

Competitive use of IT

-Towards a state of forgiveness?

Master's thesis

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Abstract

The research relates to an outset of an observation in contemporary worklife theories, conceptualizing the digital development as signifier to stress and dysfunctional business environment. In a current market of globalization, the competition has increased significantly, and the exploitation of resources are valued in their competitive importance.

In the thesis of this paper, I ask, in relation to the report "IT use in companies", how the Danish educational system effects the Danish ability to competitively exploit IT use. The elementary school reform is presented and gives its contribution as the presented part of the Danish educational system. It begins by describing the development in the Danish state form, how the school has developed from the welfare state, into a marketization of the school, as a school for the competitiveness. It is a change in the school to focus on greater results and academic individuals, instead of the earlier social values. Analyzing this agenda, the theoretical stance of Habermas is used to provide an analogy of the relationship between his modes in society and how the state form has developed. Jürgen Habermas' distinction of the life-world and the system corresponds to the evolvement in the Danish state and permits the research to use his arguments about society, in connection to how the competitive focus on IT use affects the social values and society.

The research begins by analyzing the agenda of the school reform, in relation to the economic sight of Adam Smith. It addresses the importance of an effective production of a workforce that lives up to the demands in businesses. This leads to a discussion of how the school reform change the overall focus in objectifying the competitiveness as important to the school and how this affect the individuals involved, in connection to the theories presented by Adam Smith and Jürgen Habermas.

As this research wants to identify a broad understanding of the subject, the research continues by introducing Gary S. Becker and how he implies to compute the best conditions for a strong national human capital. He presents the last theoretical stance to how IT exploitation is related to the educational system, and how it should be structured in order to increase the competitiveness.

The last part of the research tries to connect the discoveries with an elaboration of the individual position in the competition state. It tries to impose or suggest, different possibilities to reach a kind of freedom inside the normative controls.

Based on the theoretical data, the final remarks in this paper unites the different discoveries in connection to the data found in the presented case. The effectuation of the educational system and competitive use of

IT affects the social structure and beliefs. By collecting the discoveries in the discussion of Adam Smith and Jürgen Habermas it provides a foundation of comparing to Gary S. Becker. The discoveries of how the competitive exploitation of IT affects the individual development in society is at the end connected to different suggestions to social functionality.

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Introduction

“To understand new media's wonderful creepiness, we need to disabuse ourselves of several assumptions, most importantly that there exists a "natural" relationship between technology and (the lack of) freedom. Remarkably, the image of the Internet has shifted radically from the mid to late 1990s, when it was seen as "cyberspace," an anonymous and empowering space of freedom in which no one knew if you were a dog, to the mid to late 2010s, when the Internet was commonly conceived of as a space of total surveillance or as a privatized space of social media.” (Chun 2016: preface).

This research is inspired by how the competitiveness has an influence on how the economic structures influence the society as well. This research will show how different views of the Danish state form have generated different beliefs in how to be competitive and how to structure the society in that context. In cooperation with the analytical modalities of dispositives, by Foucault, the different theoretical and empirical beliefs permit to present a broader understanding of how economic and social theories influence the Danish exploitation of IT use. It contributes an overview of how the current society become stressful by the technologic development and provide different beliefs to comprehend this. This research will show how different beliefs in society influence the competitiveness and the economy, and opposite how economic structures develop certain beliefs in the society.

The IT use has, since it was established into the common society, made a significant impact on organization – and economic theory. The IT use has interfered the common distinction of public and private spheres. A significant part of the theorizing in connection to IT use relates to how the difficulties of defining boundaries in a technologic society, impedes a stressful private life, where it is difficult not to bring the work into the private sphere (Kristensen 2011, Sørensen 2017). The technologic development has in theories become an argument for why individuals experience stress as a disease, because the public and private spheres becomes blurred (Kristensen 2011, Chun 2016).

This master's thesis is inspired by how the exploitation of IT use as a resource brings the reason for such a theoretical criticism of the technologic development as a signifier to current business-related diseases. The interest is described as what societal structures makes the exploitation of IT use stressful.

The quote by Wendy Chun, in the top, refers to the development of the conception of how the beliefs in the internet have changed from stating a free space of use, to privacy and detected platforms. It gives an

impression of a different set of beliefs inherited in the society today, which has changed the conception of the exploitation of IT use.

This impression is the outset of the research. It is not to conclude whether the current belief in exploitation of IT use decisively is wrong, but to gain a broader understanding of the current view in society and how it affects the exploitation of IT use, in competition with other nations.

The analytical concept will be outlined in detail, in the methodological framework. As introduction, as already stated, the analytical framework relies on series of dispositives, in relation to Foucault's dispositive analysis. This concept structures the research, which gives the possibility of introducing several views to how they all relate and differentiate, in relation to exploiting IT use.

This dispositive analytical framework divides the research into three analytical main parts, which all show a differentiation and relationship to each other. The three parts provides a continuation in broadening the understanding to what is directing the competitive use of IT.

The case in this research is a two-part case and is the first to be presented. It is the Danish elementary school reform and a report "IT use in companies" published by Danish Statistics. The two-case structure shows a relationship between the formulation of the problem, the exploitation of IT use, and how education affects the ability to exploit IT. It permits to explain how social formations influence economic situations. The two-case structure will provide a link of how the current beliefs in institutions of the state implement certain social structures in the economic business structures. The interesting notion to this research is how the connection between exploiting IT use and education influence the competitiveness.

This research starts by defining the different conceptions of the Danish state, in connection to the dispositive analytical framework, it shows how different beliefs in the state, have structured different set of habits and how it has exploited the institutions differently. The timeline of Danish state forms gives an overview of past views and how the current competition state has developed and how it corresponds to the elementary school reform.

The analytical part 1 introducing Adam Smith. He is used to relate a social structure to market perspectives, in order to understand how the competition state beliefs in creating competitiveness by effectuating the school. Adam Smith is used to create the connection between education and IT use in companies and relate it to market perspectives, the competitiveness.

As the dispositive analysis gives the ability to connect economic and social structures, Habermas contributes to the analytical part. The research reviews Habermas' two modes of society, the lifeworld and

the system, to relate the modes of society present in the development of the Danish state form. Habermas is used to relate the economic beliefs by Smith to his two modes of society and how the belief in the state forms influences the competitive use of IT. The modes of society give the ability to connect the empirical data, to social parameters, and in discussion with Smith's economic theory, the connection between education and IT use. How it influences the competitiveness will be discussed in relation to social and economic theory.

A view of how the human capital is influenced and how it can contribute to society and economic development, is presented as a contribution to the discussion of the competitiveness of IT use. It provides another view to how education of the human capital can contribute to the competitive use of IT.

The analytical part 2 introducing Gary Becker. He provides the theory to understand how human capital is developed and what parameters he finds important in connection to a strong development of the human capital.

The research has now developed into a set of beliefs which brings together a possibility to present different views of how the competitiveness is influenced by the connection of education and IT use. The first part of the research (the overview of the state forms, Adam Smith and Habermas), is now discussed by implementing Gary Becker and his view of human capital. It leads to a broad understanding of different views that analyze the two-structured case, and how it influences Danish competitiveness. It provides a non-decisive view of how individuals in the competition state might become stressed.

It leads the research into its last part, **analytical part 3**. In connection to part 1 and part 2, it elaborates on its discoveries in order to suggest different ways of understanding how the current state structures the social mind. In that sense the different beliefs are first presented in order to suggest how different views relate the possibility of becoming free, in the society today.

Wendy Chun begins this part by explaining how our habits are influenced by education. The habits become central to how we exploit IT use in the current state. The theory gives a view of how she wants us to become public individuals, and it provides a suggestion to exploit IT in new ways.

In relation to Chun, the research evolves into suggestions of how the social structure can be interpreted by the individual and how it would affect the competitive use of IT. Christian Maravelias provides a suggestion with the purpose of seizing the potential freedom in the capitalistic society. The suggestion relates to the discoveries of part 3 and suppose a way to navigate in the competitive state. Deleuze and Guattari continue, in relation to Christian Maravelias, by suggesting how the individual in the competition state has

the ability to understand the complexity in society and dismissing the oedipalization while contextualizing the virtual sphere.

In relation to the formulated problem in this research, which is how the exploitation of IT use is affected by social institutions, it ends with a summary of the discussion of part 1 and part 2, and how the different beliefs in part 3 would change the social structure and exploitation of IT use.

Summarized, the research is focused on how the Danish competitiveness is influenced by the connection between education and IT use, and by the outset of the report "IT use in companies" from 2017, and the Danish elementary school reform from 2012. The objective is to enlighten, gain insight and provide broad understanding of the mechanisms and relations, which can affect the competitive use of IT.

Problem definition

The interest in this research is related to beliefs which suggest, that the Danish competitiveness will be determined in relation to how it is using technologies in the future. The research wants to provide a broad understanding of how the exploitation of IT use is influenced by social structures in the state, and how it affects the competitiveness.

The report "IT use in companies" is included to provide an overview of how Denmark is situated in competition to other nations, and their exploitation of IT use. The definition of its relevance to this research, is not what the data actually says about the comparison to other nations, but the observation that IT use is analyzed as a competitive tool. The data provides a connection to education as well, which establish a connection between the two cases, the "IT use in companies" and the elementary school reform. The relevance of the report is that it provides a validation of the beliefs which structure IT use today, and the actual data, which argues a correlation to the Danish education and social structures in the state.

The elementary school reform is included because of its potential as an important contribution to the Danish competitiveness and it objectifies the mindset in the Danish education today. By introducing the elementary school reform, it connects the possibility of including another central concept, the human capital. The foundation of including the concept of human capital, is its relevance to how human capital influence the Danish competitive use of IT.

The outset in the two-structured case provides the possibility of referring different social and economic views to how the competitive use of IT is influenced.

The problem statement is thereby formulated as:

“With an outset in “IT use in companies” 2017 and the elementary school reform 2012, how can the use of IT in companies, be identified and discussed, in relation to improving the competitive use of IT in companies, in Denmark.”

In order to provide an adequate answer to the problem statement, the research is situated in relation to two research questions, which provides an outset for the analysis, discussion and summarizing parts:

1. *“With an offset in economic perspectivation, how is the Danish competitiveness being influenced by the connection of IT use and the educational system?”*
2. *“From a human capital perspective, how does the school reform reflect the Danish possibilities of using IT competitively?”*

The research ends by articulating the discoveries into possible suggestions of how the individual can figure an enlightened solution to function in connection to the technologic development and competitive focus.

The composition

Chapter 1: Introducing the theoretical framework, it gives a short review of the theories in the research, problematize the Danish competitive use of IT in connection to the elementary school reform. It leads to a problem statement of the parameters of a competitive use of IT

Chapter 2: It explains the methodological approach and why it has been chosen in regard to this research.

Chapter 3: Introducing the two-structured case, as the “IT use in companies” and the elementary school reform, and in what connection it is used in the research

Chapter 4: This chapter provides an explanation of how the Danish state form has developed, and in what kind it has influenced the society.

Chapter 5: This chapter is essential to the research; the analysis of Adam Smith takes place and how his theory connects to the case. Habermas provides an analogy to the development in the Danish state form, besides his critical view is related to the case and Adam Smith. It ends with a discussion of the competitive use of IT.

Chapter 6: This part analyses the human capital in connection to exploiting IT use, it brings Gary S. Becker and his definition of human capital. The importance of human capital and how it influences the societal development to exploit IT competitively will be discussed.

Chapter 7: The chapter analyses different suggestions to function as individual, in the competition state. It ends by defining how the suggestions might impose a way to implement another social structuring in the state.

Chapter 8: The final of the research marks how the different discoveries provides a broader foundation to elaborate how the education influence the competitive use of IT in Denmark, while suggestion other ways to impose social order, which can function under competitive conditions.

Definitions

This research could have involved evaluations of the objectives in the elementary school reform or provided qualitative research in questioning individuals about how IT use affect their daily lives. The choice of a case structure provides a room for a thoroughly analysis of the different beliefs, that structures the current belief in society. The qualitative research might have shown a validation by the answers from single persons, but this research would have used space to evaluate the current view in the competition state, it was therefore viewed as being more valuable to leave room for several views of what influenced the education and exploitation of IT use today, and how it is related to other views.

Definition of human capital

Gary Becker is used to define what this research relates as human capital.

Becker (Becker, 1993) referred to human investment in education, training, skills, health, and other values, which cannot be separated from the individual. It is an inhabited capital, which cannot be divided from the individual who contains this knowledge.

Definition of the competitiveness

Gilles Ardinat¹ states how there is no broad scientifically recognized definition of the competitiveness. Fundamentally it is a question of productivity, in this research it resonates to an approach of wanting to be cleverer than the world surrounding Denmark. The definition in relation to this research is the possibility of exploiting IT use in a more productive way, than others. It relates to the graphs and tables in the report “IT use in companies” comparing how Denmark exploits – and implements IT in relation to other nations. In that sense, the competitiveness relates to how Denmark compares its own exploitation and implementation of IT, compared to the nations they want to beat.

Definition of self-management and stress

The modern management is used to relate how current structures in the business life, in Denmark is shaped. It relies to the state form and the habits in the state form.

The modern management is used in connection to self-regulation and how the individuals are approached as having an individual freedom to reach its potential.

Definition of modern management:

The modern management style is defined as participative management or self-management. It is characterized by the individual's ability and will to take responsibility for the planning and execution of their own work, inside the agreed framework between individual and company (Kristensen 2011: 56-57). It is a kind of 'performance management', and it contributes to not defining any work boundaries. The

¹ Dagbladet Information 14-03-2013. Professor on Université Paul Valéry in France, in his ph.d. he reviewed 30 years of scientific literature in order to define the competitiveness

employee has the freedom to reach the agreed results, but they are also responsible for how they carry this freedom (Ibid: 125)

In the research diseases is mentioned, as a broad term for health issues related to how IT use in companies blurs the distinction of the public and private sphere. The self-regulating individual become stressed, as a consequence to not being able to define the private life, from the work. The diseases are in this relation, compared to when stress is mentioned as the diseases.

Definition of stress:

Stress is defined as when people experience an imbalance between the demands they have, and the resources they have, to reach those demands (Det europæiske miljøagentur: Stress).

Translations

The report contains a focus in the Danish competitiveness and Danish institutions. The quotations in the research have been translated from Danish to English. It has not been necessary to keep the Danish quotations in order to secure the exact same meaning, it has therefore been valued, in order to keep the flow in the research to translate quotations into English.

The elementary school is the public school in Denmark, which is open to every child in Denmark. The translation is therefore referring to the Danish “folkeskole”. It runs from 0 to 9th grade, and is therefore presenting the broadest young population in Denmark, it has the ability to educate and affect a significant part of the future habits in society.

When referring to the ‘reform’ or ‘the school reform’ it is shortened versions of the elementary school reform, it is used in order to keep the linguistic flow, instead of repeating ‘the elementary school reform’, every time.

The methodological framework

This thesis should provide an insight and better understanding of how the connection between education and the IT use in Danish companies influences the Danish competitiveness. In order to do so, I have chosen to divide the approach into three parts; 1) by referring to the Danish elementary school reform and the report "IT use in companies", in relation to chosen economic and societal theories as a lens, how this influences the competitiveness will be explained, 2) with theory considering human capital, the connection between education and IT use will be researched with a focus on how the human capital influences the IT use and thereby the Danish competitiveness, 3) finally I want to research how different views of the state, could contribute to another exploitation of IT use in Denmark, and how this would influence the business environment and the Danish competitiveness.

The field of research is to find an explanation to the influence education has to the IT use in Denmark. By interpreting the report "IT use in companies" it is possible to connect the possibilities of exploiting IT, to the educational system. In order to understand how different views provide a differentiated view of the subject, theoretical perspectivation will be used to explain how different views provide a better understanding of what influences the Danish IT use in connection to the competitiveness.

The ambition is to move beyond the conceptions already fully described in the theoretical spectrum today. The theory discussing the competitiveness often relies on closures and trying to find a solution. The methodology in this research wants to gain a deeper insight on different theoretical views of what influences the IT use and the competitiveness. In order to so, the task is to not search for a given ending but provide a better understanding of what influences the current beliefs about what creates competitiveness.

Case

The case is following a two-structured model containing "IT use in companies" and the elementary school reform. Case studies are typological qualified in social technologies, containing disciplines as economic, political science, sociology etc. (Andersen 1998: 163-169). The case study is an empirical research, in this

research it is presented by the two cases, which unites to a research of how the elementary school reform and “IT use in companies” relates to the competitiveness. The research applies the case in order to inductively resort into several beliefs which gives an understanding of how education influence the competitive use of IT (Yin 2014: 186-193, Launsø et al. 2001: 96-99).

The dispositive analysis

I have chosen to structure the research in relation to the dispositive analysis by Foucault (Raffnsøe et al. 2016). The dispositive analysis is useable in this research because it gives a framework to cut through inflexible categories, in regard to this research it is specially to cut through institutions, cultures and beliefs in the state today (Ibid: 273). Foucault’s dispositional analysis builds up a history and a typology of connected social technologies, and by this analytical approach it is possible to analyze and gain an understanding to the social reality (Ibid: 274). I want to use the dispositive analysis to move beyond the search for conclusions, that concludes stress as related to self-management, and IT as interrupting the private sphere, I want to understand the exploitation of IT from a broad spectrum of perspectives. In order to do so, the dispositive analysis is used as methodology because it provides an interconnected, broad and diversified analytical tool. The dispositive analysis moves the attention from focusing on entities, to a larger social field, in order to embrace every possible perspective to the issue. In this research it is used, to increase the understanding of the historical beliefs in society, in order to understand how the current beliefs have evolved, and in connection to the former focus in the state.

“As the term ‘dispositive’ suggest, the dispositional analysis manages to do so by virtue of focusing on the appearance of certain social dispositions or inclinations and by articulating the way these arrangements affect the social interaction and organizational behavior” (Ibid: 274).

I want to use the dispositive analysis to understand how different focuses in the state, have affected how Denmark exploits IT today, and how it influences the competitiveness. The different theories are used in connection to the dispositive analysis, to view the IT use from different perspectives. This approach avoids a mechanistic conception of beliefs and prevents being lured into a mindset of the current state, but to include and compare different beliefs. The research uses the dispositive analysis to replace the eager of constituting an ‘either-or’ in the analysis, and replacing it with the perception of a ‘both-and’ approach,

“that permits a demonstration of how elements of binary oppositions appear in their interrelatedness as part of the same correlation” (Ibid: 275).

I want to use the concept of the dispositive in the context of a specific analysis, focusing on the concept of human capital and its role within the development of how we exploit IT use in the competition state (Ibid: 276). This research will investigate to what extent decision making in the state, education and IT use in companies, are affected by, related to, and further develop various given dispositions. It forces me as the investigator to examine where these inclinations might take us and remain critical all the time (Ibid: 277).

The general idea of the dispositive is characterized by inclusiveness, relationality, modifiability and non-determinism. The analysis of the history of technology is not to outline when in time certain situations happened. Instead, it focuses on a far more global, and in that connection, more blurred history of correlations which imply that, in a given society, a technology will be installed. The critical analysis is thus to place the various techniques, within a more comprehensive dispositional history of technology (Ibid: 279). In this research the dispositive framework is used to place the various theories used in the process of analyzing how the connection between education and IT use in Denmark influence the competitiveness. The presentation of the various theories is seen to unfold this dispositive analytic framework into gaining knowledge of various views about how IT use is influenced and how it affects the exploitation. It is not used to search for any final solution, but to an analytical review how different objectives have influenced and will influence IT use.

A dispositive analysis seeks to explain how objects, practices, events and experiences that are usually taken for granted can be identified in the interaction between the dispositives. The theories, which are used to describe the IT use from different angles, come to a relationship by the dispositive analysis. It makes it possible to explain how they are all mutually eliminating each other, only to collectively outlining a pattern and how it has created a new normative level. The dispositive analysis is used to describe different views, and how they interrelate to each other. The Danish elementary school reform represents a part of the case in this research, and the effects of the dispositive are exactly embedded in the institutions and organizations it reshapes:

“The dispositive is very real in so far as it affects the social reality by installing a most real dispositionality”
(Ibid: 279).

The analysis is not to seek to explain the existence of the social technologies by referring to the institutions that contain them, but to go beyond and outside the institutions and replace it with an overall point of the technology of power. The task in this research is to unravel how a difficult social exchange, influenced by

particular challenges, constitutes, runs through and changes the institutions (Ibid: 280). In this research the elementary school is used as a practical example, to show how the current belief in society structures the exploitation of IT use. The use, as described above, is to go beyond the institutions and the current view, and by presenting various theories analyzing different beliefs and how they would affect the institutions and the IT use.

Modalities of dispositives

Foucault introduced three basic modalities, which he called law, discipline and the dispositive of security.

The legislation and its outcome, the law, is explained as a special kind of dispositional arrangement. It is an attempt to understand the differentiation between the forbidden and the permitted. The legal dispositive is a codifying and prohibitive social technology that lays down a binary order, followed by sanctions to be respected by every legal subject (Ibid: 280).

This connects to discipline, because the law can be used as a preventive and productive dispositive working to avert the unwanted and structuring wanted actions. The disciplinary modality intervenes the individual actions and creates expectable actions. The disciplined modality is dealing with the surrounding world, as the law, but in a prescriptive fashion, it tries to eliminate unwanted actions by the actions not occurring at all (Ibid).

The dispositives of security do not deter, it works conductively and wants to structure the self-regulation of a population. It processes the unexpected in order to avoid potential destructive actions (Ibid).

As Foucault states, the three dispositives all express a distinct dispositional logic, and at the same time they are able to share common material. The different logics will be presented and elaborated in the research by the different views to exploiting IT use. Especially a review of the Danish state form, is presented as a historical timeline and it will come to show, how the different modalities appear and blur into the new state form. The research will compare the different views of theory to Foucault's three modalities and its definitions in this chapter.

The disciplinary is the most familiar in Foucault's work, Raffnsøe et al, states how the transversal tendency in this modality establish the possibility of analyzing institutions to why it contains a feeling of being disciplined. The legal dispositive is mainly used in negative manner, especially in Foucault's critique of the conventional understanding of power as being principally sovereign, commanding, prohibitive and legal in nature (Ibid: 281). The last prototype of security is not as easy to find, like discipline. These events are on

the one hand related to regulatory controls or the biopolitics of the population, by Foucault. On the other hand, they connect to the governmentality approach in Foucault's lectures. Governmentality is the:

"ensemble formed by institutions, procedures, analyses and reflections, calculations, and tactics that allow the exercise of this very specific, albeit very complex, power that has the population as its target, political economy as its major form of knowledge, and dispositives of security as its essential technical instrument"
(Ibid).

In connection to the dispositional power, it is an understanding of power as a capacity. The exercising power is not reducible to ruling (Raffnsøe 2013: 248). The power is related to being able to do something or make something happen, not reduced to simple power of others. Power is a performative act; it is an ability to affect others. The power is thereby understood as the capacity to affect someone or something, but in a way, that specifically brings out certain outcomes or make them more likely (Ibid).

Raffsøe et al, states how some of the material Foucault investigates relates to one particular dispositive, but Foucault points out how different modalities of dispositives can co-exist and even presuppose each other:

"It is absolutely clear that in the juridico-legal system ... the disciplinary aspect (was) for form absent, since, after all, when a so called exemplary punishment was imposed on an action, It was in fact precisely with the aim of having a 'corrective effect' ..." (Raffnsøe et al., 2016: 282).

It shows how other considerations, besides the law, were already present and imperative in order for the law to function. The law already had an implicit disciplinary and securing effect. These implicit matters may turn out to be primary matters for other dispositives. It shows how secondary dispositives are often important in order for the primary dispositive to function. It shows how the different modalities of dispositives relate to each other in some way. It might not be shown without analyzing, but different views can contain some of the same dispositives, but with a different primary focus.

In the research it is therefore possible to argue, how different dispositives will present different views about the exploitation of IT use. It is still notable, that the different views might contain some interrelatedness, but the views will present an overview of different dispositives and how they affect the population which are supposed to exploit the IT use.

Structures of dispositional analytics

The implications of using the dispositive analysis in this research will now be presented. It shows how defined implications will guide the research, and it is notable in connection to how this research has been structured.

The research will move beyond the discourse analysis and the dichotomy between discursive and non-discursive.

“The dispositive allows us to move beyond this transcendental approach to language that threatens to reduce organizations to discursive constructions and organizing linguistic practice. By contrast, the dispositive maps a systematism that cuts across and closely connects the discursive and non-discursive.”

(Ibid: 283).

It gives a permission to a concrete analysis of the interchange between the linguistic and the common dispositions which are presented within both domains and tie them together. It is possible to interrelate the economic views in this research to social theories, in order to analyze and discuss the same subject. The norms must be examined in a given view and the normativity emerging in what is done (Ibid: 284). The relationship between them must be considered to give a broader understanding of how the normativity guides and conditions organizational practice, and this is why the both-and of dispositional analysis makes it possible, to make contradictions to discourse analysis. It provides this research with a structure possible to contradict and compare economic and social theories to the overall subject.

This research uses the dispositive analyze to restrain from providing a direct solution to IT use, the dispositive analysis gives this research a result of abundance from intentions to play to exert a decisive influence on later initiatives, the research do not rule out a competitive view, but presents contradictory theories and suggests views as to how it is possible to live and exploit the individual freedom, inside the competitive state. This is done by exactly preventing a state of ruling out and eliminating possibly different views (Ibid: 286).

The dispositive gives the analyst the possibility to access the very level of existence where mutual prescriptions emerge. This is exactly what this research intends to do – to present different views, which provides a diagnostic tool that permits an empirical analysis of mutual guidelines as they become established (Ibid). In examining the dynamic interaction between various types of dispositives, the analytics allows a diverse and multifaceted analysis of present organizational life (Ibid: 287). The analysis in this

research is able to account for the dynamics in the exploitation of IT use, the productivity, the inclusiveness of different views and force of attraction.

Freedom comes first in the dispositive (Ibid: 288), it is recognized as an always already existing part and driver of internal, organizational dynamics and differentiation. This research focus on how freedom is presented in different forms but is still present in some way.

The dispositive analytics seeks to characterize the general tendencies within the field of real forces. This leads to not directly clear-cut a distinction between the factual and the normative, power and freedom. It focuses on how normativity is already established beforehand and works in the social field.

This gives the analysis in the research a possibility of combining different views and comparing them to social matters. The analysis in this research is not supposed to be critical to one single view, Foucault adopted a diagnostic approach, that pieces together how various parts of its logic form an overall pattern.

As this research wants to steer through the conceptions in present theory, Raffnsøe et al. states:

“Foucault investigates knowledge and art of government that already seems to have grown under our skin and become a momentous integral aspect of our present everyday working and private lives.” (Ibid: 290).

Again, it is important to note how the dispositive analysis criticize in a positive and affirmative character. The aim is not a negative effort to distance the research from the surroundings by identifying mistakes and limitations. To begin with the critique focus upon an effort to articulate something which is taken to be decisive, in this research how the IT is exploited as a competitive tool, is agenda-setting and then takes the form of a pragmatic and practical examination of what we are in the process of becoming and can become as humans. Raffnsøe et al., states how this is done with an outset in a given disposition that affect us, as it is the case in this research. The exploitation of IT use is managed by beliefs in the competition state, and it is these beliefs which are described in comparison to other views.

The dispositive analysis draws the attention in this research to a new level of existence, part 3, it gives a view of different beliefs in how the potential freedom can be actualized in different ways. Instead of focusing on either the established social order of the factual or the utopian state of the counterfactual, an imagined and anticipated contrast, this research gain from detecting an intermediate level that is easily overlooked in organizational theory (Ibid: 291).

The analysis is therefore, as Raffnsøe et al. suggests, not to confine ourselves to just the actual or the counterfactual, but it permits us to see another very real and momentous aspect of the world – the virtual (Ibid). It is a level of existence which is already operative in the present force, the virtus. The level of the

virtual is continually effective in and what is observable, it causes the present to transcend itself and unfold in certain determinate directions that disposes us to act, think, anticipate and experiment in certain new ways.

This is why this research relies on a dispositive analysis. To move beyond the general forces of beliefs in the present and analytically, without deciding a concrete direction. The analysis presents what is the current beliefs in society today, it does by presenting the development and how it has evolved over time. This shows how Foucault's modalities of dispositives relate to each other in the virtual and how they interconnect as primary and secondary dispositives.

Critical remarks

It is necessary to comment how the dispositive analysis criticize, taking down consecutive historical epochs, separated by radical shifts that seem to turn everything upside down, these epochs may come to close to being all-embracing, unequivocal contexts that follow and replace each other, thus re-presenting society in general at a certain historical point.

This research may be criticized of not being complex enough, in relation to dispositive analysis. By Raffnsøe et al. it is stated how organizational theory *"that begins by establishing (a series of) epochal dichotomies, drawing a clear dividing line between 'before' and 'after', risks adopting a simplistic approach to concrete organizational analysis"* (Raffnsøe et al., 2016: 284). In particular this criticism could be related to the historical review of the Danish state form, of wanting a unified and all-pervading trait of characterizing the societal state. The comment to this critique is, that I found it necessary to concretize in what view the current exploitation of IT use is influenced by. It is not a concluding note in this research, as an answer to how IT use is exploited, but it represents a view in relatedness to other state forms and represents one of other views in connection to how IT is influenced.

The dispositional analysis problematizes the analysis that claims that the old sovereign power or legal dispositive is impossible to find today. The research will show how power relations may become secondary, but how they still present themselves in another context. Another critique in connection to the use of dispositive analysis in this research is how it can easily tend to fall prey to relatively simple either-or comparisons. The argument as to why it is still a relevant dispositive analysis, is how it still permits the

staging of disciplining (Ibid: 285). Disciplinary measures may well serve as secondary factors to modern management, as self-regulating.

By the choice of the dispositive analysis the testing of the knowledge becomes more difficult, in comparison to how concluding research types have more classic criterias of knowledge (Launsø et al, 2011).

The knowledge this research provides would have to be challenged or tested in relation to other research in the same analytical framework.

The choice of a case-structure has some weaknesses. The flexibility and openness to new information in the research process, makes the relative narrow empirical field challenged, the analysis is narrowed to focusing on the connection between the elementary school reform and "IT use in companies". The argument is that it is still possible to use the dispositive analysis because it is not aiming to conclude, but to give an explanation to the beliefs in a single case. The case-structure gives the ability to reach different angles of the approach to IT use and how it affects the competitiveness. In comparison to qualitative analysis, it is questionable whether the space in the research would be determined by the same differentiation in beliefs to the given subject.

Case –" IT use in companies" and the new elementary school reform

In this thesis I have chosen to divide the case material into two parts. In this section I will explain the connection between IT use in Danish companies and the education in the Danish school system, here with a particular focus on a new reform of the Danish elementary school.

An annual report, published by the Danish Statistics on how IT use in Danish corporations evolve, will represent the foundation of further research in this research. Based on the data from the report, the connection to the Danish educational system will come through. In that sense, the presentation of the report, will lead to why the presentation of a new elementary school reform is relevant.

The structure of the case material will provide a platform, with the ability to research the importance of the connection between IT use in Danish corporations, and the Danish school system, for the Danish competitiveness.

The report “IT use in companies”, published in 2017 will now be presented, as it will show the connection between IT use and the importance of the Danish human capital.

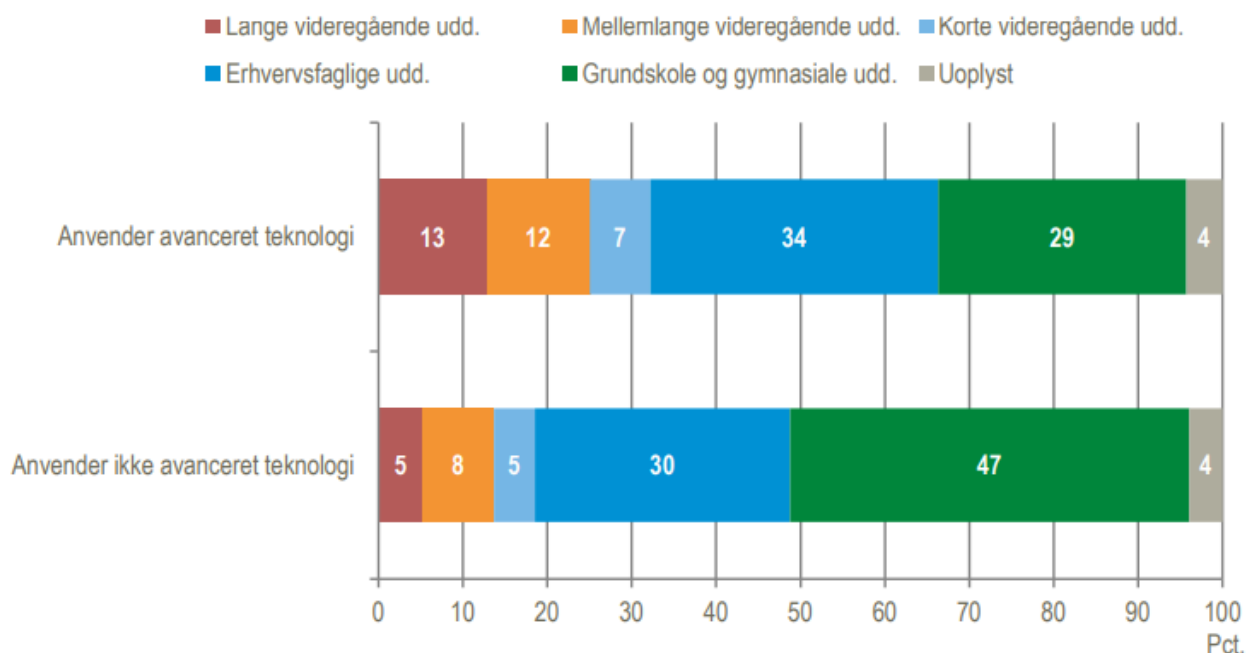
The first words in the report, are already leading us into the focus of this report. In the preface it states:

“the digitalization of the corporations should lead to innovation, increased competitiveness and a raise in productivity. But the increased digitalization gives corporations problems – not at least in relation to recruiting it-specialists. To exploit the potential of the digitalization, it is important for the companies to have access to the right competences”. (DK statistik: forord)

The preface in the report is therefore telling why this report is done, and what it should explain. The report focuses on how IT use can lead to an increased competitiveness and innovation, and it must be presumed that all research in this report therefore is conducted in relation to this. The quote concludes that in the future it would be even more vital to develop competent individuals, with a potential to exploit the technological resources. Competences to understand IT use, will be important, and need to be highly prioritized in the future if Denmark wants to be competitive (DK statistic: forord). The implementation of technology in corporations is therefore seen as a resource which will increase the productivity, and will therefore affect the competitiveness.

The report shows a direct link between our ability to exploit technology and our effort in the educational system. The table beneath proves, that the use of advanced technology raises as the proportion of highly educated employees evolves accordingly.

Ansatte fordelt på uddannelsesniveau for virksomheder med og uden brug af avanceret teknologi. 2017



As the table shows, - there is a connection between the use of advanced technology and the time spent by the employees in school. In that sense, it is my prediction that the national educational environment, will play a crucial part in how we end up treating IT use. The level of the Danish school is important, considering the importance of how the Danish workforce is able to implement and exploit IT resources, as the table above shows, the use of advanced technology increases as the employees have stayed longer in school.

The report provides data, showing that Danish companies are the most digitalized in Europe. Our high grade of digitalization is mainly due to, our high grade of ability to implement basic technologies.

The grade of digitalization is a calculation containing four parameters:

1. [Access to the internet](#)
2. [IT-competences](#)
3. [Processes internally in the company](#)
4. [Sharing of information between customers and partners](#)

The report states, in relation to the parameter of accessibility, that; “another target for the digitalization is the portion of employees with mobile equipment to gain mobile internet access. 47% of the companies in Denmark provided their employees with mobile equipment to use on their job in 2017” (DK statistik: 2.1). Danish companies have established a fast internet access, this gives them a high grade of digitalization on that parameter. Moreover, almost half of the employees in Danish companies are provided with mobile equipment, which they use to achieve their work. The potential to be able to use technological resources as an advantage, is therefore quite essential today.

The digital medias are not just a matter for the individual’s identity, it becomes more and more, significant for the company’s strategy in branding an image. Danish companies were quite active on social media –

“Danish companies were more active, compared to companies in EU, 95 % of Danish companies had a website and 68 % were active on social media, in 2017” (DK statistik: 2.1).

Especially in knowledge services they were active on social media and it was an essential part of their work to have a good access to the internet. Especially the use of mobile equipment and a fast internet access were present in this sector (DK statistik: 2.2). This relates to the assumption, that knowledge provides the most open mind to the implementation of IT use. In that sense, education is an important factor in benefiting from- and understanding IT use. Knowledge workers are characterized as individuals which have been shaped in the educational system, therefore the school has a role, which cannot be underestimated, in how we use IT.

IT use and the elementary school reform – the connection

The elementary school reform is included as a choice by looking at relevant theories in connection to the subject and the empirical answers from the report “IT use in companies”. The new reform of the Danish elementary school provides an image of how the educational system raises young people, which later on shapes the business environment. The present theoretical field on IT use, often focuses on the consequences by using IT in companies. They often relate viruses and threats, to modern management and the digitalization of the companies (Carsten Sørensen: 466). The ambition in this research is not just to look at the problems which are already discussed by others, related to modern management and IT use, the ambition is to present a diversified view of why we become stressful, instead of researching towards a conclusion, that we become stressful in modern management. The thesis is therefore focusing on how the habits in society influence our use of IT and trying to explain how the society has inhabited actions which leads to a certain focus, which enables the problems, as stress. As shown by the data from the report “IT use in companies”, it gives a possibility to connect our educational system, to the use of IT. The new school

reform is therefore a practical example, showing what kind of ambitions really shape the school in Denmark, and how this influences the habits in the society, which also involves the use of IT.

The school reform becomes the second part, which makes it possible to research the connection between education and IT use, it is this connection, which is interesting for this research, in order to explain how the connection is important for the Danish competitiveness. With the school reform as a starting point, it provides the possibility of analyzing and discussing, whether the focus in the Danish education, really gives the competences needed to benefit from the technological resources.

The elementary school reform

The school reform in 2012 rely on a series of national goals of how the elementary school should develop, the goals are intended to provide a clear direction and set a high level of ambitions (UVM, 2012).

The Danish government acknowledge how the elementary school has been an important force in the development of the Danish society in almost 200 years (Ibid). The elementary school is today facing substantial challenges. The students do not learn enough to keep up with the development and getting the competences to take care of the Danish society in the future. The competition today, is a competition which constantly intensifies and it is moved to become even more intense because of the globalization. The government expresses it as follows:

“The majority of the kids in school are doing great. But they can become even better. It is necessary. Because society, the business and the global world making still higher demands to all of us” (Ibid).

It is essential for this research to understand the ambition from the government. The ambition is not just to reduce people which lack in their ability to become the best students. The great students can become even better.

“There are children who are able to learn easy. The elementary school have to challenge those children, so their talents are developed to the fullest. That is not the case today. Skills spreads, and an increase of the educated strongest student, will benefit them all” (Ibid).

To summarize, the government explains the goals as:

“The qualifications of the youth improve every year in the world around us. The Danish society are also making higher demands to a good education. The elementary school should follow the development in the world around us, and the development at home in Denmark. And it needs to do more than that: the elementary school today should make our children ready for the society tomorrow” (Ibid).

National goals in the reform

The Danish government presented three goals for the overall development in the school:

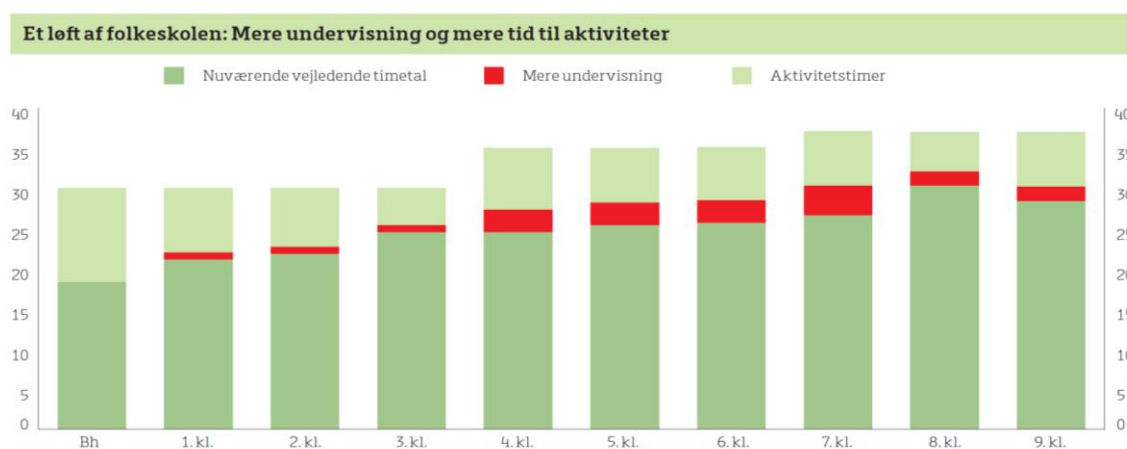
- The elementary school should challenge every student, so everyone becomes as skilled, as they can.
- The elementary school should reduce the importance of social background in comparison to the educated results.
- The trust and wellbeing in the elementary school must be strengthened through, among others, professional knowledge and practice.

Measurements of the students' performance through tests, become a tool to increase the level in the elementary school. At least 80 % of the students should be highly educated in the basic skills, and the percentage should be raised every year.

The structure and how to react in the reform

The reform wants to implement another structural setting for how to think rational and how to exploit potential. This will also affect how the reform is financed. The reform is a clear signal of, how efficiency and in connection to this, how the proportion of activities and tuition time, represent a significant potential.

The proposal is illustrated as follows:



Anm. Figuren viser timetallet i den sammenhængende skoledag inklusiv pauser. Den samlede tid er i figuren opdelt på de nuværende vejledende timetal, ekstra undervisningstimer og de nye aktivitetstimer.

The table illustrates how the government relies on a theory, where an increase in teaching hours and focus on structuring potential talents, will help the students' achieving their fullest.

Another parameter in this theory, is how the government wants to increase the teacher's competences, 60 mio. has been allocated to the education of the teachers.

The reform relies, as stated before, on a theory of effectivity, which should create financial space for more funds to focus on improving skills in the school. Inclusion is an essential term in the reform, if it should succeed. The elementary school had to ensure that no one were left behind, it had to find a way of being effective and still include everyone:

- A new reform about an including elementary school, and new boundaries for special educational requirements.
- Follow up on the conversion to an increased inclusion, an increase of students in the regular classes from 94,4 % to 96 %.
- Development of inclusion – a national counseling team would be available.
- Campaigns with information and about attitude, aimed at parents and students.
- A pool containing funds to IT support, aimed at weak students with special needs.

The elementary school as a case in this thesis provides two significant markers, the focus is partly directed towards why this reform is necessary in order to improve the Danish competitiveness. The other marker relies on the goal of the reform, improving the individual student's educational skills and achieve an increased focus on improving skills in the elementary school.

The elementary school reform represents the Danish educational system, and connected to IT use in Danish companies, it provides an empirical example to the following analytical chapters. The two parts, the report and the reform, shows a connection between education and the IT use in Denmark. In that sense, the future steps are an ambition of explaining how, and why, the connection between the Danish education system and the IT use in Danish companies, is crucial for the Danish competitiveness.

Denmark – developing through state forms, into the competition state

The purpose of presenting a timeline, showing how the Danish state form has evolved in history, is to direct the reader into what kind of focus of the state which has shaped the Danish society and formed the current set of habits in the Danish population. The timeline will show a direct connection between the state, and how this shape the institutions in the state, as the elementary school. The timeline should help to understand how different values have been shaped in the institutions and are directly affected by the state. It should give a better understanding of how our shaped values are important as to how we understand and exploit technological resources in business. In that sense, the timeline will provide an overview explaining why there is an important connection between the school and how we use IT, which can be deduced to the Danish competitiveness. The presentation of the different values in the state forms presents how the beliefs have developed and made a primary dispositive, secondary, as taken for granted in the development of the state.

The different forms of state

Ove Pedersen characterize the Danish state in three phases, where a clear difference in how to approach the people is characterizing them all. Phase one was dominated by a disciplined pedagogy in the school, second phase focused on participation. The school wanted to shape the personal development, and through the institutions, you became a part of the democracy. In the current state the school is more focused on a normative approach, results and developing the student's talents and competences to the fullest (Ove K. Pedersen 2011: 173), as I presented in the elementary school reform.

The nation state

Pedersen calls the first phase the nation state. This type of state focused on, being able to identify yourself with the culture in the nation. The state should embrace all and provide equal rights and possibilities (Ibid: 174). The state relied on an objective, that the society was created by how the individuals were raised and educated about democracy. The school was seen as the place, where this education of life started, and started to affect the individual to take part in the society. The nation state had a clear framework of how the students should be educated, the clear framework constructed the habits and values, which advocated for taking part in the society, and thereby ensuring the continued existence of the democracy (Ibid: 175).

The thesis will later elaborate, by the theory from Wendy Chun, how crises in society change habitual habits. It is relevant to mention for now, because it is exactly shown by the change in the Danish state form. The Danish people united as the 2nd World War terrorized, even as the government tried to cooperate with

the Nazi's. This became a start, to a new set of ideals and values, which got support from the population and created new political groups in the years afterwards.

The state of the welfare

A changed set of ideals in the state, meant a different focus in the elementary school as well. The school had to foster a flexible development, with an increased weight on cultural, moral and spiritual values (Ibid: 178).

The school had a primary goal, to make the students educated in life. To be understood as, the student's happiness had to be the primary school objective, above being competitive (Ibid: 179). One of the aspects in the school, was to inform about the existence. The school should illuminate general applicable requirements in life as a human. The pedagogic theory acknowledged the single student, not as a final product as human, but with the potential to be so – to become human.

The pedagogic task changed in that matter, from discipline to form the individual through motivation or exchange of views, through dialogue (Ibid. 180). Through dialogue, the school had to educate the individual to understand the participation in democracy.

A brief summary of the role of the school, was to educate the individual to be able to participate in society, the pedagogic task consisted of communicating the necessary knowledge to this. The knowledge of the teacher was thereby passed on to the next generation, the students (Ibid: 181).

The welfare state had an overall goal, to create equality. By the starting point of acknowledging that every individual is created in communities, the welfare state became synonymous with equality. The individual should realize its potential capabilities in the society, and thereby it becomes the creature it is raised to, by the institutions influenced by the state (Ibid: 181).

In this connection, the school was a regulative tool of the state, to correct social inequalities in the society. The school had the ability to guarantee the same education to all, advocate the same norms etc. Through raising in the institutions of the state, the theory was that it would secure equality in society. The individual freedom to decide, became influenced in the educative process to understand its responsibility for the realization of the community. The state did not perform a direct power, where you were told and disciplined to participate in society. The realization of the society became a consequence indirectly,

because the individual was taught about democracy, the individuals own implementation of those values and its actualization into its own free actions, made the society (Ibid: 183).

Summarized, the democracy and freedom became an opportunity provided by the welfare state. In comparison to the national state, it was not put out as a set of disciplined laws to follow. The participation of the individuals created the community as a consequence. The democracy was not forced by a sovereign, the school had to create a culture which reflected democratic choices. The school in this period was a motivator, it motivated the individual to participate and realize the society through a democratic participation. The individual reasoning was to find happiness, by its contribution to the good society. The happy citizen would in that sense, behave as a good citizen in the system of the state.

Competition state

The competition state occurred as a counter to a series of criticism that the welfare state received. As I mentioned in the last transition phase, habits in societies are difficult to change, the fundamental changes are therefore often a product of a fundamental critical situation. In this particular coincidence, the school received a lot of criticism based on research showing that the romantic conception of the welfare state had its flaws. As mentioned in the section about the welfare state, the school relied on a conception, that the individual would act in favor of the society and see the reasoning in producing its potential competences, as a consequence of being raised with the values of the welfare state. The conception was proved to be wrong, this resulted in a drastic change in the state, and thereby in the schools, set of values in order to save the Danish competitiveness.

The most current image of a state form is therefore described as the competition state. The new actions were fundamentally a riot against the former set of values, thereby also the structure and goals in the elementary school (Ibid: 188). The school should follow a more socioeconomic orientated structure. This meant that youth educational system had to follow the same structure, as the business educations had done for a long time. The elementary school became a direct tool for the national economic competitiveness. The school overall goal, in the competition state, was changed to an education solely focus on the needs of the business market (Ibid: 188).

In the time of the welfare state, predictions with criticism had already appeared, which later created the competition state. The welfare state was too expensive, it led to a deficit on state finances – the costs were out of control and it blew up the law of finance every year. In addition, it was criticized for not investing in

the future, this reflected in a loss of competitiveness, compared to other nations, in the long run (Ibid: 188). The school wanted to raise happy individuals, from a primary focus in teaching of democratic norms and values, this was highly criticized. The focus in the school had devastating consequences for the Danish competitiveness, measured on academic capabilities, in comparison to other nations (Ibid: 189). The school politics in the welfare state therefore received a lot of the blame for the Danish loss of competitiveness, because it did not focus on academic betterment and results. The pedagogy in the competition state school, to encourage the students to learn and exploit their talents, to become self-engaging individuals. The teachers' job is mainly to motivate the students to be better and hunt results. The current pedagogic task is to encourage the individual to understand how it realizes itself through its work. How the individual is considered in the state, has changed focus (Ibid: 190). To develop your competences is now your access card to realize yourself in the society. The competition state relies on a set of values under a notion of, that you contribute to the society, when every individual reaches its maximum potential. In that sense, it is not just a question of exploiting your own maximum of potential, but realizing yourself in the society, means the highest possible benefit of the state, in total (Ibid: 190).

The welfare state had an overall goal, to secure equality. The single person was not seen as an individual, before it had realized itself in the state. The welfare state could, because of that, work on its overall goal, to create this equality.

This changed in the competition state. The individual is seen as selfish, but it is exploited to create the best conditions for a strong competitiveness. The overall goal is to educate individuals to achieve their potential. The competition state relies on seeing the human as being selfish, this should not be put away, the individual should instead be motivated to be exactly what it is, to be selfish (Ibid: 194).

Equality is not neglected but taken for granted. It is a prerequisite in the competition state, that everyone is equipped with equal possibilities, the same selfishness. The school can hand everyone the same capabilities, which in principle gives everyone the opportunity to achieve the same. In the competition state, the school focuses on educating the individual's competences. This gives them the opportunity to realize themselves, it creates an immaterial value at the same time which can be transferred to the total prosperity of the state (Ibid: 196).

It is important to point out, that the school is still characterized by the democratic values and it motivates to participate in the democracy. But it is not the schools' job anymore, to direct focus on teaching about the democracy. It relies implicit that you are prepared to contribute to the society and thereby actively continuing the democracy. The school is not supposed to raise individuals directly, but to develop strong academic individuals, which thereby achieve the abilities to realize itself in the community. As related to

the dispositive analysis the values in the welfare state, become taken for granted as implicit in the competition state

The three modalities by Foucault, in the state forms

What is a dispositive? Foucault's historical mappings of the networks of social reality

TABLE 1. Prototypical dispositives	LAW	DISCIPLINE	Biopolitics SECURITY Governmentality
Normative order <i>What?</i>	Prohibitive Forbidden/Permitted Codifying	Prescriptive Unwanted/Wanted "Normating" (<i>normation</i>)	Conductive Utile/Inutile Normalizing
Exercise of power <i>How?</i>	Repressive Limitation	Productive Formation	Facilitative Allowing (<i>laissez-faire</i>)
Spatiality <i>Where?</i>	Territory State of Law	Localized, analyzed spaces Institutionalized Society <i>Le Carcéral</i>	Natural Environment Civil Society
Subject matter <i>Who?</i>	Legal Subjects Codifying acts	Individual Bodies Controlling behaviour	Population Conducting conduct
Interrelated elements <i>Which?</i>	Law, Jurisprudence, Classical political philosophy, Internment, Representation, Public punishment, Sovereignty, Confinement of madness	Asylum, Administrative institutions, Bad consciousness, Crime rates, Criminology, Educative imprisonment, Examination, Forensic psychiatry, Military parade, Psychology, Pedagogy, Prisons, Surveillance, Schools, Workshops	Liberalism, Neoliberalism, Political economy, Statistics, Pastoral power, <i>Raison d'état</i> , human capital, economic imperialism

2

In connection to the three modalities of dispositives presented by Foucault, they present themselves in the three state forms.

The nation state was bound by rules of participating in the culture of the nation. Without a possible direct relation to the legislative dispositive it still relates to how laws directed the education in the school.

The disciplinary modality is might not completely related to the welfare state, but I find it possible to argue, that the individual is seen as a unity and is disciplined in the institutions to see the participation in democracy. The individual is controlled into participating in the democratic society.

² Table from Raffnsøe et al., 2016

The dispositives of security compares to how the competition state structures self-regulating individuals into a wanted belief of how they fulfil their talents in the best way. This dispositive works as a guide to the individual, which benefits the state as well.

Analysis part 1. – Economic theory in a competitive perspective

Part 1 – Adam Smith

To explain what influence the connection between IT use and education in Denmark has on the competitiveness in Denmark, I would like to use Adam Smith and his work in “An Inquiry into the Nature and causes of wealth of Nations” (Smith 1776). Especially Smiths definition of value and function as a condition of the market production, is possible to use as perspective to analyze the connection in this research. His definition of the market and its mechanisms contains three key categories, the natural, harmony and universal, it is these three concepts which are relevant to include to this research. The three categories are used because they can define the importance of the connection between IT use and education in Denmark and put it into perspective in relation to the overall economic framework. This makes it possible to relate and analyze the connection in relation to the competitiveness in Denmark.

Smith’s relevance to this research is therefore to connect the social structures to a market perspective and how the connection between education and the exploitation of IT influence the economic competitiveness.

Free competition by Smith

Smith related the total work inherited into a finished product, as the true measured value of every goods (Smith 1776). The trade value for a product was thereby considered from the amount of work it had inherited to produce. The existence of capital changes this true dynamics, because it makes other parameters gain importance in calculating the final price. Smith included the price you had to pay to the individual providing his own capital to produce the product, taxes and salaries. Smiths theory appeared in a time where the right to private property was relevant to include. It was expressed as a tax provided to the landlord, of the land which was used to produce the product. In Smith’s theory of free competition, he thereby includes three factors of production: The labor, capital and land.

To relate these productive factors to the linkage of IT use and the elementary school, it is possible to relate the educative process in particular, to Smiths understanding of labor. The production of individuals with

capabilities to handle IT use as a competitive advantage, happens in the classes and the quality in the output of those classes are important to the competition.

The capital, figuratively speaking, is the society and the companies/the state. They can use the academic quality to exploit the handling of IT use. The land is the concrete foundation which makes it possible to produce a satisfying educative basis, with the ability to effectively and intelligently exploit IT use. In this thesis, the land is the elementary school. It is portrayed in this research as the foundation of any beneficial process involving the exploitation of IT use to improve the Danish competitiveness.

Smith finds it essential to have free competition for employees, manufacturers and consumers. This is achieved by individual self-interest. It is implied implicit in the school reform, that the student is handed the possibilities to pursue their own ambitions and evolve the academic competences where they have the best potential. The students can become specialist in a certain field, through the possibility of electives. Smith links the situation, where the single individual carries its own interests, to have a positive effect on the state in total. It is therefore the state's overall task to secure economic freedom everywhere. In addition, the state must secure that the individual can enjoy the return from their work. It means that the state must guarantee the law of justice, which secures that the individual freedom is maintained (Smith 1776: 213-231). It provides an interesting view, since IT use in Denmark is linked to a growing trust in safety protocols and closed/guarded platforms online.

The safety precautions are described as necessary to secure private data. It is therefore an initiative exactly described as necessary in order to maintain the personal freedom and right to privacy.

Smith's three characteristics

One of the characteristics in Smith's theory, is the natural in the market, where a state of spontaneity in the competition results in an optimum. Smith sees the market as representing the political economic center of action, the competition represents the dynamic part of the actions. The market cannot just be neglected to a question of pricing, it represents the intersection of a number of preferences and a series of conditions in production and capital (Smith 1776: 63-64).

It is central to Smith's explanation of the natural value, that he operates with a distinction in pricing in the long run (the natural price) and in the short term (the market price). The shorthanded pricing is influenced by the instantaneous fluctuations in supply and demand, in the long run, the pricing is an expression of the production costs. As mentioned earlier, Smith divided the production costs into land, labor and capital. Smith describes "The competitive market" as the optimal organizing of the circulation of values and where

the intersection of preferences appears. It appears because of the natural flow between pricing in the short term, showing the willingness to pay, while the pricing in the long run reflects the production costs.

The next characteristics called harmony, are described as the individual interests, which find its equilibrium- in the dynamics of the market, the selfish individuals create the best connection to the society in general. The best way to describe that dynamics is an association to an atom, where its center is the inner logic of the market. This description breaks the logic down to an individual level and looks at the individual preferences as reasoning and regulating, because it is possible to put a pricing on this matter through the competition. The spontaneity in the competition and the dynamic harmony represents a natural connection, a natural link, despite the fact that they are in general different individual minds.

The last characteristics is the universal in the market. The functionality in the market is not restricted by time and place, it is not restricted to national or geographical boundaries. The functions in the market have the ability to be transnational (Smith 1776: 21). The market is characterized with a natural inner reasoning and logic, this challenges the states eager to regulate, for example. It is this character in the market, which Smith justifies as being universal.

Despite the fact, that Smith sees these characteristics as natural in the market, does not mean that the state is completely useless. The state functions to secure safety issues, and it has a responsibility to ensure education to the citizens. The state functions in the outer circle in comparison to the market, which provides the fundamental framework. In that sense, Smith belongs to a more liberal approach in how he considers the relationship between the market and the state (Ibid: 213-282).

The characteristics and Smith, in present time

In connection to the case in this thesis, it is possible to draw interesting relations to that naturality which appears in the relationship between IT use and the elementary school. There is a natural connection between how we exploit technology and the quality in the output from the elementary school. On the short term, it might not be possible to see the development in the school directly on the use of IT and the competitiveness, but in the long term it will be the production of those who has to carry the use of IT in the future, which will affect the Danish competitiveness. In the school reform, the importance of constantly improving, in comparison to the other countries, is mentioned:

“The young qualifications improve every year in the world around us. The Danish society is still making higher demands to a good education. The elementary school needs to follow the development in the world

around us and home in Denmark. And it needs to do more than that: The elementary school today needs to prepare our young to the society of tomorrow.”

The logic in Smith's theory is therefore relevant to the field in this thesis. It is, because he describes how an optimization of how to organize the circulation of value and the intersection of preferences, plus his distinction of price in short term (willingness to pay) and in the long run (production costs), will benefit the competitiveness. This logic can be transferred into an understanding of, if Denmark wants to reduce its production costs and thereby improve its competitiveness, it is necessary to define the market and its mechanisms. With presenting the elementary school it becomes possible to relate to this logic, because it is stated in the reform how the goal is to direct the school to the business and prepare students to become a capital for the companies, by their knowledge.

The reform wants to change the mentality in the school to motivate the selfishness to act. The individual needs to be given the prerequisites to reach its highest potential. This can be expressed with this:

- More education in main courses, like Danish and math
- English already from 1st grade
- More education and better conditions for learning

In addition to Smith's concept of harmony, the increased and better education is in the individuals own interest, which should create an optimized happiness in societal functions. The increased and better education is illustrated in a proportional increase to 800 extra lessons, in comparison to before. The optimization of the total societal intelligence should have a selfish effect, but at the same time a national due to an improved competitiveness, if you see the reasoning through the lens of harmony. In connection to the report of IT use in companies, it is possible to look at the increased level of education, as creating the basics to an increased use in technology. Because the technology is seen as an important parameter in the competitiveness, the quality in the education will not just be in the individual's interest, but as argued in the theory above, also determine how we exploit and implement technology, and therefore determine the Danish competitiveness.

Smith describes the term universal as the market, not restricted to time and space. In comparison to the reform of the elementary school, it describes how the competitiveness and the conditions to compete, are not just restricted to national borders:

“... The labor market and the global world is still demanding more from all of us”

In the reform, the importance of constantly improving is expressed as a comparison to the world around us. It is a clear imprint in the reform, that we need to improve in order to be globally competitive. It is explained in the reform, that the young population needs to be ready for the future digital world, if Denmark wants to be competitive. The importance of technology in the future corresponds, in the eyes of Smith, to those functions in the market, which show that the market cannot be restricted in national or geographical conditions.

In summary, Smiths three economic concepts, the natural, harmony and universal reflect a competitive approach to the interaction between the economical theoretical and the empirical perspective in the research. Smith assumes the production and capital as the focus points in the political economy. This is a view that has to be seen through his assumption of the natural market, and thereby in a liberal point of view. The elementary school is in its nature humanistic, but as described, the reform implies a distinct connection between the Danish competitiveness and the importance of education related to this subject.

Smith describes that the difference of functions of production and competences, is in the internal matters in the competitive market. He clearly relates to the division of labor. From that theory, the elementary school can be viewed as the backbone of how the society can actively benefit from the technology and act on the future market. The competitiveness is, according to Smith, a consequence by a fulfilled activity.

Part 2 – The analogy from state forms to Habermas two modes of society

To consolidate the relevance of the timeline in the Danish state forms, I have chosen to put Habermas two modes of society as a theoretical perspective. His division of modes in society are used to validate this research interpretation of the historical development in the Danish state form. I want to show how the focus of the state has changed the beliefs in the society, by Habermas, it is possible to explain the assumption of the focus in the current state, which is used going forward in this thesis. In addition, the presented marketization of the case, by Smith, is brought back into a social perspective by Habermas. It permits the research to valuate how the economization of the case influence the societies behavior.

Habermas' view on the society is interesting to this research. He operates with two modes of society, called the system and the lifeworld. Each mode in his division of society, are tied to one kind of rationality, instrumental and value rationality (Fuglsang 2004: 218ff).

The instrumental rationality is influenced by strategic actions. They contain egocentric utility assessments of why to take initiative to act. The value rationality is more personal actions, which is made out of a set of

communicated set of values (Ibid: 224f). The instrumental rationality is then a sort of utility maximizing rational action, which is sorted into a system. The value rationality occurs more out of a personal weighing of the values and norms, which is communicated and influencing the lifeworld. These two rationalities are, in the eyes of Habermas, structuring and controlling the actions in the system and the lifeworld, respectively.

The system is an image of the political and economic spectrum, which is using control out of a pursue of efficiency and functionality. The system is controlled by instrumental actions, which results in strategic selfish actions. The actions in the system are, according to Habermas, coordinated by medias of communication with the ability to control the public agenda (Ibid: 222f). The medias are indirectly and anonymous, coordinating and organizing complex systems of actions, which make them appear stable and effective, to the ones controlled by them. The control medias influence the actors to behave strategic and egocentric rational, in connection to how they act. They become strategically thinking individuals, with a focus on individual success. This makes them aware of and focused on how other choices effect their own ability to reach their goals. The rationality for cooperating is therefore a strategic and instrumental assessment of how they can maximize their own possibilities of succeeding. The actors react out of a rationality about reaching their own goals. Habermas thinks that from this system, the actors find some kind of fake calmness and stability, where people can unite.

Habermas other mode of society is a sharp contrast to the mode above. He calls this mode, the lifeworld. In the lifeworld, social norms, morale, culture and individual personality are outstanding parameters, which characterize the actions. Compared to the system, this relates to significantly different principles of a systematized subjection to the controlling medias. In the lifeworld, the society is seen from the individual's perspective. The actions in the society are fostered on values, which is communicated as rational actions.

The lifeworld is structured by symbols, which are communicated in the population. It clarifies the understanding of the values, which is prominent in this mode of society. Habermas mentioned social integration, as characterizing for how values is transmitted in the lifeworld. In the system values were integrated in the systems, and not transmitted through individuals (Andersen 2002: 371f). The actions in the lifeworld are founded by understanding how to interpret given situations, self-understanding, morale and ways to act. The communicative is essential here, because it opens a space of opportunity, to debate and discuss the values which motivate the actions (Ibid: 371f).

The system and lifeworld are therefore characterized by different ways to organize the individual value, in different modes of rationality (Ibid: 370). Habermas sees the system as structuring the actions in advance, it

withdraws the right to decide. The collaborative decision-making in the lifeworld is essential, and where the liberative element lies (Fuglsang 2004: 221).

Habermas' two modes of society are therefore a criticism of the system. He sees this form as reducing the human and social to systematized organizational principles. The hunger for efficiency destroys the social, because a pursue of results and financial profit puts social goals aside. This affects the creation of personal identity and the ability to show solidarity. Habermas refers to the communicative parameter, which is missing in the system and therefore leaves out, personal identity and solidarity. The lifeworld contains the fact that parameter and personal identity would be possible, this would lead to the ability of solidarity between the individuals. Habermas sees the theory of the system as inadequate, because it swallows the individual character, and puts everyone into systematized roles, that underlies the individual into functional systematized characters (Andersen 2004: 371).

It is necessary to note, that I am aware of the use of Habermas' two modes of society cannot directly reflect a practical example, like the connection between education and IT use in Denmark. The theory needs further argumentation and modifications, in connection to the field of this thesis. Habermas is comparing his two modes of society in a sharp contradictory contrast. This is effective in theoretical matter, but the timeline of the Danish state forms shows that the distinction cannot be as clear in a practical matter. Some of the deeds are present in each state form, but the focus and overall goal are changing. The change in focus is therefore giving a possibility to use the theory of Habermas, to associate the state forms which this thesis historical timeline presents.

I find Habermas' two modes of society useful anyway, because they can simplify and give a specific explanation of how the values in the state have changed. It gives the possibility to show a change in focus, which is measurable on how Denmark exploit and use IT.

The welfare state was a contractual basis between the state and its citizens, about the benefits in the welfare state. The overall goal was the individual happiness, and the state was founded on values of participation in the democracy. The value rational actions, in Habermas' theory, is quite similar to the welfare state. The welfare state focused on dialogue and communication, which Habermas found essential to personal development and solidarity, the welfare state made space for debate and to embrace different opinions. This is a direct connection between the welfare state, and the lifeworld.

The description of the competition state is therefore a clear distinction to the above mentioned. In comparison, it is possible to recognize several parameters in the competition state, similar to the system. By Habermas' rationalities it is possible to map the values structuring the rational actions in the current

state form. Habermas' instrumental rationality reflects the focus appearing in the competition state, on results and the competitiveness.

Compared to the value rationality in the welfare state, the competition state is controlled by instrumental strategical actions, always headed towards a certain goal. This puts the society into a state of systematization.

Recap

It makes it possible to conclude, that the state has been focused by value rational form of government. It should educate in social competences. The focus of the education was later criticized, it did not create satisfying results. The unsatisfying education had resulted in a loss of competitiveness. The criticism evolved the state form, into a focus of strategic instrumental actions, build towards a certain goal of efficiency and competitiveness. The school was put into system, and it had to align its educative production to a matter of competition. The school got clear goals and through test and education, it should reach the goals for an improved competitiveness.

The critical view of Jürgen Habermas

The timeline of the historical development in the Danish state form, narrowed the understanding on what pedagogic task, which is present in today's education, and on what objectives the actions of the state relies. I described how the state has developed from a welfare state, where cooperation and participation in the democracy was the primary focus of education in school, and in general. Today the participation in the society is viewed as a selfish calculative interest, the main task is to improve your individual competences, which in theory will benefit the total national competitiveness. By relating to this thesis case structure, it is possible to dive deep into why the objectives in the state for education has an importance of the way things go on in practice, and in addition this can be related to the IT use in companies, in Denmark.

First of all, the historical view of the evolvement in the state form, showed a present competition state, this is validated by looking at the values in the elementary school reform. The elementary school becomes a practical proof, showing how focus has changed in the state. The reform itself creates a focus on competition in school:

"It is a governmental objective, that our children need to be the best educated generation in the history of Denmark." (Uvm 2012).

The quote, and the reform in general, draws an image of the clear objectives the government has to the new elementary school. Competences and the best results ever, have to be the outcome of this focus. In comparison to the welfare state outlined in this thesis, it is clear, that the overall objectives have changed. It is an interesting observation, that the school reform clearly outlines how the state has changed the focus of education. Today the objective is to develop the student's competences to the fullest, the competitive aspect is the most important.

It is mentioned before, that the welfare state did not abandon competences completely. The overstating objective in the school has just changed, and moved away from focusing on social competences to competitive academic advantages.

By using the two modes of society³, by Habermas, it is possible to analyze the elementary school reform, and draw a clear distinction to one of his modes in society. In that sense, his modes of society give the possibility to relate a practical example to a theoretical critical view on the subject.

In the explanation of the school reform, it is mentioned, that the state acknowledges the school as an important institution for raising the future population. This was used before to raise and motivate for the happiness of society, through participation in the community. This view reflects directly to the lifeworld in Habermas theory. By rhetorical power you obtained and passed on the habits you wanted the youth to inherit. Considering this, you can say that the students were educated to think value rational on behalf of those values they inherited through the dialogue and communication with the teachers. Habermas points out exactly in his lifeworld, that communication of the believed values, was an important function for the value rationality.

In this chapter, I have already stated how it is important to notice the change in focus marked by the new school reform, gone is the lifeworld, it is instead possible to draw parallels to Habermas' other mode of society, called the system. The objective in the school reform is to increase the efficiency of the school, it should concentrate on developing the student's academic competences. Tests and measuring in the school, should communicate the development to the government, and make sure it went as planned. It is a clear parallel to what Habermas explains as efficiency put into systematization. Results and competences become the overall goal, which was outlined in the review of the competition state.

³ Value rationality and instrumental rationality

By analyzing the new reform in the Danish elementary school, it provides a total vision of improving the Danish competitive future, the quality in the output will be measured in relation to the academic competences. The research has shown that, if you put the reform into an economic perspective, and in comparison, to the system in Habermas' mode of society, the school reform becomes an image of that kind of economic utility maximizing thinking. In fact, this is what the review of the competition state and Habermas' system consist of. Every student has to obtain its optimal capacity, and thereby secure the Danish competitiveness in comparison to a still increasing globalization.

In the review of the report about IT use in Danish companies, it is presented as a clear objective, that IT use is considered as a resource to promote competitiveness. The report is a specific comparison of how other nations exploit IT use, and its purpose is to clarify how Denmark use IT, compared to other nations. It is interesting to this research, because the report itself, implicitly sees IT use as a parameter of competition, which also connects the view on IT use to Habermas' conception of the system. Habermas explains that the system is controlled by medias to coordinate the actions in society. The view can be related as to how institutions in the state control the individual to inherit a competitive mind-set.

The elementary school, as an institution, becomes a place to direct the future population in a desirable way for the state. It is possible to see the state as the egocentric actor from Habermas' system. The population is influenced to think about maximizing their individual competences in school, while participating in the community out of selfish reasoning. This comes back to the state positively, if the vision works as desired and increases the Danish competitiveness.

The communication and dialogue are changed by tests, it phases out real communication. The school is focused on the academic competences, which will be in favor of the state. Habermas explains how instrumental actions control the system. The school reform represents the conception of instrumental actions. Everyone is considered selfish, which means they act out of their own interest in being the best. This mentality is presented to benefit the society in total, because it will reflect in the Danish competitiveness. The elementary school reform is therefore clearly reflected in the instrumental actions of Habermas' system and the values that influence in his mode of society.

By analyzing the school reform, and using Habermas as a lens, it gives the opportunity to argue that Denmark has become a competition state. This brings parallels to Habermas' system, which is recognized in the elementary school reform. The way Habermas represents the system, and the consequences of how the system constitute our ways to act and react, on for example IT use in companies, can be used going forward in this research. Habermas' understanding can be used to explain how the elementary school puts

everyone into a system of competitive minds, and it is very important to understand this, when analyzing the connection between the elementary school and IT use in companies.

In summary, the elementary school is used to show how education has entered into a role in the state, with an efficiency and utility maximizing strategy. The school is valued in clear measurable objectives, and the communication between teacher and student is in most occasions replaced by tests and standards, where the results becomes the markers of how the students develop. Habermas' concept of instrumental rationality seems to be found in the vision of the school. By unfolding selfish individual interests, it is a clear intention by the government, that it will lead to have a positive impact on the competitiveness.

The report "IT use in companies", is using a fundamental framework of wanting to measure IT use in companies in Denmark, compared to other nations. In addition, it is complemented with recommendations and comments throughout the report, how changes or an increased focus related to a certain point in the report, will improve the competitiveness on the subject. The interesting to this observation, is the connection between the focus in the competition state, thereby how it shapes the elementary school, and how it has a consequence in how we inherit that focus to other processes in the society, as IT use in companies. Our exploitation of IT use is likewise being systematized and handled as a parameter of competition. It is therefore possible to validate the connection between education and IT use, and why it is obvious to discuss the connection (education and IT use), and in particular, to what consequence it has for the Danish competitiveness.

Part 3 – Discussion of the competitiveness

The discussion of the competitiveness and Adam Smith, as it was presented in part 1 of this chapter, combined with the critical philosophical view of Jürgen Habermas in part 2, establish a platform to discuss in the following, part 3.

Jürgen Habermas – the system and the individual...

When discussing the vision of the school reform, the clearly defined objectives and the streamlining of the school, becomes parameters to discuss in relation to Habermas' critical views on the system. It provides the possibility to use his critical lens, to discuss the effect the competitive view has on IT use in companies.

By referring to the analysis, it is possible to imply that Habermas' mode of society, the system, can be connected to the elementary school and the current competition state. It is an interesting connection, because Habermas points out a specific criticism of exactly this mode of society. By letting the concept of the system represent the school reform and the Danish attempt to improve the competitiveness, it is possible to use Habermas as a reference to critically discuss the competitive focus in the competition state.

When the school is made more effective and put into system, a danger arises of losing the humane and social. The people become a product of the state, without real individual character. In addition, personal identity, room for difference and solidarity are lost, as a consequence of the state's pursuit of optimization and results. Habermas thinks that special talents will be lost, because the state divides individuals into standardized roles in the state which swallows' room for difference. This view can be linked to the IT use in companies. If the society becomes a standardized product of the competitive view in the state, this will affect the way a resource as technology will be viewed by a competitive mindset, focusing on how the resource will improve competitiveness. The IT in companies can be viewed as contribution to distance the individuals, and just add to the systematization and phasing out real communication. The employees become less social, because communication becomes digital and thereby impersonal. The communication happens through technological platforms, real dialogue and rhetoric are replaced by digitalized commandoes, technological measuring, graphs etc. From Habermas' system, it is possible to discuss whether the IT use just contributes to the systematization of the dialogue and outphasing of individual difference.

When views of clear objectives and results become the overall goal, Habermas sees it as a loss of individual determination of your own future and identity, you become a product of the state. The elementary school can be viewed as a place with no room for difference, and the same for Danish companies. IT use in companies is increasing the surveillance of the individual performance, and it provides no real boundaries of worktime. The Danish workforce becomes educated systematized competitive individuals, which can be the direct cause of why performance management suffers from stressed individuals, because you are educated to always being in competition, with yourself and others. With Habermas as a lens, it is possible to claim that the state and school are causing the inhabited competitive view, which is transferred to how we exploit IT use as a resource to compete and monitor results.

Habermas finds the liberation in his other mode of society, the lifeworld. It associates to the values in the welfare state. In this view it is possible to argue whether you can be obsessed by competition or not. If you consider every resource as a competitive tool, actually it ends up as a backfire.

Habermas points out, that personal identity and solidarity cannot be forced, it happens through real communication between individuals. It is possible to argue, that this parameter is lost in the competition state, by referring to the analysis of the elementary school and IT use in companies.

The reasoning of using IT as a competitive resource, can have the opposite effect on competitiveness, because room for difference is lost. It can thereby lead to a discussion of, whether special talents will not reach its full potential, which means a lost gain of competitiveness. Potentially innovative powers are being standardized to maintain status quo.

Morale – from the perspective of Adam Smith

Habermas' two modes of society have been reviewed and discussed above, and how the connection to the current elementary school has significant consequence to the use of IT in companies. It showed a historical evolvement in the focus of the state. Adam Smith went through a development of his theory in history as well. In his book "The Theory of Moral Sentiments" (Smith 1759), he does not support the concept of selfishness, explained as a guidance for our actions and moral compass. He pointed to our sympathy and emotions of humanity between individuals, as our moral compass. His theory of morale became a supplement to his main work later. Here he has developed into a greater understanding of selfishness and egoism, which structures the motivation for the human economic actions (Smith 1759).

In that connection, it can be assumed that Smith developed his economic theories in addition to a moral and altruistic perspectivation. Later in his development of his economic theories, it becomes clearer, that he acknowledges the importance of competitive actions. In that sense, a way of utility maximizing approach to the individual action, which thereby transfers to the development of the systems as well.

He touches upon the efficiency in division of labor. It can be viewed as an ambiguity in his universe, to discuss the morality in optimizing to own personal gains, but which indirectly influence the total national wealth as well. In that sense, there is a contrast between Smiths morale of sentiments and his economic theories. In addition, Smith saw the market as self-regulating, the individual had to act in interest of the market, otherwise you would end up being economical punished. It is possible to argue, that you need to take your education seriously, in order to contribute to the market. The incitement to do so, is to not get punished by the market itself. By not taking the education seriously, you can be punished economically, and become socially excluded by not having any influence on the market.

In the later works of Smiths theory, it becomes clear how the basics of the competition state are reflected in Smiths competitive motivating principles. In continuation, an analogy to the change of focus in the

elementary school is possible, from a communicative and 'unsystematized' culture of learning in the welfare state, to a much more systematized culture, present in the current competition state. In the lens of Smith, he advocates for putting the production of the competition into a system. The conditions of productions are in this subject, the school, it becomes more effective and is put into system, and by referring to Smiths division of labor, it can be argued how the principles of division of labor infiltrate the elementary school and optimize the conditions of producing competitive individuals.

The competitiveness - from other perspectives

In a present context, it is possible to argue if Smiths theoretical compass on what makes competitiveness, is too narrow. The analysis and discussion in this thesis, has already questioned whether the elementary school explicitly addresses the needs which the businesses require or not. In continuation, it has been discussed if the competition state directly contributes to the diseases and problems, which have occurred in the same management context as the implementation of IT use in companies. This thesis has focused on how the connection between education and IT use, possibly has an importance in constructing a certain view on IT use, which contributes to creating the problems.

A quote from Lone Fønss Schrøder, shows how the elementary school reform aligns with the inquiries from the business life, and how educated students become necessary in the future⁴:

"Employees, which have this disruptive mind under their skin, and can use it to transform business models, will be very popular in the future"

If you combine this quote to what the elementary school is trying to achieve, it is possible to see the reform as exactly trying to meet the expectations in the business life. The quote is from a chairman in a finance company, and it creates an image of renewed hope, meaning that the reform will direct its production of labor to their needs. From the analysis in this part 1, it showed an improved sign to the view, that the competition state is not just making the institutions infiltrated with a competitive view, like the elementary school, but the focus works its way to the businesses needs as well, and it contributes to what the businesses think they need.

Increased resources – but hard to define boundaries

⁴ Article "drømmearbejdere" in Berlingske, d. 14-05-2015.

The IT use in companies, validates how Danish businesses interpret technology as a competitive resource. The technology opens the possibility of constant access to reach the employees. The analysis touched upon how the technology actually increases surveillance by technologic measuring, and how the competition state used this tool. The technologic development has in many theories been associated to specific diseases, in relation to employees who find it hard to define boundaries in their work. This leads to stress.

This thesis focus on how the connection between education and IT use, is important for the competitiveness. This view expands to showing how the focus in the competition state, in optimizing the competitiveness, can be a major cause in the developments of diseases, like stress. The technological development has increased the employee's opportunity to be connected to the company at all time (Kristensen 2011: 73). The work becomes difficult to define from other spheres in life, and it is easy to carry their work into their private life, which was difficult before the spread of technology (Ibid: 73).

The modern management style is defined as participative management or self-management. It is characterized by the individual's ability and will to take responsibility for the planning and execution of their own work, inside the agreed framework between individual and company (Ibid: 56-57). It is a kind of 'performance management', and it contributes to not defining any work boundaries. The employee has the freedom to reach the agreed results, but they are also responsible for how they carry this freedom (Ibid: 125). It is possible to imply that the raising of the individual habits in the institutions, has a big importance in how the individual react to this freedom. The habitual actions mean they unconsciously correct their focus to reach their own goals and the companies. Their competitive mindset can therefore be a major reason why the individual can find it hard to carry this boundaryless management style, because they can always improve.

This is the key to why this specific subject is valuable to this research. If the individual needs to define its work on their own, there is a great opportunity that the individual will exploit their freedom by the habits they are raised by. If the competition state raises individuals to think about competition constantly, the self-management will be an opportunity for the individual to show it can be the best, they can win the competition. If there is no natural defined boundary for when to finish the day of work, this thesis provides a theory which implies that you will never be satisfied, there will always be something to optimize.

The connection between education, hereby how institutions raise by the state principles, and the IT use in companies, shows how it can lead to diseases when it is hard to define work. This has importance to how suited Danish companies are to exploit competitive advantages by the technology. If persons who should benefit from the IT use, ends up as unhappy and unfunctional individuals, it will inhibit the Danish competitiveness as well. In addition, it is possible to discuss whether Smith's view on free competition,

when individuals take care of their own interests, without any regulation, is in the absolute favour of the total Danish competitiveness.

Importance of education – Competitiveness

As the report “IT use in companies” shows, Denmark compares its own IT use to other nations, and the elementary school is mentioning the competition from other countries, as an important parameter as well. It is not just in Denmark, if education is as important to competitiveness is discussed, and reformed. The connection between competitiveness and education was assessed, as a part of a publication by UNICE, a group working with education, connected to FN’s regiment. In their report, they point to, among other things, that to optimize competitiveness and employment, the education must be optimized to follow the constantly evolving economy (UNICE, 2000). Qualifications and competences in the education system, hereby the elementary school, have to be adjusted to the businesses (Ibid).

Education should strive to produce the qualifications the business’ need – for example:

- Basic competences (to calculate, read and write)
- Key competences (social competences, IKT and problem-solving)
- Intercultural competences (cultural understanding and rhetorical competences)

This provides a connection to the elementary school and the recommendations above, which concretize the importance of education in relation to competitiveness. The elementary school reform tries to develop the competences and the business’s needs. It is interesting to link the recommendations to Habermas as well, because it can be discussed whether the Danish workforce will lack of social and cultural competences, when they are raised to aim after results and targets, which are measurable in graphs and tables.

It shows again the importance to this thesis objective, to explain the connection between education and IT use in companies and its importance to the competitiveness in Denmark. From the reports and quotes presented, it is possible to argue that the school reform actually succeeds in satisfying the inquiries of the businesses. But it rises a deeper question, whether the inquiries from the businesses are fabricated by their own raise in the competition state or not.

This notion is the starting point to a development in this thesis, it continues with a perception of the Danish human capital, as very important to the exploitation of IT use in companies, in Denmark. The natural continuation is to follow that notion and study how the Danish human capital can be developed to inhabit

other perceptions than the competitive, and how that could change the use of IT in companies. This will lead to a discussion of how structural changes in the perceptions of education in the state, could have a positive influence on the Danish competitiveness, especially if this could dismiss the diseases, like stress, in the current business life.

Summarizing the discussion about competitiveness

To summarize, the competitiveness in this thesis theoretical perspective is described as a discussion between the positive elements of efficiency and compared to risk of less diversity and social competences in society. The discussion evolves to how the systems standardized roles constantly influence individuals to a sphere of competition, with each other or together in competition with other nations. The individual is influenced to be prepared for competition, and from this discussion and details, it creates a theory which describes how the current problems associated to IT use in companies and modern management styles, are directly causing those issues, and how they are directly affected by the current competition state.

Smith explains that educations should fulfill the businesses' inquiries. The discussion implies that the school reform organizes the student's potential competences and thereby collaborates to the competences the businesses' want. Smith thinks, when education follows the development in the businesses, it can be measured in the competitiveness positively.

Habermas agrees, that the school reform is organizing the student's competences and put them into his system. In that sense, the state will have an increased control, to know whether their objectives about the school are reached. Habermas' critical view is used in the discussion to explain the problems which can occur when everything is put into system. A risk emerges, which will leave out special talents, social skills and space for difference.

Smith is opposite, he is proponent to an effective division of labor in society. According to Smith, it will effectuate the market and cut of unnecessary costs, which will improve competitiveness.

By focusing on the elementary school exclusively, it is possible to argue that it will effectuate the market of the Danish future human capital, and by only focusing on that, it could improve the competitive position of the global market. In continuation, it is possible to argue that the reform would have an influence on the competitiveness, when increased quality in teaching, results in better academic competences, and thereby a stronger human capital.

The connection between education and IT use in companies contributes to a critical view of the romantic view above. The connection makes it possible to critically discuss Smith and the governments effectuation

of division of labor, by referring to Habermas' critical view. By Habermas and specific examples on diseases which evolve in the current business life, makes it possible to connect the education to the problems which arise in practice. Habermas' critical view is founded on his critique of the system, it creates social problems and a risk of a distorted society. There is a risk that special talent ends up sacrificed in standardized roles in the system. The competition state might not just have an importance to declare that the focus in education, the raise in institution, might affect how individuals behave in their business life as well. With Habermas as reference, the system will miss social competences, and this can affect the well-being in companies negatively.

The systemization of the society means that the individual is raised to exploit resources only in relation to competition. This is also expressed in how IT is used in companies. In addition, it is possible to argue that the raising in the school has a major importance of how IT use is implemented and exploited in companies. I have already linked this to why this notion develops this research into looking on the human capital more in detail. From part 1 in this thesis, it shows that a well sorted human capital, can be the formula to solve the problems in the connection between education and IT use in companies. By looking deeper into the importance of human capital, it will possibly give a reasoning of how to develop the focus in the state, to connect education to a better exploitation of IT use.

Analysis part 2 – Human capital, as a parameter of competition?

Gary S. Becker and definition of human capital

Human capital cannot be measured directly on a financial sheet as a surplus. As already described, and as seen in the connection between education and the use of IT, changes in the human capital are not something to be noticed immediately (Becker 1993: 15). The investments in human capital happen by education of the individual and how they are raised at home. It is in those spheres you collect knowledge that can benefit the businesses later (Ibid: 16). The investment in education is to create a useful framework, where the young population can develop their potential competences and, in the end, become a marginal gain to society.

The competences the individual collects from training and education are not dividable from the individual, it is an embedded capital you always got. By this embedded knowledge the individual can be described as a

capital asset. A quote from the former director in SAP, Jim Hageman⁵, comments on the importance of education and development of competences:

“The employees are aware of that today. They know that it has great value to the business environment to constantly gain experience and knowledge.”

Becker argues that education is the most important investment in human capital. Education in the school is important, but he refers to the enlightenment and raising in all aspects as well (Ibid: 17). The gain from investments in an educated and enlightened society, should be important, because the opposite scenario would bring major issues to society. To reach a high educative level, it is in the interest of the individual. Becker sees the possibility for higher salaries, increased proportionally, to better education. There is a great incitement to the individual by a high human capital as well (Ibid: 17). Becker even thinks low educated individuals would find it difficult to live in the modern society, because they would not be competitive in finding a job.

As the reform of the elementary school focus on being competitive today, Becker thinks you need to have a strong human capital, in order to be competitive as a nation today (Ibid: 17). He refers to USA as an example, it is not enough to have the natural raw materials, you cannot be competitive without the human capital as well. The global competition has increased significantly, according to Becker, that you are competing on knowledge and the quality of the national workforce. The highly educated people are more directed towards fulfilling the businesses requirements today as well (Ibid: 20).

Becker relates education, not just to higher profits, but also an improvement of social aspects because of an enlightened society. He thinks the individual would take care of own interests in a healthier way, this would lead to healthier and wiser decisions about life (Ibid: 21).

Becker is weighing family background as very important to the raising of the individual's human capital (Ibid: 21). When you are raised well, you are more prepared to learn, which comes to show through the individuals upbringing through the institutions. Becker relates to the negative social heritage, expressed as when parents from the subclass transfer their heritage to their children (Ibid: 22). He thinks the investments to change the negative social heritage are missing in today's focus. He sees a missing link in today's investments in human capital, because it is in the subclasses the real problems often happen (Becker 2012: 11). To increase the total human capital, and thereby the competitiveness, the investments in the subclasses need to be increased. In connection, Becker points to a possible greater division between the classes in the society, if the investments are not focused on improving the possibilities for the poor. A

⁵ Article in Berlingske, Thursday 14-05-2015.

greater division will have high social consequences, because the subclasses could be led into a criminal path, bad health choices, which will decrease the national development (Ibid: 12).

The focus of the investments is therefore an issue in the modern society, according to Becker:

“The investments in the poor is not enough, compared to the fact that they are behind the youth from the middle class, from the beginning.” (Ibid: 12).

The investments in the education of the youth is central to increasing the total human capital, according to Becker. He points out, how focus needs to be changed, because the weakest in society have to be favored in human capital investments.

Discussion of human capital

This research has already discussed how the connection between the elementary school and IT use in companies influence the Danish competitiveness, by the theories of Smith and Habermas. This gives the foundation to frame the role of the educational system in relation to IT use in companies, by including the theory of Becker about human capital.

Becker describes the importance of education in relation to the human capital, and as a requirement in order to be competitive. It is possible to argue that Smith and Becker agree on the assumption, that you need to focus on the individual to increase competitiveness and economic improvements. The dispositive analytical tool permits the research to find relatable arguments to the discoveries in part 1. Becker is not used as an either-or, since it is possible to relate different elements to both the critique of systematization, but also how human capital takes a selfish individual approach for granted, which is the primary dispositive to Adam Smith and identifiable in the competition state.

Becker links focusing on human capital to improving competitiveness, and it is improved by educating the population. The discussion of Smith relates to that concept, as resulting in an effectuation of the workforce and fulfilling the inquiries of the businesses as the most important. In that case, it is possible to argue that they find the new school reform, as a positive element, because it is focused on results, and has effectuated the elementary school to focus on improving academic competences. In relation to the connection to IT use in Danish companies, the effectuation of the human capital, could lead to a better foundation to exploiting technology. The report states how specialized IT individuals will be highly valued in the future, by focusing on developing the human capital, it would might lead to better understanding of IT use, and thereby better competitiveness.

In relation to Habermas, it is possible to critically view the influence of the elementary school and how it standardizes the human capital. He implies how social qualities can be lost. It is possible, that the room for difference and special talents, is lost in standardized roles of the state. The question is if this is the desired evolvement in connection to the competitiveness, i.e. if you lose difference in the workforce. In relation to the report "IT use in companies", it showed how the school has a relevance to how we implement IT.

Becker notes how investments should be directed towards the most challenged in the society. The school reform might be criticized by Becker, for showing how the competition state incorrectly invests in human capital. He is worried about how the investments are directed towards the wrong social classes. The investments, in the youth's education, are invested without a certain distinction to the students who need it the most. He sees a risk of how the weakest can be marginalized in society and continuing the negative social heritage. In connection to use of IT, the marginalized can be less ready to work with technology and thereby being outcasted from businesses in Denmark.

A chosen citation from the elementary school reform addressing this issue and shows how the government wants to deal with this issue.

"The elementary school should minimize the importance of social background in relation to academic results." (Uvm 2012).

The solution to dealing with negative social heritage, in the reform, is to include every student in the same classes, which should provide everyone with the same conditions. It is reflected in the following punchline in the reform:

"Inclusion – an elementary school with room for everyone."

Despite the theoretical correctness in providing everyone with the same basic conditions, it is possible to wonder whether this will only contribute to an even bigger distinction between the different social classes.

The inclusion should provide everyone with the same basic conditions, but it is possible to argue whether this reduces the focus on the most challenged students, or not. It could reduce the Danish competitiveness, because the full national potential of exploiting IT, can be reduced by an incapability of reaching the weakest in society. This hypothetical scenario, connects to how Becker thinks low educated people would find it difficult to live in the modern society, be attractive to businesses etc. This would create a major distinction between the subclass and other classes of society in Denmark. The unattractive subclass would lead to societal national problems, with an increase in the population's health issues, and an increased criminality. The competitiveness of the human capital is therefore not just a question of the most educated

population, but to focus on bringing the weakest closer to the rest of the population, which would lead to less social problems, which might also improve the competitiveness in the end.

The education of the Danish human capital is seen as one of the most important tools in relation to the competitiveness, according to Becker. By Habermas' criticism, it is possible to argue, that Denmark is guiding the human capital into a mindset which is creating the diseases and problems related to the use of IT. These problems might have been avoided by a change in objectives and another focus, instead of exclusively on competition.

Becker is maybe bringing a possible solution to the worries of Habermas. Becker notes how better an increased focus on education has an effect on social improvements as well. An improved education and more enlightened individuals are maybe enough to compensate the decreased social focus, because the educated individuals would have inhabited wiser and healthier choices. A scientist and professor on Harvard University, Robert D. Putman, agrees to this⁶:

"One of the answers is education, education and more education together with a long series of reforms of structures in society. The schools are so bad in many places, that the children cannot even read or write. And these students are not picked up by other places in society – it requires a high education to survive."

The school reform, seen as an investment in human capital, brings both positive and negative aspects, in connection to how this would affect the Danish exploitation of IT use.

The positive view, by using Becker as an argument, relates to the increased focus on education. A better human capital, and thereby a better workforce would increase the possibilities for exploiting IT use as a competitive advantage. Becker and Smith would agree, that the effectuation of the individual's education, would increase the output of competitive individuals. The report "IT use in companies" notes the importance of a strong human capital, in order to be competitive in the use of IT. The report states how the businesses lack IT specialists, this could be changed by better education. The review of the report showed a connection to education in general as well, therefore it can be argued how an effectuation of the human capital could lead to an improved competitive use of IT in Denmark.

The negative aspect is how the reform creates a harmful mindset in the population. The competition state educates the human capital to think constantly about competition, which might be the reason for stressful business environment, as reviewed in this thesis. The reform can additionally be the cause of a greater distinction between the social classes, which have been argued as a possible negative marker to the Danish

⁶ Article in Berlingske, 10-05-2015. "Det amerikanske samfunds udfordringer med arbejdsløshed og konkurrenceevnen"

competitiveness. Becker argues that the school reform invests in the wrong social classes. The government wants to make all the students better, which might not be a negative aspect, but in relation to Becker, it is negative that the focus on the weakest in society, actually decreases with this reform. They are not neglected or hidden away, but special classes for challenged students will now be saved due to financial reasons.

Becker worries about investments in the wrong social classes, as reviewed earlier. The marginalization of the weakest in the elementary school, could lead to a whole group in society without any attraction to the businesses. If they cannot exploit IT or fulfill the educative standards in the system, the subclasses might end up being a major social problem to the Danish state. If the worries of Becker become reality, it would result in more crime and an overexposed health care system. The “lost population” would be a lost possible competitive gain to the Danish society.

Summarizing of the competitiveness – economical and human capital

In order to understand this research’s further suggestions to how we can live in this competitive world, it is necessary to summarize the research about how the connection between education and IT use influences the Danish competitiveness.

The report “IT use in companies” showed a relationship between education and how IT was implemented and used in Danish companies. In that connection the research reviewed a practical example illustrating the current objectives of Danish education. The school reform had an objective to effectuate the education and focus on results, in order to improve the competitiveness. The theoretical points of this research, in relation to the empirical data, make it possible to show how the school has been effectuated and changed to a focus in structuring academic competences and getting better grades. There is an increased focus to fulfil the inquiries by the businesses, to produce competitive individuals, which are able to exploit IT use, and be competitive to other nations. In the view of the competition state, it is possible to argue, that the structuring of the school and the exploitation of IT use collaborates with the competitive way of thinking. In that sense, it might have created the framework of a better competitive use of IT in the future, because of better educated individuals, prepared for the digitized world.

The research is stating several worries in connection to the structure of the competition state, and how it influences the educational system, and thereby how the individuals are raised in the state. The focus in the

school gives the individuals certain habits, and a certain mindset, which they bring along to the business environment. In this research, it is therefore questioned, whether certain diseases in the modern business environment, is directly affected by the competitive focus in the state.

The school wants to include every student in the same classes, everyone is provided equal conditions to learn. This means that classes, especially for challenged students, will be phased out. The research proves that there is no focus directly to the challenged students, in the reform.

By using Habermas, it is possible to theoretically approach, how the school reform has consequences to the society, and how this affect the Danish ability to be competitive. The school reform seems to systematize the individuals, which could standardize every individual into roles of the state, there will be a lack of difference in the talents the Danish competitiveness can use.

It is possible to argue, that the school reform will not favor the challenged societal classes. On the basis of the logic in Becker's human capital, the challenged population will have difficulties dismissing their negative social heritage. There is a danger of marginalization of this social class, this can influence the competitiveness negatively. The Danish competitiveness would miss out on several individuals' possibility of exploiting IT use, and instead lead to a national cost, in crime and health issues.

The research shows how the exploitation of IT use, indirectly structures the employees, they feel monitored by the technological measuring of their results, and they have difficulties defining their boundaries, in job and private spheres. This leads to stress, which can be an outcome, directly influenced by how the mindset in the competition state affects the exploitation of resources, the school and IT use. Habermas' modes of society show how the individual can be swallowed into systemic roles and thereby the competitive habits. This could be the reason why the individuals have difficulties, and end up in stressful situations.

The consequences of a greater production of knowledgeable students, which gives an improved human capital, can be an improvement of the competitive use of IT in the future. The research shows as well, how social problems can have a negative influence on the competitive use of IT in the future.

By the research I find it possible to have answered this research question:

1. "With an offset in economic perspectivation, how is the Danish competitiveness being influenced by the connection of IT use and the educational system?"

By using Smith's economic theory, I have related the report "IT use in companies" and the school reform, to how the Danish competitiveness is influenced by the connection between these two.

In connection to the economic findings about how the competitiveness is structured, I have included Habermas to explain how the view on competition influences the society, and how the society influences the Danish competitiveness. It shows the societal challenges a competitive view can bring.

This led to a more detailed research of how the school reform structured the Danish human capital, and how this had an influence on the possibilities of a competitive use of IT in companies.

2. “From a human capital perspective, how does the school reform reflect the Danish possibilities of using IT competitively?”

By using Becker’s theory of human capital, it was possible to view the school reform, and how it structured a certain mindset into the students. It gave a theoretical stand to the importance of investing in the human capital, and to whom it should be directed. It gave a better view of how education influences the exploitation of IT.

This leads to the last section in this thesis.

In connection to the summarizing, it is this thesis biased belief by reviewing the theoretical material in this research, that the view of the competition state must be discussed more in detail. It is treated as the start of the reasons why we end in a stressful business environment, which advocates for freedom to the single employee, but in the end captures everyone in their own mind.

The third part will therefore shed a light on how the Danish competitiveness might benefit from a change in the overall objectives of the politics in the state.

Analysis part 3 – Different beliefs to live freely in competition?

This part relies on the issues which have shaped the research so far. It has brought different views of how the IT use is influenced by a competitive mindset in the society. The reason of bringing in Wendy Chun at this point, is to explain in detail the mechanisms which make it possible for the competition state to foster a general competitive mind in the society. In connection to the dispositive analysis, this part is to consider the competitive mindset from other beliefs and bringing other views to the competitive use of IT.

In order to understand how the following suggestion to a change in the focus of the state, can benefit the Danish competitiveness, it needs to be described how the population is influenced. In connection to the research so far, which gives an understanding to the current situation and how it influences IT use as a

competitive tool, this following part will focus on how these beliefs can be changed and how this would change the approach to IT use in Denmark.

Wendy Chun – Updating to remain the same

Chun starts of her book "Updating to remain the same" by telling that we need to change our perspective on how we realize the internet. The technology is such a powerful tool because it messes with the distinction between the public and the private (Chun 2016: preface).

In connection to this thesis, it is interesting that Chun states we need to disabuse ourselves from the assumption that a natural relationship exists between technology and freedom, this assumption actually becomes a lack of freedom in her mind.

Chun wants to offer another way for the society to use technology as a resource, it should not be focused around securing the network from online threats, this view is only making people more insecure, making them prisoners in their own home (Ibid: preface). She wants us to change the public rights, to make space for difference in society, creating a focus in the state, where the internet can be public, without individuals being attacked.

In connection to how we use IT today, Chun states how the society is driven by a need to update our habits, by repetition. New technology is inhabited in the current societal system, and the habits in society inhabits this new technology, exploiting it as it has always been part of society (Ibid: 1). Smartphones are indisputable accessories in today's society, as one of many new technologies which are chosen in our everyday lives. Chun states how the current society is driven by updating our habits, in order to repeat the current, and maintain some kind of secure stability:

"for users have become creatures of the update. To be is to be updated: to update and to be subjected to the update. The update is central to disrupting and establishing context and habituation, to creating new habits of dependency. To put it in a formula: Habit + Crisis = Update." (Chun 2016: s. 2).

Our habits are formed by teaching and is added by the culture in the state, these habits are also connecting the individuals to each other (Ibid: 7). Chun states how habits are central to what we choose to believe in. We learn from the experiences in life, and through their experiences the younger generation repeats the same actions. Habits are what combines the human to the environment, Chun wants us to understand that

to change the habits, the environment needs to be changed as well (Ibid: 8). Chun finds the current social environment problematic, because it focuses on competition, this environment has been inhabited to the population over decades, and it is thereby difficult to change these beliefs which structure every individual move:

“It is a system, as Brown notes, based on competition rather than equality or exchange. In this 'open' system, individuals' habits - their abilities to quickly use freely available information - allegedly separate the winners from the losers.” (Ibid: 11).

Chun states how the domestic way to define the boundaries between public and private, the walls of the home, sealed the private from the public. This view is not contemporary today:

“The walls of the home, however, are no longer secure, if they ever were: there is no shield from competition, for the twin forces of media and market compromise domestic 'protection.' Privatization is destroying the private, while also fostering state surveillance and security as house arrest.” (Ibid: 12).

The individual can smell the competition, even when it is at home. Chun states how this change in the public and private sphere has troubled the individual's ability to define the work boundaries (Ibid).

Chun states that we need to reconfigure our approach to the internet and technology. There is currently a state of a mad pursuit for privacy and security systems. Our view on technology is wrong, and we are exploiting it in a wrong competitive view (Ibid). It is not a fault that the technology leaks data, it is their real foundation to do so. We need to embrace this nature of the medias.

Chun wants the public sphere to inhabit place for vulnerability and not being attacked for it (Ibid: 17). She wants a change in the political direction to a focus on forgiveness and memories, instead of vengeful individuals driven by competition between each other.

Chun states how the current focus on security and approaching computers as personal matters, creates the problems itself, which we are trying to prevent. We should decrease focus on security, and instead we should change the exploitation of technological platforms (Ibid: 19).

Chun sees the power of networks, in how they are described and how their focus shapes the habits of the individuals in the network. Networks combine the technology with the social sphere. Networks become social technologies, which open for communication between individuals and social institutions. This has made it possible for social institutions to become a technological product, as the elementary school has become a product of tests, graphs and tables to communicate the development in the school.

Chun has an interesting quote, to describe the neoliberal presence in today's state:

“Neoliberal subjects - small s sovereigns - are always searching, rarely finding. Shifting from the zoom to the overview, from search term to search term.” (Ibid: 39).

The individuals searching on technological platforms are producing data, which can be used to track their movements and results. The exploitation of technology has given a massive knowledge, but it has not improved the conditions of the individual's life, to manage their movements in the system. The data which the exploitation of IT produces is used for competitive reasons. Chun states, as Habermas did, that the individuals are products of systematization in the competition state. Chun focuses especially on how the use of IT in the competition state has systemized our actions:

“The map has eliminated the tour; representations of systemic truths now trump personal experience.”
(Ibid: 46).

The technology makes it possible to be forever searching, but never finding a conclusive answer. We are able to map every action. Chun thinks we have eliminated the journey to knowledge. We use technologic systems to gain information, this leaves out different and personal impressions, as Habermas stated as well. The technology is replacing the real world and is reducing it to a question of mathematics and standard boxes (Ibid).

Chun thinks we need to reconfigure our approach to create connections. Our approach to what connects the processes in society to an improved competitiveness for example, are habits which have been inhabited. Every future action in society are repetitions of these inhabited habits. The imagined connections are habits, the information is thereby spreading through the habits in society. Becker stated how human capital was improved by focusing on educating the individuals. Chun states how habits are inhabited in the educative process of society. In that sense it is possible to see a direct connection between how we approach education of the human capital, and how habits are shaped in every future individual action. Chun relates individual in the competition state, to the machines, because both are repeating actions, which make them possible to systematize (Ibid: 53).

Chun is using crises, as the word to describe how changes are possible in society today. Crises puncture existing habits, in order to create new ones. Habits and crises create an update, which can deliver a new stability in society (Ibid: 69). Chun wants to change this dynamics. We need to find a way to exhaust the system. We need to approach the habits by controlling them, instead of running away from them (Ibid: 70).

Our stability is compromised by crises, because we approach IT use as directly associated with a freedom to privacy (Ibid: 72). When the opposite is the coincidence, a crisis arises, which destroys the stability in society. Chun thinks we need to find another way of approaching IT use, which embraces the internet's

natural behavior of leaking data. The current focus in the state is extending the crisis and is contributing to the problems of diseases and insecurity (Ibid: 76).

The computer systems react in real time, they respond to the user's actual needs. Computers become "feedback machines", they are based on controlling mechanisms which automatize the user's decisions. Chun explains that the time the individual experiences is not their real time, but the time it takes processing in the computer's world. Chun states how the individual decisions are programmed by how it experiences reality through the computer. The individual experiences crisis through the focus of the controlling mechanisms in the technology and reacts to that information (Ibid: 79). In that sense, we think that we act on behalf of our own emotions, but the actions are actually programmed by the reality which is influenced by the media.

Chun sees habits as the foundation of something which can be repeated, it is therefore the way to change something as well. If the habits change, the possibility of a certain action being repeated is impossible. Chun states that it needs to be learned, that in order to preserve certain actions, we need to understand that we should not be searching for a closure, repetition will make the action sustain (Ibid: 90). Chun states that a real free action is described as one without having been through testing and orders. When an action is influenced, it will not be free, but programmed and predicted. Real freedom is the one who is not programmed (Ibid). Chun wants to add some wildness and difference to the decisions in society. She wants to exhaust the desire for closures. We have to feed our actions constantly, instead of focusing on stability.

Chun's discussion of the use of IT in the competition state

In connection to part 1 and 2, of how the competition state influences our use of IT, the first part of part 3 has tried to describe how it is possible to control a society without a real sovereign in society. It has shown how the competition state influences the population to a mindset which problematizes the use of IT. In connection to this thesis, it shows that the exploitation of IT in the competition state, creates a stressful environment. The main reason is the competitive exploitation of IT, it shows how it educates people with a focus that can be negative to the competitive use of IT in the end. Chun wants the state to change and make room for difference and embrace the public nature of IT.

The next part will explain how Chun wants the society to change, in order to exploit IT use better in the future.

As stated, the free actions are only free when they have not been programmed. Chun wants us to understand that we need to change our approach to the IT programming of our social environment, and

how it influences our habits (Ibid: 90). We need to be aware of the gap between the predictive nature of following the IT models, and then the actual reality of how a situation plays out. It is not enough to trust the technologic predictions, you need to engage individually in the process as well. We need to act on behalf of the data, and not react after the situation has arrived. Chun wants us to understand, that the technologic data are models, and we will fail if we trust them as the single truth. Chun uses a quote of Derrida:

“This undeadness means that a decision is never decisive, that it can always be revisited and reworked”
(Ibid: 91).

We need to understand that information is never a closure, never decisive. Chun uses our lust for securing the internet – it has made it to a series of badly framed and measurable groups. The attempt to create a closure, has created a fake security – the group becomes an easy target (Ibid: 94).

In the review of Chun in the last part, she stated how we observe the world through technological programming. This changes the relationship of the public and private sphere. It is not possible to sit behind a window and observe the public outside. The relationship has changed, the individual is observed even when it is private. This gives an understanding of the technological resources as a direct cause to the reason why it is difficult to define the working sphere in the competition state. The technology has moved the ability to be measured and feel the competition, even at home (Ibid: 95). The way the competition state tries to apprehend these issues, does the opposite. It reinforces the habits which lead to stress, the competition state itself repeats the actions, which lead to a problematic IT use.

The competitive focus is challenged by Chun in the next part, she offers an alternative view of how to approach the use of IT.

Chun's embracing state

Chun refers to the principle of Santa Claus. The association illustrates her view of an embracing state. Disciplining good behavior, become habits in the long run. The illustration of Santa Claus should illustrate how we are disciplined to behave, and then being rewarded. In the long run it becomes a habit to treat each other well, because we are trained to act in that way.

Chun wants to challenge the current view in the state, and the need for securing every move. She wants to challenge the habitual approach to a connection between safety and security systems. Instead of security, Chun thinks safety is far more related to the possibility of being vulnerable. If you reduce the safety issue as derived from the outside, you have no control of possible threats from the inside (Ibid: 109). The reason

why the internet has become a problematic issue, is because it is communicated as secure, and when the opposite shows, it creates critical situations.

Chun want us to trust the technologic development and exploit how it makes infinite repetitions possible. We should not be frightened that this will reduce our possibilities of benefitting from technology. We should use the technological communication as resource to understand, not to predict endings, this will kill the communication. We need to use IT as a way to understand where we are vulnerable and act in relation to that (Ibid: 135). Chun refers to examples, which have embraced the publicity of the internet. Instead of being frightened and trying to flee, they exhausted the outing of them and used the internet to gain respect (Ibid: 151). She wants us to understand, that it is possible to use the internet, even when it is an open public room. This will make it possible to exploit the communicative force of IT, to the maximum.

In order to exploit technologic communication to the maximum, there has to be a mindset in society which feels safe in the public, without the threat of being attacked or being outed because you are different. The competitive mindset in the competition state, is making people want to divide the winners from losers, which ends up with people being attacked or being afraid to be so (Ibid: 158).

As the modality of dispositives, the dispositive of security – Chun wants the state form to embrace technology and use it as a tool of predicting, but act to that instead of reacting. It can be argued how the technology can be used as a statistical prediction about tendencies of the population and correspondingly the economic weighing of costs and risks in realizing different courses of action, and thereby constituting ways to act (Raffnsøe et al, 2016: 281). In connection to the dispositive of the security, the population might be educated into embracing each other, which could be believed as a improved freedom and ability to be private in the public, but is would be improving the states ability to secure a business environment with a mindset ready to exploit IT use, without getting socially instable.

Maravelias – Seize the opportunities without romanticizing

Maravelias is used as a continuation of what Chun wants the state to understand. I want to use his arguments to direct how the individuals in the Danish competition state could exploit the use of IT more efficiently, by understanding how it is used as a competitive resource in the state. In connection to the dispositive analysis, Maravelias provides another view but in relation to the theoretical approach of Chun. It

permits the research to develop a broader understanding of how to exploit IT use in the competition state. The next review of Maravelias is therefore in relation to the theories in this research.

Maravelias sees the transformation in the state, as a reconfiguration of the individual's freedom. He provides a less critical theory in relation to the competitive mindset. Maravelias wants us to see the current systemizing state, as a state of opportunity if you understand its limits, but not necessarily limit yourself on behalf of that (Maravelias 2007: 556).

The individuals need to see how the competitive exploitation of IT wants to predict and conclude endings. The individuals should not be fooled or romanticized into trusting the technology, as the only truth. In order to release their individual potential freedom, they need to understand under what circumstances the IT is programmed.

Maravelias elaborates further on the way of seeing the possibilities inside the competition state:

"To act freely implies action that is frictionless because it is seamlessly integrated with its social environment. That is, the freedom of an individual is not based on a self-conscious distance, but on the individuals' willingness and ability to mould him or herself into social structures, even if it means rendering the self-indistinct" (Ibid: 559).

Maravelias wants the individual to take responsibility of its own actions and not being programmed by the system. You need to use the digital measurements in your own favor and use them as an analyzing tool, and thereby seizing the opportunities by understanding how they are structuring society.

The individuals in Denmark need to understand the competitive mindset they are programmed to work by. In the competition state, the individual is normatively controlled by a given mindset in the state. Maravelias states that the competition state provides the opportunities to act freely, if you have the potential to seize these opportunities (Ibid: 567). The explanation to this, is that those who lack the potential to understand the programming power of IT tools, would be unable to seize this freedom (Ibid: 568).

In connection to the Danish IT use in companies, the individual has to release the opportunities that IT resources give, by understanding the competitive structure in the state. The individuals need to have a desire for actualizing the possibilities inside the structures of the competitive state. If they want to control the use of IT, instead of being controlled, it is their own job to actualize their potential, to understand the structures and benefitting from it.

The possibilities to actualize the individual potential freedom, relies inside an activity of the individual. As Maravelias states, it relies in the ability to actualize the virtual, behind the actual.

The proceeding in this research in connection to the dispositive analysis, the theory of Maravelias develops into a research of how the individuals in the competition state is able to see the virtual, behind the systematization in the state.

At first the research will review how Deleuze and Guattari conceptualize the virtual, and in the review and analyzation, Maravelias is referred to in order to connect his belief to Deleuze and Guattari.

The ability to see the virtual, behind the actual

Deleuze and Guattari (DG) divides the real and the possible. The real is something already existing, it is already identifiable. Whereas the possible is an identity, which is not there, it has the potential to become real (Todd May, 2018: session 1). The theory connects to Maravelias, in connecting the possible as something that has the potential to be actualized.

The actual possesses an identity, in connection to Chun the actual is the habits which is possible to identify in the society. The virtual has to be seen as the field of difference. From the field of difference, the identities emerge and what is being actualized (Ibid). Todd May states how the actual carry the virtual within them. Without the virtual, and without the possibility to differentiate, the actual would come from nothing. The idea relates to how there is always more, than what is presented in the actual.

In connection to Maravelias, the actual implies a certain focus in the competition state, but the freedom relies in actualizing the virtual, in actualizing the possible.

The active realization of the possible relies in a desire to actualize the virtual. This desire is structured around a fundamental lack (Deleuze and Guattari 1984: 14). DG describes how the fundamental desire is impossible to reach, it is always characterized by a lack, the production of the desiring-machine reproduces itself continuously in different ways (Ibid). This relates to how Chun relates habits to repetition. The habits or programmed desires inhabits a competitive mindset in the Danish society. Maravelias provides a less critical solution, which makes it possible to act freely in the competitive world and actualize the possible freedom.

DG refers to the oedipalized person. Oedipus is used as a term of creating figures, that we find worthy to follow. In that sense, Oedipus is important for capitalism to reproduce itself, which is the condition for the machine of desire-production. this relates to the programmed competitive minded individual in the competition state, who is structured by the habits and not able to see beyond the actualized identities. The

oedipalized has a structured desire in a particular societal way. This person is influenced by a certain social structure which actualize the person into a programmed social being (Todd May 2018: session 2).

DG use an image of the schizophrenic to explain how to repel the programmed social structure and realizing the virtual. The reason why this research brings the image of the schizophrenic is to explain how the individual desire has the possibility of not becoming structured or actualized by the habits in the system.

Todd May refers to the individual task, as Maravelias did, to realize the virtual, in order to actualize the possibilities of creativity. The person refusing the image of oedipalizing, is able to see all the possibilities behind the actual and reaching a new level of creativity.

DG uses an analogy to the family. They define Oedipus, as the primary repression in capitalism and the condition of reproduction of desire. The boy in the family identifies with the norms he gets from the identity of the father. DG states how the formation of unconsciousness summons the Oedipus, it is the reproduction of social norms (Todd May 2018: session 3).

DG uses the figure of Oedipus to describe a successful structuring of individuals to follow authorities unconsciously and tries to identify with the programmed habits in society, as the only image of the real. In relation to the competitive mindset in the state, this view describes how it is not the economic system itself that creates the order, but in social construction of society.

Todd May answers to why we do not see more rebellions in the capitalistic society. It is the conditions of a society, suppressed by successful oedipalization. This term replaces the coding from earlier systems (Ibid).

The connection between the presented views

As the dispositive analysis suppose, it is possible to find relatable statements in different theories. The research has in part 3, used the discussed view of how education and IT use influence the competitiveness by relating it to how the individual social structuring could function. The beliefs are used to suggest how a competitive mindset could function socially as well. Again, it is not to suppose one given code of conduct, instead the objective is to enlighten the discussion. In part 1 and 2, the competitive use of IT is analyzed in how it influences the competitiveness and the economy. In order to use another lens, part 3 suppose a less critical view of the competition state supposing ways to reach a level of freedom inside the state form.

In the following, the three views will be related to each other.

DG identify the actual as the identifiable in society, the actual is the habits Chun uses to describe the unconscious actions that structures the normative controlled society. DG describe the virtual as the field of difference, the possible to be actualized outside the coded system in society. Chun and Maravelias relates to that notion, that the individual needs to actualize its possible freedom. Chun states how the politics needs to change in order to create public room for difference without being attacked. Maravelias refers to the individual actualization of the possibility to act freely inside the capitalistic competitive society.

DG uses an analogy to the family. They define Oedipus, as the primary repression in capitalism and the condition of reproduction of desire. The education of habits between generations repeats the habits of a competitive systemizing state, which relates to how Chun sees the repetition of habits in society. The Oedipus is the reproduction of unconscious habits. In order to actualize the virtual, the individual needs to dismiss the Oedipalization. As Chun states, this can be done by a change of politics, in order to change the habits and advocate for difference and embracing in society. Maravelias presents a view advocating the individual to actively engage in actualizing its possible freedom inside the state.

In connection to the discoveries in part 3, it is possible to bring suggestions of how the competitiveness would be improved of a functional social ordering of the individuals. As the interest of this research was how a competitive view of IT use stressed the individual in the competition state, these suggestions provide beliefs to how it might place the individual in order to benefit from the competitive and actualize a broader, more free resonation of its own actions in the state. In connection to part 1 and 2, the different suggestions provide possibilities of a functional society with the ability to use the competitive use of IT without reducing the competitiveness itself.

Final remarks

The dispositive analysis has been used to establish a differentiated view of what is influencing the exploitation of IT use in companies in Denmark, and how education of the human capital relates to a competitive exploitation. The dispositive analytical tool has created a belief of how the elementary school reform and its connection to exploitation of IT influence the Danish competitiveness. The view consisted of defining the case, into the productive market forms of Adam Smith and how the case influenced competitive economic parameters. Habermas' two modes of society were used to analyze the social consequences that Smith's productive forces of the case provided. Habermas steered the beliefs of the competition state and the market perspectives back into a social order. It gives a view of how a

marketization of a social institution influence the social mindset. In that connection it establishes the first foundation of discussion, comparing how the society influences the exploitation of IT use, and opposite, how the competitive exploitation of IT influences the society.

The elementary school reform had a competitive view of effectuating academic abilities, this notion of educating the students was put into the market by Adam Smith. The individuals should work their selfishness and fulfill their potential. This self-weighing individual theory was continued into the conception of investing in human capital, presented by Becker. The human capital was contextualized to the discussion in part 1, how the human capital influenced the exploitation of IT use. In part 1, the theories provided a discussion of different beliefs considering how a competitive social structure affected an economic matter as the competitiveness of IT use. Human capital in part 2 provides a different and more focused view of how investments in education will affect the use of IT. It creates the possibility to connect the discussion in part 1, to the findings in the elementary school reform and discuss how human capital would add different views to the discoveries in part 1.

Part 3 gives another differentiation to the discussion of competitive use of IT and how individuals in the competition state can actualize its potential freedom. The reason of adding part 3, is to provide a view as to how the competitive view might be able to embrace the individuals and apprehend social problems, without reducing its competitive mindset. The overall focus could still be to exploit IT in competitive ways, but without demoralizing the workforce. The view is trying to provide views in connection to the overall objective of this research, in order to suggest different possibilities of using this research to gain an enlightened understanding, of the dispositive inherited in the competitive system, but without unconsciously repeating the habits. It suggests ways of actualizing the virtual inside the capitalistic society.

The suggestions of part 3, provide a possibility of reaching the final remarks of this research.

The research has broadened the belief of what influences the competitive exploitation of IT use in companies in Denmark. By referring to social matters in Denmark and connect it to productive forces in the economy, it provides a relationship between a functional society, in order to exploit the technological resources, on the other, the research has contributed to a wider understanding of how productive forces in the economy influence society.

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