Chapter 43

Strategic Crowdsourcing as an Emerging Form of Global Entrepreneurship

Anna Szopa
Jagiellonian University, Poland

Katarzyna Dorota Kopeć
Tischner European University in Krakow, Poland

ABSTRACT

Entrepreneurs are looking for effective ways to internationalize their business ideas. Online crowdsourcing platforms enable them to access vast resources held by geographically scattered individuals with different backgrounds who are outside an organization's boundaries. Entrepreneurs leverage knowledge and services from a crowd (an undefined group of web users) through an open online call for solution. Presented analysis will help to understand better the relationship between crowdsourcing business model and global entrepreneurship. Crowdsourcing process goes beyond achieving an efficiency-driven economy stage. The new venture reflects better competitiveness and economic-development performance.

INTRODUCTION

Quality Assurance and Value Management can be both assured by combining informational competencies and integral values, especially in higher education. Takayanagui (2014) defends the urgent transformation of higher education educational policies, and in scientific and technological research done in countries inserted into the context of a Knowledge Society. These changes will provide sustainable processes of cognition, due to a developed research capacity, that make possible to promote a qualitative leap from the current model of education existing in universities based on professional, linear, and focused on dissemination of repeated and repeatable knowledge, to one in which the multiplication of means of learning enable the inquiry and learning to reach and apply solutions for firms and societies.

Next to universities, families play a key role in the transmission of moral values (Vallejos, 2014). The family is a fundamental pillar of society, as it allows a harmonious development of the person; as

well it permits to achieving its mental, emotional, and even spiritual balance. Moral and ethical issues are forged in childhood and adolescence, so it is vital at that time to effectively transmit these values.

The objective of this chapter is to study how international competencies, fully developed in multinationals and Small and Medium Enterprises (SMEs), are influenced by integral values through education. To do this, we will analyze the relation between the knowledge society, and the information society. This will show the path to compare digital literacy *vs*. informational literacy that will be applied to education. Formal and informal education defined by incorporating integral values and informational competencies into the EFQM Model. In the last pages of this chapter, the EFQM Model will be enlarged by adding more moral variables to the model.

KNOWLEDGE SOCIETY, INFORMATION SOCIETY AND COMPETENCIES

The relation between Society and Information can be seen from a triple perspective. Of the three terms (Information Society, Knowledge Society, and Informational Society) emerged in the economic literature focused on this issue, the first term, created by the American sociologist Daniel Bell in 1973, was Information Society. Bell (1973) emphasizes the strong relation between the IS and some economic factors, and especially the impact of technological innovations on global companies through the Information and Communication Technologies (ICTs), as a distinct characteristic of the post-industrial society which we are immersed. A post-industrial society characterized, as in Bell (1973), by [1] the substitution of industry and manufacturing by services; [2] a division of labor exclusively based on productivity, and [3] an increasingly importance of skilled labor services. The Information Society, with emphasis on economic elements, has been widely used by the International Monetary Fund (IMF), the World Trade Organization (WTO), and the World Bank Group, and this term has been incorporated into the agendas of the G7 (later G8 or G7 plus Russia), and into the World Summit of the United Nations (UN).

As shown in Área-Moreira (2008: 36), the Information Society is mainly determined by [1] *changes in the sphere of private life* resulting from both the use of ICTs and the new use of labor; [2] a *new combination between the use of working and leisure time* resulting from the use of a "dialectical and symbiotic interaction" (Area-Moreira, 2008: 37) between ICT and the social, cultural and economic context in which they are used; [3] the *commercialization of culture and leisure* thanks to the advancement of economic neoliberalism, as the dominant theoretical School of thought in the most economically advanced countries of the world; and [4] the existing *accelerated scientific and technological progress* in the G-8, a process accelerated by the economic globalization through the use of ICTs. In short, the Information Society has shifted the traditional work process characterized by the intensive use of labor, to a more productive and effective type of work defined by the use of new technologies (Lash, 2005).

The importance of the Information Society has been reinforced in the European Union (EU) with a notification procedure under the 98/34/EC Directive, related to services offered in the Information Society. As a result of this Directive, new techniques, procedures and devices have been launched and developed in the EU to generalize the impact of the Information Society in Europe (Polanski, 2014).

Regarding the Knowledge Society (*K-Society*), it has been more used in the academic field than in multinationals and SMEs, as [1] it is a comprehensive concept that goes beyond a mere economic impact in the economy, and [2] it takes into account the economic, social, cultural, political and institutional impact generated in the post-industrial society through the use of new technologies. Unfortunately, a certain digital illiteracy is emerging in certain social groups that have been left out of this technological

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