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Bridging Strategy and Technology: Aligning Organisational and Technology Strategy in Qatar's Higher Education Institutions

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Abstract

This paper investigates the alignment between technology and organisational strategies within Qatar's higher education institutions (HEIs) as they navigate the digital transformation imperatives of the Qatar National Vision (QNV) 2030. Drawing on interviews, institutional documents, and thematic analysis, the study identifies how conceptual ambiguity, fragmented implementation, and limited institutional capacity constrain the effectiveness of technology strategy. Three theoretical lenses—technological determinism, institutional theory, and organisational learning theory—are employed to examine how external legitimacy pressures, structural technological forces, and adaptive learning processes shape institutional responses. The findings reveal that while technology is widely acknowledged as a strategic enabler, its application often remains reactive and operational rather than transformative. The research develops a contextual alignment framework illustrating how HEIs can convert rhetorical commitment into actionable strategy through participatory leadership, pedagogical integration, and knowledge-sharing systems. The study contributes to theory by extending technology strategy discourse beyond the corporate domain into education, and to practice by offering a framework for sustainable digital transformation in alignment with national policy goals.

Keywords: Alignment; Higher Education; Organisational Learning; Qatar National Vision 2030; Technology Strategy