Stellenbosch
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Stellenbosch Business School
EXECUTIVE DEVELOPMENT

Stellenbosch University: Digital Transformation

Explore how Digital transformation can enable Stellenbosch University to streamline operations, enhance productivity, improve decision-making, and deliver personalised and innovative products and services.

4-7 March 2024

Team Presentations: 27 March 2024

4 FULL DAYS

REMOTE LEARNING

WHO IS THIS COURSE FOR:

Senior leaders who are directly involved in the deployment and utilisation of technology in their work environment. This involvement does not have to be serving on digital implementation of project teams but includes managing teams that use technology to execute their tasks. Participants should have sufficient sight of the **Stellenbosch University Vision 2040** and have a responsibility towards defining and directing work in their environment towards achieving these strategic objectives.

ENQUIRIES / APPLICATIONS

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COURSE OVERVIEW

Technologies continue to reshape the educational transactional environment. Artificial Intelligence and in particular Generative AI like ChatGPT, Hybrid learning, Open data, and the continued threat of new entrants into established markets via hybrid, online, and mobile learning, require an offensive approach to deal with traditional and new competitors. At the same time, organisations invest in operational technologies like student information systems to streamline internal processes, yet don't often obtain the value envisaged at the outset. This value is often embedded in the process and culture changes to fully utilise the deployed technologies to create value. Whereas digital technologies are required for efficient operations, they are not sufficient to attain that. Only when taking a techno-social approach and dealing with the technology within its context can the full value of investments be attained.

This requires insight into technology adoption and innovation diffusion within a specific content. When leaders in organisations are sensitised to the transformative power of new technologies like open data, cloud computing, and modern approaches to data management and decision-making, can long-term value be identified and realised. Finally, increased digitisation also increases the risk to operations. The growth in cybercrime in South Africa and educational instances exposes Stellenbosch University to a new threat. Dealing with cybercrime, for example, ransomware attacks requires systemic preparedness and a move from cyber defenses to digital resilience. Being digitally resilient is a necessary precondition for digitally transformed organisations that are highly dependent on systems and technologies.

WHAT YOU WILL LEARN:

- Skills and toolset to understand the changing external digital environment.

- How to overcome and navigate internal resistance to change and the inhibitors of organisational agility.

- How to participate in the creation of initiatives to either harness the full potential of already deployed systems or define a business case for the deployment of technology to enhance their efficiency in their area of responsibility.

- How to be agile through the deployment of digital technologies.

- Skills and knowledge to provide a balanced risk and reward perspective in technology deployment, by providing insight into cyber resilience and modern perspectives in dealing with the increasing threat of cybercrime and their role in prevention and resilience.

LEARNING OUTCOMES:

- Review the role of digital transformation in the university's performance.

- Provide examples of digital technologies reshaping the educational landscape.

- Argue the importance of agility and the role of digital technologies in creating or stifling agility in Stellenbosch University to attain Vision 2040.

- Evaluate how their teams and existing processes are adapting towards existing technologies already deployed in their work environment.

- Use the Technology Acceptance Model and Innovation Diffusion Theory to define sets of actions to improve the utilisation of digital technologies in their work environment.

- Critically evaluate the role that data plays in their decision-making and list actions that will improve the data-based decision-making in their work environment.

- Analyse cyber weaknesses in human behaviour and define actions that will improve cyber resilience in their area of responsibility.

ASSESSMENTS:

Participants will complete one individual essay and a team presentation.

Prof Martin Butler

Associate Professor and Research Associate

EDUCATION:

Digital Leadership, 2023, Vlerick; Digital Design, 2022, MIT; PhD, 2019, Stellenbosch; MBA, 2006, Stellenbosch; BBA (Hons), 2004, Stellenbosch; B Eng (Electron), 1996, Pretoria

KNOWLEDGE AREAS OF EXPERTISE:

Innovation; Digital Transformation and Strategy; IT Project Management; Technology Futures

COUNTRY/REGIONAL EXPERIENCE:

South Africa; Africa; Asia; Europe; USA

INDUSTRY EXPERIENCE:

Research, Higher Education; Private Sector

Martin Butler is a Professor of Management Practice at Vlerick Business School in Belgium. He facilitates learning and consults on all matters digital and project management related. Martin is particularly interested in digital transformation portfolios, aligning digital investments with strategic intent and digital resilience. His career progressed from software development to business analysis, project- and program management and IT consulting. During his career, he successfully led global project teams or consulted in technology-intrinsic business projects in Engen, JP Morgan, Computer Associates, KBC Bank, Soulco NV, Denel, MCB, and Agri Technovation.

Martin joined academia after 15 years in the IT industry and headed Stellenbosch Business School's Teaching and Learning portfolio of 13 postgraduate programmes. He has taught post-graduate and executive education programs for business schools in Africa, Asia, and Europe. Martin's research interests include business and IT alignment, digital resilience, cybersecurity, and project portfolio management. As a management educator, he researches the application of technology in educational environments, and to date, has published more than 15 articles and he has presented papers in his areas of interest at various practitioner and academic conferences.

Martin consults to industry and is a non-executive director on company boards. At Vlerick, he was recently appointed as program director of the online MBA and new innovative Metaverse for Business program that will commence in 2024.