accountability and institutional trust.

Core Readings, Tools and Frameworks

UN Convention against Corruption; OECD Recommendation on Public Integrity and Public Integrity Handbook; OECD Public Integrity Indicators; Transparency International analyses; Nolan Principles.

RIYAADA Framework and Competency Integration

Integration Map

Flagship LEADERSHIP philosophy course: Ethical, Respectful, Service and Humility; LEADER: Accountable. Competencies: Integrity and Accountability, Decision Making, Communication.

Indicative Applied Outputs

- Ethical decision analysis
- Integrity risk map
- Code and conflict of interest controls
- Organisational integrity programme





COURSE 6 PUBLIC POLICY ANALYSIS & DEVELOPMENT

Stream	Executive Leadership & Governance
Default duration	5 days / approximately 35 contact hours
Target participants / tier	Primarily Tier 02 policy directors, advisers, analysts and programme managers; Tier 01 leaders who commission or approve policy.
Certification	RIYAADA Certificate in Public Policy Analysis & Development

Rationale and Description

Good governance depends on leaders and policy professionals who can define public problems accurately, assemble credible evidence, assess options, weigh trade offs and communicate feasible recommendations to decision makers. In fragile and resource constrained environments, policy work is often complicated by limited data, urgent political pressures, donor influence, implementation constraints and competing stakeholder expectations. Sound policy analysis therefore requires both technical rigour and political administrative judgement. This course uses Bardach's Eightfold Path and the policy cycle as its core analytical discipline, enabling participants to move systematically from problem definition to evidence gathering, option development, criteria selection, outcome projection, trade off analysis and persuasive policy communication. The course emphasises decision ready policy work that is realistic, evidence informed, context sensitive and implementation aware.

Course Aim

The course aims to develop rigorous, practical and evidence informed policy analysis and communication skills that enable participants to produce decision ready recommendations. It strengthens the capacity to frame policy problems, identify relevant evidence, construct feasible alternatives, apply criteria, assess costs and benefits, anticipate implementation barriers and communicate recommendations in concise and persuasive formats. The course also prepares participants to understand policy as a cycle of agenda setting, formulation, adoption, implementation, monitoring and evaluation rather than as a one time technical document.

Measurable Learning Outcomes

38. Execute Bardach's Eightfold Path from problem definition to persuasive policy story.
39. Locate policy work within agenda setting, formulation, adoption, implementation and evaluation.
40. Apply evidence, criteria, cost and feasibility analysis.
41. Produce a concise, decision ready policy memorandum.

Five Day Module Structure

Day / Module	Theme	Core Content and Applied Learning
Day 1	Policy and the Policy Cycle	Policy concepts; stages heuristic; institutions, actors, interests and power; policy in fragile and federal settings.
Day 2	Eightfold Path I	Define the problem; assemble evidence; construct alternatives; problem framing and evidence plans.
Day 3	Eightfold Path II	Select criteria; project outcomes; confront trade offs; decide; tell the story.
Day 4	Evidence and Analysis	Evidence informed policymaking; data quality; cost effectiveness; break even and sensitivity analysis; political and administrative feasibility.
Day 5	Communication and Implementation	Policy memo; briefing decision makers; implementation design; monitoring, evaluation and learning; capstone brief.

Learning Methodology

The learning methodology follows a live policy problem that participants carry through all stages of analysis. Policy writing laboratories, evidence assessment exercises, stakeholder role plays, peer critique and coaching are used to develop practical analytical discipline. Participants practise framing problems, developing alternatives, selecting decision criteria, projecting likely outcomes, confronting trade offs and preparing policy memoranda for senior decision makers. The methodology is intentionally iterative so that participants receive feedback at each stage and improve the clarity, feasibility and persuasiveness of their final policy advice.





Assessment and Certification

Assessment consists of a full policy analysis and decision memorandum worth 60%, analytical exercises worth 20%, and participation worth 20%. Participants must demonstrate competence in defining a policy problem, assembling relevant evidence, constructing alternatives, applying decision criteria, analysing trade offs and presenting a concise recommendation. Certification requires evidence that the participant can produce policy advice that is analytically sound, politically and administratively feasible, clearly written and suitable for use by senior decision makers.

Core Readings, Tools and Frameworks

Bardach and Patashnik, A Practical Guide for Policy Analysis; policy cycle literature; OECD evidence informed policymaking resources; UNDP capacity development tools.

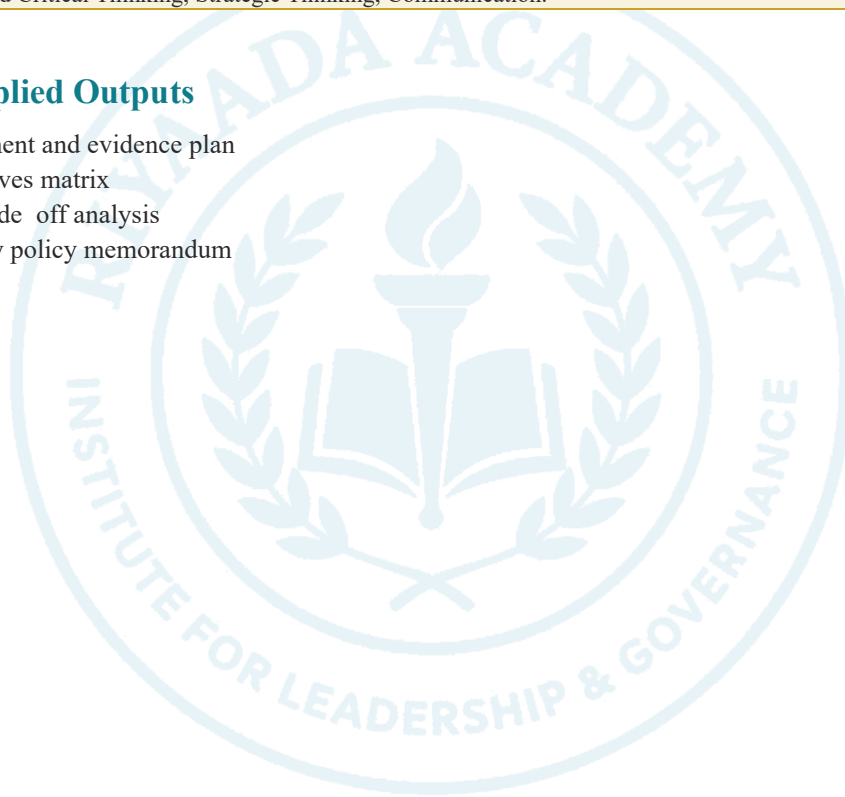
RIYAADA Framework and Competency Integration

Integration Map

MANAGER: Administer and Align; DIRECTOR: Define Direction. LEADERSHIP: Listening and Innovative. Competencies: Decision Making and Critical Thinking, Strategic Thinking, Communication.

Indicative Applied Outputs

- Problem statement and evidence plan
- Policy alternatives matrix
- Criteria and trade off analysis
- Decision ready policy memorandum





COURSE 7 GOVERNMENT ADMINISTRATION & PUBLIC SECTOR REFORM

Stream	Executive Leadership & Governance
Default duration	5 days / approximately 35 contact hours
Target participants / tier	Tier 01 reform sponsors and Tier 02 reform managers, civil service commissioners, HR leaders and public administration professionals.
Certification	RIYAADA Certificate in Government Administration & Public Sector Reform

Rationale and Description

Effective states require capable, professional and responsive administrations that can convert political mandates into lawful, efficient and citizen centred public services. In Somalia and other fragile state contexts, public sector reform is particularly complex because institutions often operate under conditions of limited administrative capacity, fragmented authority, fiscal constraint, donor dependency, uneven service coverage and contested public trust. Reform therefore requires more than technical redesign; it requires a careful understanding of administrative traditions, civil service incentives, public financial management, decentralisation, federal coordination, digital transformation and the political economy of implementation. This course examines the evolution of public administration paradigms from Weberian bureaucracy and New Public Management to post NPM, whole of government and New Public Governance approaches and enables participants to select reform models that are appropriate to institutional capacity, national priorities and public value. Particular attention is given to Somalia's NTP I reform agenda, civil service professionalisation, merit based human resource systems, service delivery improvement, e government and sustainable reform sequencing.

Course Aim

The course aims to enable public leaders and reform managers to analyse administrative systems, select context appropriate reform approaches, professionalise civil service institutions, improve service delivery and sequence reforms in ways that are technically sound, politically feasible and institutionally sustainable. It develops the capacity to connect administrative design with public value by aligning human resources, finance, digital systems, accountability mechanisms, intergovernmental coordination and citizen needs.

Measurable Learning Outcomes

42. Compare Old Public Administration, New Public Management and post NPM/New Public Governance and select context appropriate approaches.
43. Design merit based civil service and human resource reforms.
44. Develop citizen centred service delivery and e government improvements.
45. Produce a sequenced reform roadmap aligned to NTP I and PFM reform.

Five Day Module Structure

Day / Module	Theme	Core Content and Applied Learning
Day 1	Foundations and Paradigms	Weberian administration; New Public Management; whole of government, post NPM and digital era governance; best fit versus best practice.
Day 2	Civil Service Reform	Merit recruitment; workforce planning; professionalisation; pay and grading; performance management; civil service learning institutions.
Day 3	Service Delivery and PFM	Citizen centred services; hybrid and third party delivery; public financial management; decentralisation and federal coordination.
Day 4	E Government and Digital Transformation	Digital public administration; one stop services; national identity and interoperability; data governance; cybersecurity and inclusion.
Day 5	Leading Reform	Political economy; sequencing; capacity development; stakeholder coalitions; reform roadmap and capstone.





Learning Methodology

The learning methodology combines comparative African and Somali case studies, administrative system diagnostics, civil service reform design workshops, service delivery mapping, peer exchange, executive coaching and an applied reform project. Participants examine the strengths and limitations of different administrative models and then apply them to real ministries, agencies, local authorities or public institutions. The methodology emphasises practical reform design, stakeholder analysis, institutional sequencing and the development of reform roadmaps that are realistic within fragile and resource constrained environments.

Assessment and Certification

Assessment consists of a public sector reform roadmap worth 60%, a comparative administrative analysis worth 20%, and participation worth 20%. Participants must demonstrate the ability to compare administrative paradigms, diagnose institutional constraints, design merit based civil service and service delivery improvements, and sequence reforms in alignment with NTP I priorities and public financial management requirements. Certification requires evidence that the participant can produce a reform pathway that is administratively credible, politically informed, resource conscious and capable of supporting improved public service performance.

Core Readings, Tools and Frameworks

UNDP public administration and New Public Service resources; NPM and post NPM literature; World Bank Somalia governance and public sector operations; NTP I public sector reform priorities.

RIYAADA Framework and Competency Integration

Integration Map

MANAGER: Administer, Align and Guide; DIRECTOR for reform sponsors. LEADERSHIP: Service, Adaptive and Perseverance. Competencies: Strategic Thinking, Developing People, Adaptability.

Indicative Applied Outputs

- Administrative model assessment
- Civil service reform design
- Service delivery improvement plan
- Sequenced public sector reform roadmap





COURSE 8 EXECUTIVE LEADERSHIP

Stream	Strategic Management & Organizational Transformation
Default duration	5 days / approximately 35 contact hours
Target participants / tier	All tiers, with differentiated coaching; a universal on ramp, particularly suitable for high potential Tier 02 – 03 leaders and newly appointed Tier 01 executives.
Certification	RIYAADA Certificate in Executive Leadership

Rationale and Description

Executive leadership is the human foundation of institutional performance. Strategies, governance systems and reform plans succeed only when leaders possess the self awareness, emotional discipline, communication capability, ethical judgement and people development skills required to mobilise others toward shared results. In volatile, uncertain and resource constrained environments, leaders must be able to regulate themselves, understand others, influence diverse stakeholders, build trust, motivate teams, make difficult decisions and sustain performance under pressure. This course is RIYAADA's foundational leadership programme and the human core of the executive education suite. It develops the personal and interpersonal capabilities that enable participants to lead with purpose, adapt their leadership style to context, communicate credibly, empower others and translate leadership intention into observable behaviour and team performance.

Course Aim

The course aims to develop self aware, emotionally intelligent, adaptive and ethically grounded leaders who can communicate with clarity, influence constructively, motivate teams, delegate effectively, coach others and strengthen performance through disciplined people leadership. It enables participants to understand their leadership identity, recognise behavioural patterns, apply appropriate leadership styles, manage interpersonal dynamics and produce a personal leadership development plan aligned with RIYAADA's seven competencies.

Measurable Learning Outcomes

46. Apply leadership styles situationally rather than relying on one dominant style.
47. Assess and strengthen emotional intelligence across self awareness, self management, social awareness and relationship management.
48. Motivate, delegate, coach and develop people and teams.
49. Produce a personal leadership development plan against the seven competencies.

Five Day Module Structure

Day / Module	Theme	Core Content and Applied Learning
Day 1	Self Leadership	Leadership versus management; purpose, values and identity; self awareness; RIYAADA LEADER framework.
Day 2	Emotional Intelligence	Four EI domains; resilience; triggers; self regulation; empathy; relationship management and performance.
Day 3	Leadership Styles and Adaptation	Leadership styles; situational and adaptive leadership; leading in uncertainty, fragility and volatility.
Day 4	Leading People and Teams	Motivation; delegation; empowerment; coaching; team development; accountability; difficult conversations.
Day 5	Communication and Influence	Executive communication; stakeholder influence; credibility; personal leadership development plan; capstone simulation.

Learning Methodology

Learning is delivered through emotional intelligence diagnostics, leadership style reflection, 360 style self assessment, behavioural simulations, role plays, peer coaching triads, individual coaching and reflective journaling. Participants practise difficult conversations, delegation, coaching, feedback, stakeholder influence and team leadership scenarios. The methodology is intentionally personal and experiential, requiring participants to connect leadership theory with their own leadership habits, institutional responsibilities and development priorities.





Assessment and Certification

Assessment consists of a personal leadership development plan and reflective portfolio worth 50%, a leadership simulation worth 30%, and peer feedback worth 20%. Participants must demonstrate evidence of self awareness, emotional intelligence development, adaptive leadership judgement, communication skill, coaching capability and commitment to behaviour change. Certification requires more than attendance; it requires a credible development plan supported by reflection, feedback and practical evidence of leadership learning.

Core Readings, Tools and Frameworks

Goleman, What Makes a Leader? and Primal Leadership; Emotional and Social Competency resources; Heifetz on adaptive leadership; Kolb; 70 20 10 learning literature.

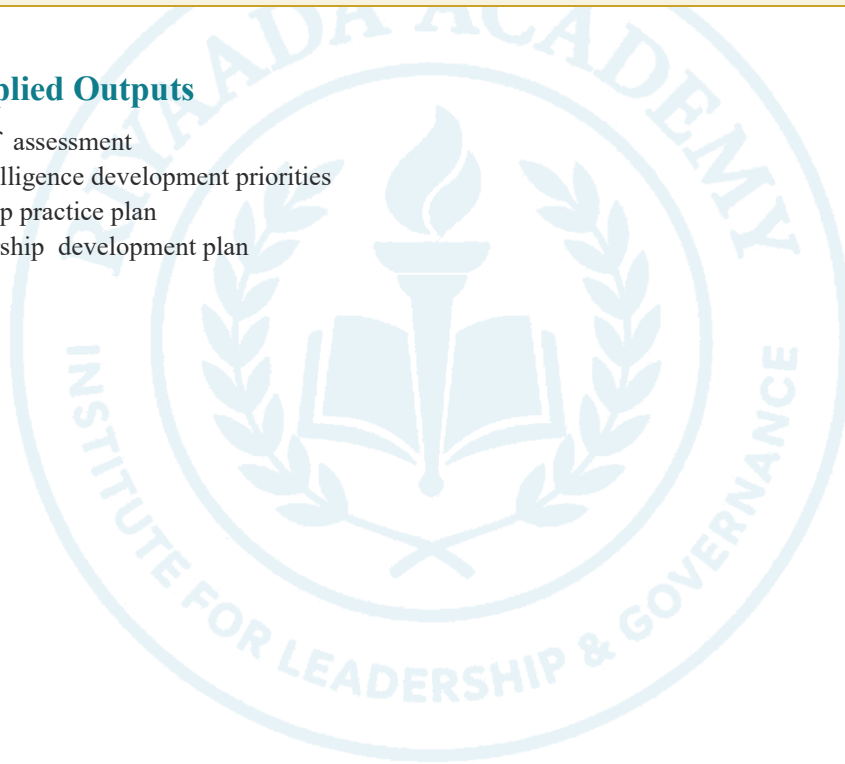
RIYAADA Framework and Competency Integration

Integration Map

Flagship LEADER course: Lead, Empower, Accountable, Decisive, Engage and Results Driven. LEADERSHIP: all elements, especially Listening, Empowering and Humility. Competencies: Emotional Intelligence, Communication, Developing People, Adaptability.

Indicative Applied Outputs

- Leadership self assessment
- Emotional intelligence development priorities
- Team leadership practice plan
- Personal leadership development plan





COURSE 9 STRATEGIC MANAGEMENT & ORGANIZATIONAL TRANSFORMATION

Stream	Strategic Management & Organizational Transformation
Default duration	5 days / approximately 35 contact hours
Target participants / tier	Tier 01 chief executives, directors general and board members; senior Tier 02 strategy, planning and performance leaders.
Certification	RIYAADA Certificate in Strategic Management & Organizational Transformation

Rationale and Description

Strategic management provides the discipline through which institutions interpret their environment, define choices, allocate resources, align systems and sustain performance over time. In public, corporate and non profit organisations, strategy is not merely a planning document; it is a coherent pattern of decisions that determines priorities, trade offs, capabilities, accountability and execution. In fragile and rapidly changing contexts, strategic management is especially important because institutions must respond to uncertainty, limited resources, shifting stakeholder expectations, competitive pressures, donor priorities and reform demands. This capstone course integrates the strategy canon with disciplined execution and organisational transformation. Participants conduct strategic analysis, formulate strategic options, test choices against feasibility and value, translate strategy into performance architecture and develop transformation plans that connect strategic intent with structures, people, systems, culture and measurable results.

Course Aim

The course aims to build participants' capacity to analyse organisational environments, formulate strategic choices, design execution systems, align resources and lead transformation that sustains strategic delivery. It develops executive judgement in balancing ambition with feasibility, innovation with risk, stakeholder value with institutional capacity, and long term direction with short term implementation discipline. Participants learn to move from strategic analysis to strategy maps, Balanced Scorecards, performance indicators, initiatives and transformation plans that can guide real organisational action.

Measurable Learning Outcomes

50. Conduct strategic analysis using PESTEL, Five Forces, SWOT/TOWS and VRIO.
51. Formulate strategy using generic strategies, Blue Ocean tools, scenarios and Mintzberg's perspectives.
52. Translate strategy into implementation using strategy maps, the Balanced Scorecard, objectives, indicators and initiatives.
53. Lead organisational transformation to sustain strategic delivery.

Five Day Module Structure

Day / Module	Theme	Core Content and Applied Learning
Day 1	Strategy Foundations	Meaning and levels of strategy; Mintzberg's five Ps; strategic intent; public, corporate and fragile context strategy.
Day 2	Strategic Analysis	PESTEL; Five Forces; stakeholder and competitor analysis; SWOT/TOWS; resource based view and VRIO.
Day 3	Strategy Formulation	Generic strategies; Blue Ocean strategy canvas and Four Actions Framework; scenario planning; strategic choices and trade offs.
Day 4	Strategy Execution	Balanced Scorecard perspectives; strategy maps; objectives, KPIs, OKRs and initiatives; structure, governance and resource alignment.
Day 5	Organizational Transformation	Strategic change; capability building; culture; performance review; strategy and execution plan capstone.

Learning Methodology

The learning methodology is centred on a full strategy project based on the participant's own organisation. Participants use strategic analysis tools, scenario planning workshops, strategy simulations, Balanced Scorecard development,





strategy map construction, peer critique and executive coaching. The process requires participants to progress from environmental analysis to strategic choice, execution design and organisational transformation. This applied approach ensures that the course produces practical strategic outputs rather than abstract planning exercises.

Assessment and Certification

Assessment consists of a strategy and Balanced Scorecard execution plan worth 60%, strategic analysis exercises worth 20%, and participation worth 20%. Participants must demonstrate competence in environmental analysis, strategic choice, scenario thinking, performance architecture, initiative design and transformation planning. Certification requires evidence that the participant can produce an integrated strategy execution plan that links organisational purpose, external realities, internal capabilities, strategic priorities, performance measures and transformation actions.

Core Readings, Tools and Frameworks

Porter, Competitive Strategy; Mintzberg et al., Strategy Safari; Kim and Mauborgne, Blue Ocean Strategy; Kaplan and Norton, The Balanced Scorecard and Strategy Maps; scenario planning literature.

RIYAADA Framework and Competency Integration

Integration Map

DIRECTOR: Define Direction, Track Performance and Results Focused Leadership; MANAGER: Align. LEADERSHIP: Innovative, Adaptive and Decisive. Competencies: Strategic Thinking, Decision Making, Adaptability.

Indicative Applied Outputs

- Strategic analysis pack
- Strategic choices and scenarios
- Strategy map and Balanced Scorecard
- Strategy execution and transformation plan

6. Cross Cutting Learning Methodology

RIYAADA's andragogy is deliberately experiential, executive oriented and workplace anchored. The purpose is not only knowledge acquisition but observable improvement in leadership behaviour and institutional performance.

Kolb experiential cycle	Every major session moves through concrete experience, reflection, conceptualisation and active experimentation.
70 20 10 learning mix	Experiential projects and simulations dominate; coaching and peer learning reinforce transfer; formal instruction provides the conceptual base.
Action learning	Every participant works on an institutional challenge for which they have responsibility or influence.
Localised case method	Cases draw from Somalia, the Horn of Africa, African reform experience and fragile state governance.
Simulations and role play	Mock boards, ethical dilemmas, policy briefings, change scenarios and strategy games build executive judgment.
Executive coaching	Individual and peer coaching supports behavioural transfer and accountability.
Peer exchange	Cross sector and cross tier learning builds networks and practical knowledge transfer.

7. Quality Assurance and Training Evaluation

RIYAADA evaluates programme quality and impact through the Kirkpatrick model and complementary institutional indicators.

Level 1 Reaction	Participant relevance, faculty effectiveness, learning environment and perceived value.
Level 2 Learning	Pre/post knowledge and competency measures, applied exercises and assessed outputs.
Level 3 Behaviour	Application reviews, supervisor feedback and evidence of workplace behaviour change after three to six months.





Level 4 Results

Institutional improvements attributable to action learning projects, reform outputs, policy adoption, governance improvements or performance gains.

- Pre and post course diagnostics against the seven competencies.
- Assessment moderation and faculty peer review.
- Participant and commissioning organisation evaluations.
- Three to six month application reviews.
- Periodic external curriculum review.
- Annual refresh against changing national priorities and international standards.

Quality Governance

An Academic Board approves curricula, moderates assessment, safeguards academic standards and authorises major revisions.
Course owners maintain current readings, case materials and regulatory references.

8. Assessment, Certification and Alumni Pathways

8.1 Assessment Principles

Assessment is competency based, criterion referenced and application focused. Certification requires demonstrated competence through projects, simulations, analysis and reflective practice; attendance alone is insufficient.

8.2 Award Structure

Per course Certificate	Awarded after successful completion of the course assessment requirements.
Advanced Certificate	Awarded after completion of a defined cluster within one stream and an integrative applied assignment.
Executive Diploma	Awarded after completion of an approved set across both streams and a final institutional capstone.
Executive Development Record	A cumulative record of competency diagnostics, coaching goals and assessed outputs.

8.3 Alumni Pathways

- RIYAADA leadership and governance alumni network.
- Refresher masterclasses and executive briefings.
- Coaching alumni clinics and peer learning circles.
- Governance and leadership community of practice.
- Opportunities to develop case studies, policy briefs and practitioner publications.
- Mentoring and faculty development pathways for distinguished graduates.

9. Faculty and Institutional Capability

RIYAADA's faculty and institutional capability are central to the credibility, quality and long term sustainability of the executive education suite. The Institute delivers through a blended faculty model that combines senior academics, experienced practitioners, former ministers and directors general, board chairs, chief executives, public sector reform specialists, policy analysts, governance advisers, integrity professionals and trained executive coaches. This blended approach ensures that each course is academically rigorous, professionally relevant and grounded in the realities of leadership, governance and institutional transformation in Somalia, the Horn of Africa and comparable fragile or transitional contexts. Faculty members are selected and deployed according to course level, sectoral focus, cohort profile, language requirements and applied learning needs. They are expected not only to demonstrate subject matter expertise, but also to facilitate executive dialogue, coach adult learners, contextualise international standards and guide participants toward practical institutional outputs.





- Internationally benchmarked curricula that draw on recognised governance, leadership, strategy, policy, ethics, board and public administration standards while remaining adaptable to national reform priorities and institutional realities.
- A coherent proprietary leadership development ladder LEADER, MANAGER, DIRECTOR and LEADERSHIP that allows participants to progress from supervisory performance to managerial execution, executive direction and ethical institutional stewardship.
- Deep localisation to Somali and regional contexts through case materials, simulations, policy references and applied projects that reflect federal governance, public sector reform, donor coordination, institutional fragility, hybrid authority structures and service delivery challenges.
- Experiential pedagogy that prioritises simulations, action learning, diagnostics, peer exchange, coaching and workplace application rather than passive instruction, thereby increasing the likelihood of behaviour change and institutional transfer.
- A unified institutional mandate that integrates executive education, knowledge production, policy engagement and institutional transformation, enabling RIYAADA to support both individual leadership development and broader organisational improvement.
- Alignment with Somalia's NTP I, especially the Transformational Governance pillar, civil service professionalisation, integrity strengthening, service delivery improvement and the development of capable public institutions.
- Faculty quality mechanisms including orientation, peer review, assessment moderation, course owner responsibilities, periodic curriculum refresh and continuous improvement based on participant feedback, commissioning organisation feedback and post course application evidence.
- Capacity to convene cross sector cohorts from government, business, civil society, higher education and development partners, thereby creating a leadership learning platform that supports dialogue, coordination and reform oriented networks.

10. Implementation and Launch Recommendations

- Launch the programme with Executive Leadership and Ethics, Integrity & Accountability as universal foundation courses, because these establish the behavioural, ethical and interpersonal capabilities required across all tiers before participants move into specialised governance, policy, reform and strategy pathways.
- Sequence Tier 01 participants toward Public Leadership & Governance, Corporate Governance, Board Governance & Director Development and Strategic Management & Organizational Transformation, ensuring that senior leaders focus on institutional direction, fiduciary responsibility, strategic oversight, legitimacy, accountability and long term sustainability.
- Sequence Tier 02 participants toward Institutional Transformation & Change Management, Public Policy Analysis & Development and Government Administration & Public Sector Reform, because these courses strengthen the execution, coordination, reform design and analytical capabilities required to translate strategic direction into institutional results.
- Use Somalia's NTP I Transformational Governance pillar as a central partnership and commissioning proposition, positioning RIYAADA as a national capacity development platform for civil service professionalisation, public sector reform, integrity strengthening, policy capability, leadership development and institutional transformation.
- Pilot the first delivery cycle with carefully selected flagship cohorts from government, state owned enterprises, private sector institutions, universities, civil society and development partners, using the cohorts to test course flow, assessment design, case relevance, faculty deployment and post course application mechanisms.
- Instrument the first cohorts with full Kirkpatrick Level 1 – 4 evaluation, including participant reaction, learning evidence, workplace behaviour change and institutional results, and publish an annual impact brief that documents lessons learned, reform outputs, participant achievements and measurable institutional contributions.
- Strengthen coaching and action learning support where three to six month application reviews show limited behaviour change, weak implementation progress or insufficient institutional transfer, ensuring that programme quality is judged by practical results rather than classroom completion alone.
- Develop a faculty mobilisation and quality assurance plan before launch, including faculty orientation, facilitator guides, assessment rubrics, case packs, moderation procedures, participant workbooks and course owner responsibilities for maintaining academic and professional standards.





- Establish strategic partnerships with ministries, public agencies, universities, professional bodies, private sector associations and development partners to support commissioning, participant nomination, applied projects, research outputs and long term alumni engagement.
- Refresh courses within one delivery cycle whenever governance codes, national regulations, public sector reform priorities, international standards or client needs materially change, thereby preserving the relevance, credibility and currency of the programme.

11. Caveats and Development Requirements

- The five day format should be treated as a default delivery model rather than a fixed requirement. Course duration, contact hours, sequencing and delivery modality should be adapted according to commissioning objectives, participant tier, language needs, sectoral focus, cohort size, travel constraints and the level of coaching or post course application support required.
- RIYAADA's proprietary acronym frameworks LEADER, MANAGER, DIRECTOR and LEADERSHIP should be clearly presented as institutional intellectual property and used consistently across marketing, teaching, assessment and certification materials. External frameworks, models and standards must remain properly attributed to their authors, issuing bodies or recognised professional sources.
- National statistics, international indicators, legal references, governance codes, public sector reform priorities and donor or development partner data should be reviewed and refreshed immediately before publication, proposal submission or public presentation. This is especially important for materials linked to Somalia's NTP I, public financial management reform, anti corruption priorities, corporate governance standards and public administration reforms.
- Potential partner institutions, local regulatory references, institutional equivalences, certification terminology and professional recognition claims should be verified before publication or external circulation. Any partnership, accreditation, endorsement or equivalence should be stated only where it has been formally agreed and documented.
- Live delivery requires the development of complete facilitator guides, detailed session plans, participant workbooks, slide decks, case packs, simulation briefs, coaching tools, pre course diagnostics, assessment rubrics, moderation procedures and post course application templates. These materials should be quality assured before the first cohort and updated after each delivery cycle.
- Each course should include a clearly identified course owner responsible for maintaining the reading list, refreshing case materials, reviewing assessment tasks, briefing faculty, analysing participant feedback and ensuring that the course remains aligned with RIYAADA's curriculum architecture and quality assurance standards.
- Faculty members should receive orientation before delivery, including guidance on RIYAADA's pedagogical model, adult learning principles, executive facilitation, assessment expectations, safeguarding of proprietary materials, local contextualisation and the balance between academic theory and applied institutional problem solving.
- Assessment instruments should be piloted and moderated during the first delivery cycle to ensure that they are valid, fair, practical and aligned with the stated learning outcomes. Where courses are commissioned for specific institutions, assessment outputs should be customised without weakening competency standards or certification credibility.
- Bilingual or Somali language delivery should be supported by careful terminology control, translation review and faculty briefing so that core concepts in governance, strategy, policy, ethics, public administration and change management are communicated accurately and consistently.
- A post course implementation mechanism should be built into every commissioned cohort, including three to six month application reviews, supervisor or sponsor feedback, coaching clinics and evidence of workplace transfer. This requirement is necessary to ensure that RIYAADA's executive education produces institutional improvement rather than short term classroom satisfaction only.





Appendix A Course to Tier and Framework Matrix

Course	Primary Tier	Lead RIYAADA Framework	Priority Competencies
1. Public Leadership & Governance	Tier 01	DIRECTOR	Strategic Thinking, Integrity and Accountability, Communication.
2. Corporate Governance	Tier 01	DIRECTOR	Integrity and Accountability, Strategic Thinking, Decision Making.
3. Board Governance & Director Development	Tier 01	DIRECTOR	Decision Making and Critical Thinking, Integrity and Accountability, Strategic Thinking.
4. Institutional Transformation & Change Management	Tier 02	MANAGER	Adaptability, Communication, Developing People.
5. Ethics, Integrity & Accountability	All Tiers	LEADERSHIP	Integrity and Accountability, Decision Making, Communication.
6. Public Policy Analysis & Development	Tier 02	MANAGER	Decision Making and Critical Thinking, Strategic Thinking, Communication.
7. Government Administration & Public Sector Reform	Tier 02	MANAGER	Strategic Thinking, Developing People, Adaptability.
8. Executive Leadership	All Tiers	LEADER	Emotional Intelligence, Communication, Developing People, Adaptability.
9. Strategic Management & Organizational Transformation	Tier 01	DIRECTOR	Strategic Thinking, Decision Making, Adaptability.

Appendix B Suggested Executive Diploma Pathway

Foundation	Executive Leadership + Ethics, Integrity & Accountability
Governance Core	Public Leadership & Governance + one of Corporate Governance or Board Governance
Execution Core	Institutional Transformation & Change Management + one of Public Policy or Public Sector Reform
Strategy Capstone	Strategic Management & Organizational Transformation
Final Requirement	Institutional capstone demonstrating integrated leadership, governance, strategy, implementation and measurable results.

Appendix C Standard Course Commissioning Information

Cohort size	Recommended 20 – 30 participants for intensive executive learning; smaller board cohorts may be 12 – 20.
Language	English, Somali or bilingual delivery depending on faculty and client requirements.
Venue	RIYAADA campus, client venue or approved conference/training facility.
Pre work	Diagnostic, leadership challenge statement and selected readings.
Post course support	Coaching, application review and action learning follow up.
Client customisation	Sector examples, policy references, case materials, assessment outputs and terminology can be adapted while preserving learning standards.

RIYAADA Institutional Commitment

RIYAADA Institute for Leadership & Governance is committed to developing ethical, capable and results oriented leaders who produce public value, strengthen governance and transform institutions across Somalia, the Horn of Africa and the Global South.

