How to Cite:

Emerson, P., & Stanley, D. (2024). Digital business training for community in Lee Cir Sevierville. *Tennessee Community Service International of Empowerment*, 1(1), 29–33. https://doi.org/10.53730/tcsie.v1n1.5

Digital business training for community in Lee Cir Sevierville

Paul Emerson

Lee University, Cleveland, TN

Corresponding Email: paulemelthon@leeuniversity.edu

Don Stanley

Lee University, Cleveland, TN

Abstract—This service aims to overcome the economic inequality of rural communities compared to urban communities. This happens because of the lack of optimal employment opportunities in the village. This problem is overcome with information technology that is easily accessible to village communities via the internet. Operating a business digitally by utilizing existing facilities, but because the knowledge and technical capabilities of village communities are still limited. It is deemed necessary to provide digital business training to them. This training aims to encourage community interest in running a digital business to overcome the problem of unemployment or increase income, thereby encouraging village economic development.

Keywords---digital business, economy, empowerment, internet, society.

Introduction

The business world has changed due to digital transformation which has made digital business more dominant due to technological innovation, thus rural communities must adapt to this trend if they want to remain relevant and survive in the digital era. The pros and cons of digital business practices need to be taken seriously in helping village communities advance in the digital era (Chen & Hsiang, 2007; Fernandes et al., 2022). Digital businesses can offer greater economic opportunities and help rural communities overcome geographic limitations. Digitalization opens up markets around the world, technology allows business processes to run more efficiently and reduces operational costs (Milara et al., 2020; Philip & Williams, 2019).



Village communities can learn and acquire new skills in a digital environment, highlighting that digital business practices can increase individual empowerment. However, there are cons of digital business practices that must also be considered, such as inequality of access and digital security threats.

The main problems of digital business that confront village communities are digital literacy, limited access to technology, sustainability of digital business and the social impact of digital business. Low levels of digital literacy can limit village communities from starting digital businesses (Roberts et al., 2017; Schiavone et al., 2021). Cheap internet access and adequate network quality are still problems for some villages. Local economic instability means that many digital businesses in villages do not last long. Digital business practices can influence social and cultural interactions in villages. An in-depth understanding of the problems and solutions to digital business practices in rural communities is the main concern with the solution of involving the community in digital business training so that it can help economic growth and job creation in Lee Cir Sevierville.

Method

The method used in this digital business training is face-to-face focus group discussions (FGD) as a step to gain an in-depth understanding of the needs and expectations of village communities regarding digital business training. FGD as a secondary research method is generally used to complement quantitative research and/or as a triangulation technique.

There are six stages, namely selecting a moderator who can be assigned to organize the discussion so that goals can be achieved according to plan, preparing the team, explaining the topic and asking questions, summarizing the content of the discussion, analyzing data, and making decisions.

The preparation stage begins with selecting participants who represent various levels of village society with appropriate locations and times as well as moderators who are competent in their fields in facilitating discussions. Introductory and introduction stage, welcoming participants and introducing the purpose of the meeting and the expected benefits of the training. The discussion stage involves discussing the training material in-depth and encouraging participants to share their experiences and challenges faced (Greene & Butler, 1996; Gupta et al., 2019).

The practical training stage, provides practical demonstrations about creating a simple website and then invites participants to train themselves with interactive discussions about online marketing and social media management. Evaluation and feedback stage, recording the results of discussions regarding ideas and input that arise to improve the training material (Luo & Chan, 2021; Marx et al., 2021). Closing stage, thank you and provide information about the next training agenda. The material analysis and development stage, after discussion, then analyzes the collected data, such as identifying patterns, trends and emerging needs. This village community received digital business training through face-to-face focus group discussions. The dedication took place at Lee Cir Sevierville.

Discussion

Digital business courses are higher education programs that offer knowledge and skills in the field of digital business. In this lecture, the public will learn about various aspects and strategies related to the use of digital technology to develop business and achieve effective business goals. Digital-based business is a business model that relies on technology as a fundamental to create unique business activities. Whether it's reaching the target market, then marketing products or business services, to the process of creating and producing a product.

Digital marketers are responsible for branding the products produced by the company. In building brand awareness and communicating with consumers, a digital marketer uses digital channels such as e-mail, websites and social media. Is studying in the Digital Business Department difficult? Of course not! Because this major is a combination of the best knowledge and skills from management and business as well as information technology, they not only learn theory but also practice how digital technology is used in business.

What jobs can majors in Digital Business do? Promising job opportunities for Digital Business graduates range from Technopreneur, online businessman, Digital Marketing Consultant, to Digital Marketing Manager. Tips and ways to start a digital business, choosing a relevant and unique business idea to develop. determine the type of product or service you want to provide. choose a target audience or target market. create a business name that is attractive, relatable, and catchy, create advertisements to promote business.

The definition of digital business is a type of business that uses digital technology and online platforms as the main foundation for carrying out operations, interacting with customers and carrying out transactions. To start a digital business, entrepreneurs must know what steps to take. Learning digital marketing for beginners is difficult and easy. Many things need to be learned, such as understanding customer behaviour, creating and packaging content, and choosing a campaign strategy. There are still many who don't know where to start learning digital marketing.

In the digital marketing department, one of the things studied is marketing strategies which study how to promote products through digital media in the hope of being able to reach consumers quickly, precisely, personally and relevantly. Digital business is a methodology adopted by companies to run business, both online and offline. Digital marketing is a technique that businesses use to advertise their products and services to customers.

Four digital business training modules

- 1. Introduction to the Internet and digital devices. Goal: learn the basics of using the internet and digital devices.
- 2. The basics of creating a website are simple. Goal: understand the basic steps in creating a simple website.
- 3. Online marketing. Objective: Understand the basic concepts of online marketing to increase visibility.

4. Social media management. Goal: teach how to effectively manage social media accounts for business.

exercises related to these modules consist of an introduction to the internet and how to use digital devices at Lee Cir Sevierville, by accessing the internet and how to use smartphones, tablets and computers, then practice searching for information online. Choosing a platform that is easy to use, introducing a design that attracts attention by adding product and service information such as an exercise in creating an "About Us" page for participants. Using social media platforms for promotion, understanding the basics of online advertising and target audiences, for example, explaining how to make interesting posts on social media, and then discussing the experience. Explains how to interact and respond to customer reviews with ideas for interesting and useful content by simulating and answering customer questions on social media platforms.

The fifth stage, produces evaluation and feedback, in the form of ideas and ideas for small business opportunities that can be successful by utilizing digital business. The action planning taken is to create a simple website about services, prices and opening/closing schedules, promote discounts and services to customers who share promotional posts via social media, and manage social media to reply to customer reviews and provide positive feedback.

Conclusion

It is hoped that the results of this digital business training can optimize the motivation of village communities to minimize economic inequality between village communities and urban communities by prioritizing business units in Lee Cir Sevierville through determined innovative strategies to successfully increase welfare to successfully create an active online community and improve reputation and their income is based on digital business.

References

- Chen, R. S., & Hsiang, C. H. (2007). A study on the critical success factors for corporations embarking on knowledge community-based elearning. *Information* Sciences, 177(2), 570-586. https://doi.org/10.1016/j.ins.2006.06.005
- Fernandes, C., Ferreira, J. J., Veiga, P. M., Kraus, S., & Dabić, M. (2022). Digital entrepreneurship platforms: Mapping the field and looking towards a holistic approach. *Technology in Society*, 70, 101979. https://doi.org/10.1016/j.techsoc.2022.101979
- Greene, P. G., & Butler, J. S. (1996). The minority community as a natural business incubator. *Journal of Business research*, 36(1), 51-58. https://doi.org/10.1016/0148-2963(95)00162-X
- Gupta, R., Mejia, C., & Kajikawa, Y. (2019). Business, innovation and digital ecosystems landscape survey and knowledge cross sharing. *Technological Forecasting and Social Change*, 147, 100-109. https://doi.org/10.1016/j.techfore.2019.07.004

- Luo, Y., & Chan, R. C. (2021). Gendered digital entrepreneurship in gendered coworking spaces: Evidence from Shenzhen, China. *Cities*, 119, 103411. https://doi.org/10.1016/j.cities.2021.103411
- Marx, S., Flynn, S., & Kylänen, M. (2021). Digital transformation in tourism: Modes for continuing professional development in a virtual community of practice. *Project Leadership and Society*, 2, 100034. https://doi.org/10.1016/j.plas.2021.100034
- Milara, I. S., Pitkänen, K., Laru, J., Iwata, M., Orduña, M. C., & Riekki, J. (2020). STEAM in Oulu: Scaffolding the development of a Community of Practice for local educators around STEAM and digital fabrication. *International Journal of Child-Computer Interaction*, 26, 100197. https://doi.org/10.1016/j.ijcci.2020.100197
- Philip, L., & Williams, F. (2019). Remote rural home based businesses and digital inequalities: Understanding needs and expectations in a digitally underserved community. *Journal of Rural Studies*, 68, 306-318. https://doi.org/10.1016/j.jrurstud.2018.09.011
- Roberts, E., Anderson, B. A., Skerratt, S., & Farrington, J. (2017). A review of the rural-digital policy agenda from a community resilience perspective. *Journal of Rural Studies*, *54*, 372-385. https://doi.org/10.1016/j.jrurstud.2016.03.001
- Schiavone, F., Mancini, D., Leone, D., & Lavorato, D. (2021). Digital business models and ridesharing for value co-creation in healthcare: A multistakeholder ecosystem analysis. *Technological Forecasting and Social Change*, 166, 120647. https://doi.org/10.1016/j.techfore.2021.120647