

Research Priorities Process of Education for Marketing: A Systematic Review

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Abstract. The main objective of this systematic literature review (SLR) is to explore upskilling and training strategies for marketing professionals in relation to tools, techniques, and knowledge for the moving marketing background in the context of the MSI (Marketing Science Institute) research priority on education. This SLR used Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) and Systematic Reviews in Management (SyReMa) as guidelines for the report. Sources of information used to identify studies: Scopus and Web of Science (WoS). The number of studies included was 17. The relevant characteristics of the studies are below. The count of authors of the reports is 47. The publication period begins in 1994 and ends in 2024; the average is 1.5 reports per year. In relation to the research design, the results are as follows: quantitative, 52.9%; qualitative, 29.4%; and mixed, 17.6%. In terms of territory/country, the count of report locations is 22 distributed across 10 countries. The following categories were used for the synthesis: change requirements, professional training, and new technologies. The implications of the results for practice are related to the risk of marketing professionals' training becoming outdated amid changes in the environment and new requirements in the field of work. The manuscript is original in being based on the research priorities of the MSI. The study presents an SLR in combination with PRISMA and SyReMa as guidelines.

Keywords: education, management, marketing

Proceso de Prioridades de Investigación en Educación Para el Marketing: Una Revisión Sistemática

Resumen. El objetivo principal de esta revisión sistemática de la literatura (RSL) es explorar estrategias de mejora de las competencias y formación para profesionales del marketing en relación con herramientas, técnicas y conocimientos para el cambiante contexto del marketing en el marco de la prioridad de investigación del MSI (Marketing Science Institute) sobre educación. Esta RSL utilizó Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) y Systematic Reviews in Management (SyReMa) como directrices para el informe. Fuentes de información utilizadas para identificar los estudios: Scopus y Web of Science (WoS). El número de estudios incluidos fue de 17. Las características relevantes de los estudios se indican a continuación. El número de autores de los informes es de 47. El período de publicación comienza en 1994 y termina en 2024; la media es de 1,5 informes al año. En relación con el diseño de la investigación, los resultados son los siguientes: cuantitativo, 52,9 %; cualitativo, 29,4 %; y mixto, 17,6 %. En términos de territorio/país, el número de ubicaciones de los informes es de 22 distribuidas en 10 países. Para la síntesis se utilizaron las siguientes categorías: requisitos de cambio, formación profesional y nuevas tecnologías. Las implicaciones de los resultados para la práctica están relacionadas con el riesgo de que la formación de los profesionales del marketing quede obsoleta ante los cambios en el entorno y los nuevos requisitos en el ámbito laboral. El manuscrito es original por basarse en las prioridades de investigación del MSI. El estudio presenta una RSL en combinación con PRISMA y SyReMa como directrices.

Palabras clave: educación, gestión, marketing

Processo de Prioridades de Investigação em Educação Para o Marketing: Uma Revisão Sistemática

Resumo. O principal objetivo desta revisão sistemática da literatura (RSL) é explorar estratégias de aperfeiçoamento e formação para profissionais de marketing em relação a ferramentas, técnicas e conhecimentos para o contexto dinâmico do marketing, no âmbito da prioridade de investigação do MSI (Marketing Science Institute) em educação. Esta RSL utilizou Preferred Reporting Items for Systematic reviews and Meta-Analyses (PRISMA) e Systematic Reviews in Management (SyReMa), como diretrizes para o relatório. Fontes de informação utilizadas para identificar estudos: Scopus e Web of Science (WoS). O número de estudos incluídos foi de 17. As características relevantes dos estudos estão abaixo. O número de autores dos relatórios é de 47. O período de publicação começa em 1994 e termina em 2024; a média é de 1,5 relatórios por ano. Em relação ao desenho da pesquisa, os resultados são os seguintes: quantitativo, 52,9%; qualitativo, 29,4%; e misto, 17,6%. Em termos de território/país, o número de locais dos relatórios é de 22, distribuídos por 10 países. As seguintes categorias foram utilizadas para a síntese: requisitos de mudança, formação profissional e novas

tecnologias. As implicações dos resultados para a prática estão relacionadas com o risco de a formação dos profissionais de marketing ficar desatualizada em meio a mudanças no ambiente e novos requisitos no campo de trabalho. O manuscrito é original por se basear nas prioridades de investigação do MSI. O estudo apresenta uma RSL em combinação com PRISMA e SyReMa como diretrizes.

Palavras-chave: educação, gestão, marketing

Introduction

Marketing Science Institute (MSI) has been at the forefront of creating a research agenda to address the most pressing challenges and opportunities in the field of marketing and its applications (MSI, 2024). University education plays a key role in training future business leaders, specialists, and professionals (Capobianco-Uriarte et al., 2025). Technological advances, specifically those emerging from artificial intelligence (AI), have sparked discussions about the need to rethink how educators reach and engage students in ways that prepare them to enter the labor market required by a rapidly evolving, technology-based context (Grewal et al., 2025). In the 21st century, rapid changes in the field of education, digital transformation at the social level, significant demographic changes, and advances in the structure of demand for educational services have created new challenges for higher education institutions (HEIs) (Ivaniuk et al., 2025). This is particularly significant in the private sector, where competition for applicants is based on the need for financial self-sufficiency, strategic management, and continuous improvement of organizational processes (Ivaniuk et al., 2025). Marketing professionals are living in an era of unprecedented evolution, marked by a massive increase in the acquisition and depth of information about consumer preferences, which allows for increasingly effective marketing communications and product development and refinement (Roese et al., 2024). Over the last decade, various technological innovations and paradigm shifts have impacted the fields of marketing, customers, and society, with consequences that have been identified at all levels of marketing education (Grewal et al., 2025). Therefore, marketing professors find it imperative to guide students to expand their knowledge beyond basic marketing skills (Grewal et al., 2025). The following is a description of the education research priority as defined by the MSI:

- Develop upskilling and training strategies to ensure marketing professionals are equipped with the latest tools, techniques, and knowledge to navigate the evolving marketing landscape. (MSI, 2024, p. 8)

The main objective of this SLR is to explore upskilling and training strategies for marketing professionals in relation to tools, techniques, and knowledge for the moving marketing background in the context of the MSI research priority on education. Table 1 presents the Population, Intervention, Comparator, Outcome (PICO) framework used to develop the search strategy for this SLR.

Table 1. PICO framework.

Population	Marketing professionals
Intervention	Upskilling and training strategies
Comparison	Tools, techniques, and knowledge
Outcome	Marketing professionals are equipped with the latest

Source: Own elaboration.

Methods

This SLR used PRISMA (Page *et al.*, 2021) and SyReMa (Riaño-Casallas and Rojas-Berrio, 2023) as guidelines for the report.

Eligibility criteria

The inclusion and exclusion criteria for this SLR are specified below.

Inclusion criteria

- 1) Types of documents: original research papers
- 2) English language publications
- 3) Articles that explicitly address upskilling, training, or education strategies for marketing professionals

Exclusion criteria

- 1) Types of documents: bibliometrics, book chapters, books, colloquiums, conferences, congresses, dissertations, editorials, lecture notes, meta-analyses, meta-synthesis, opinions, proceedings, reflections, reviews, short communications, symposiums, theses, unpublished articles, viewpoints, and working papers
- 2) Publications in languages other than English
- 3) Non-marketing focused studies

The studies for the syntheses were grouped into three categories proceeding of the MSI research priority on Education (MSI, 2024):

- Change requirements
- Professional training

- New technologies

Information sources

All databases consulted or searched to identify studies are specified below:

- Scopus
- WoS

The date on which each source was last consulted was 17 April 2025.

Search strategy

Table 2 presents the full search strategies for all databases.

Table 2. *Search strategy.*

Database	Search strategy	Results
Scopus	(TITLE-ABS-KEY (training OR {job training} OR {employee training } OR {professional training} OR {workplace training} OR {training on the job} OR {employer-provided training} OR {on-the-job-training} OR {firm-sponsored training} OR {skills development} OR {job skills} OR {training of employees}) TITLE-ABS-KEY (education OR {learning strategies}) AND TITLE-ABS-KEY (marketing) AND TITLE-ABS-KEY (professional* OR {professional employees}))	808
WoS	((((TS=(training OR "job training" OR "employee training " OR "professional training" OR "workplace training" OR "training on the job" OR "employer-provided training" OR "on-the-job-training" OR "firm-sponsored training" OR "skills development" OR "job skills" OR "training of employees")) AND TS=(education OR "learning strategies")) AND TS=(marketing)) AND TS=(professional* OR "professional employees")	1,901

Source: Own elaboration.

Selection process

The method used to decide whether a study met the inclusion criteria for this SLR was using the Rayyan tool for the management, organization, and collaboration of SLRs (Rayyan, 2025). Three reviewers screened each record (title and abstract) and each report retrieved. They worked independently.

Data collection process

The method used to collect data for the reports was through the electronic resources of the Sistema Nacional de Bibliotecas (SINAB, 2025) of the Universidad Nacional de Colombia (UNAL). Three reviewers collected data for each report. They worked independently. To obtain or confirm the data from the study investigators, the instructions for completing extraction matrices in SLRs were used (Chicaíza-Becerra *et al.*, 2017).

The results for which data were sought were as follows: the latest tools, techniques, and knowledge to marketing professionals. The method used to decide which results to collect was the selection/validation of the MSI research priority on education as part of the key challenges in the up-to-date changes in the marketing innovation market (MSI, 2024).

The variables for which data were sought (Chicaíza-Becerra *et al.*, 2017):

- Study: authors, title, source title, year, volume, issue, art. no., page start, page end, page count, cited by, digital object identifier (DOI), link, affiliations, authors with affiliations, abstract, author keywords, document type, source
- Report: field, scope of document, purpose (objective), variables or core concepts, territory/country, scope of research, methodological strategy, instrument, sources, sample size, type of sampling/selection of participants/elements, informants/population/elements, processing/information analysis technique, mechanisms for rigor or validity, findings, conclusions, management implications, limitations

No assumptions were made about missing or unclear information.

Study risk of bias assessment

The method used to assess the risk of bias in the included studies was the Rayyan tool. This tool used the blinding function to help minimize bias during the selection process by hiding decisions (included/excluded), labels, and notes in collaborative SLRs (Rayyan, 2025). Three reviewers evaluated each study. They worked independently. An SLR must have at least two reviewers who select studies independently; this helps to reduce potential bias in the selection process (Riaño-Casallas and Rojas-Berrio, 2023).

Synthesis methods

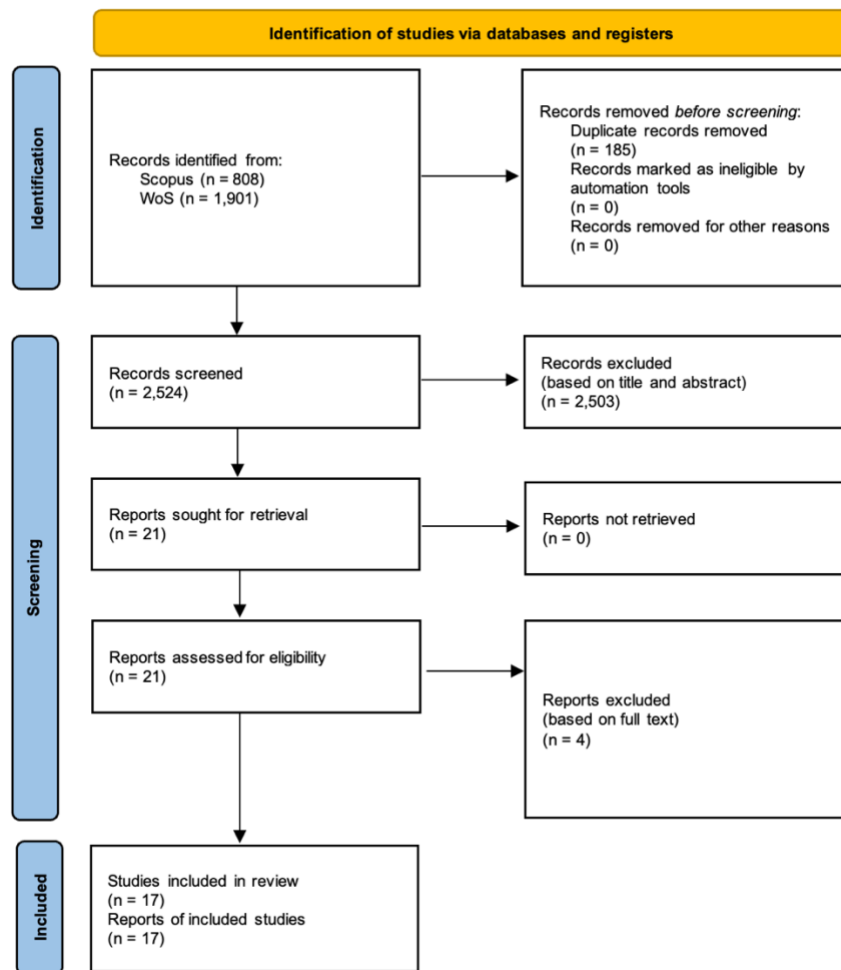
The process used to decide which studies were eligible for each synthesis was based on the classification and comparison between categories proceeding from the MSI research priority on education (MSI, 2024). The method used to tabulate or visually display the results of individual studies and syntheses was through a flow diagram, summary tables, column chart, a ring chart, and a map. The method used to synthesize the results was descriptive analysis. In management, the results of the SLRs can give rise to descriptive analyses on a topic, identifying its origin, different approaches, publications, authors, citations (Chicaíza-Becerra *et al.*, 2017).

Results

Study selection

Figure 1 (flow diagram) views the results of the search and selection process. The number of records identified in the search was 2,709. The number of studies included in this SLR was 17.

Figure 1. *Flow diagram.*



Source: Own elaboration.

Studies that appeared to meet the inclusion criteria (title and abstract) but were excluded are as follows: Hibbert (1983); Klokar *et al.* (2021); Likarchuk *et al.* (2022); and Schibrowsky *et al.* (2002). These studies were excluded upon assessment (full text) to determine their eligibility.

Study characteristics

Each study included is cited below: Black et al. (2021); Carcelén García et al. (2017); Commeiras et al. (2013); De La Ballina and Cachero (2023); Díaz Díaz and Pérez Gutiérrez (2023); García Martín and Echegaray (2018); Giacobbe and Segal (1994); Hafezieh et al. (2023); Kvitka et al. (2019); Mallin et al. (2010); Mel'nikova et al. (2024); Padgett and Donald (2023); Plăiaș et al. (2011); Rivera et al. (2020); Salvador et al. (2023); Velde (1994); and Zhu (2024). Table 3 presents the characteristics of each report: author(s)/year, title, journal, language, scope of the document, and research design.

Table 3. *Characteristics.*

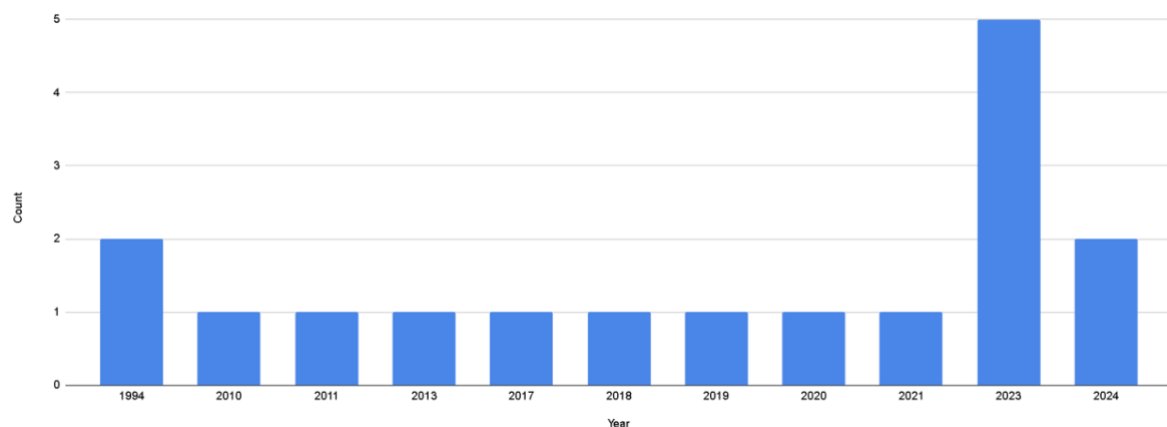
Author(s)	Title	Journal	Language	Scope of the document	Research design
Black, H.G., Dingus, R. and Milovic, A.	From student to professional: Teaching professionalism in the marketing classroom	Marketing Education Review	English	Research	Mixed
Carcelén García, S., Alameda García, D. and Pintado Blanco, T.	Practices, skills and trends in digital advertising. The perspective of spanish advertisers	Revista Latina de Comunicacion Social	English	Research	Quantitative
Commeiras, N., Loubes, A. and Bories-Azeau, I.	Identification of organizational socialization tactics: The case of sales and marketing trainees in higher education	European Management Journal	English	Research	Qualitative
De La Ballina, J. and Cachero, S.	Teaching marketing research at the university level—From academic and professional perspectives	Sustainability (Switzerland)	English	Research	Quantitative
Díaz Díaz, M.Á. and Pérez Gutiérrez, C.C.	Level of satisfaction of strategic marketing management students at Uniagustiniana-Colombia	Revista de Ciencias Sociales	English	Research	Quantitative
García Martín, J. and Echegaray, L.	What competencies and skills should marketing professionals possess? An exploratory approach from a professional and academic perspective	ESIC Market Economics and Business Journal	English	Research	Qualitative
Giacobbe, R.W. and Segal, M.N.	Rethinking marketing research education: A conceptual, analytical, and empirical investigation	Journal of Marketing Education	English	Research	Quantitative
Hafezieh, N., Pollock, N. and Ryan, A.	Hacking marketing: How do firms develop marketers' expertise and practices in a digital era?	Journal of Enterprise Information Management	English	Research	Qualitative
Kvitka, S., Starushenko, G., Koval, V., Deforz, H. and Prokopenko, O.	Marketing of ukrainian higher educational institutions representation based on modeling of webometrics ranking	Marketing and Management of Innovations	English	Research	Quantitative
Mallin, M.L., Jones, D.E. and Cordell, J.L.	The impact of learning context on intent to use marketing and sales technology: A comparison of scenario-based and task-based approaches	Journal of Marketing Education	English	Research	Quantitative
Mel'nikova, I.I., Evseeva, L.I., Pozdeeva, E.G. and Tanova, A.G.	Digital vector of marketing specialist research training	Journal of Siberian Federal University. Humanities & Social Sciences	English	Research	Mixed

Author(s)	Title	Journal	Language	Scope of the document	Research design
Padgett, R.C. and Donald, W.E.	Enhancing self-perceived employability via a curriculum intervention: A case of "The global marketing professional" module	Higher Education, Skills and Work-Based Learning	English	Research	Quantitative
Plăiaș, I., Pop, C. M., Băbuț, R. and Dabija, D.C.	Employers' perception of competences acquired through academic marketing training in knowledge based economy	Amfiteatru Economic	English	Research	Quantitative
Rivera, R.G., Arrese, A., Sádaba, C. and Casado, L.	Incorporating diversity in marketing education: A framework for including all people in the teaching and learning process	Journal of Marketing Education	English	Research	Quantitative
Salvador, A.B., Lima, J. and Nogami, V.	Professionality and contributive pedagogical factors to teaching performance in marketing	Administração: Ensino e Pesquisa	English	Research	Qualitative
Velde, C.R.	Effective enrollment management perceptions of the status of international student marketing in Australian higher education	Journal of Marketing for Higher Education	English	Research	Mixed
Zhu, D.H.	Introducing immersive virtual reality in a marketing practical training course: Qualitative evaluation with undergraduates	International Journal of Management Education	English	Research	Qualitative

Source: Own elaboration.

The count of authors of the reports is 47. The publication period (Figure 2) begins in 1994 and ends in 2024; the average is 1.5 reports per year; the median is 1.0; and the mode corresponds to the period of 2023 with 5.0 reports published. The count of sources (Table 4) is 17, with an average of 1.1 reports published per journal. All reports are in English. All reports correspond to research papers. The classification of research designs and research strategies is based on the model proposed by Saunders, Lewis, and Thornhill—the research onion (Saunders *et al.*, 2016). In relation to the research design (Figure 3), the results are as follows: quantitative, 52.9%; qualitative, 29.4%; and mixed, 17.6%. Finally, in terms of territory/country (Table V), the locations of the reports correspond to 10 countries. The count of report locations is 22 distributed across the following countries: Australia (4.5%); Brazil (4.5%); China (4.5%); Colombia (9.1%); Romania (4.5%); Russia (4.5%); Spain (22.7%); Ukraine (4.5%); United Kingdom (13.6%); and United States (27.3%). The mean is 2.2 report locations per country. Figure 2 views the publication period of the reports in relation to the count per year.

Figure 2. *Publication period.*



Source: Own elaboration.

Table 4 presents the count of reports published per journal.

Table 4. *Journals.*

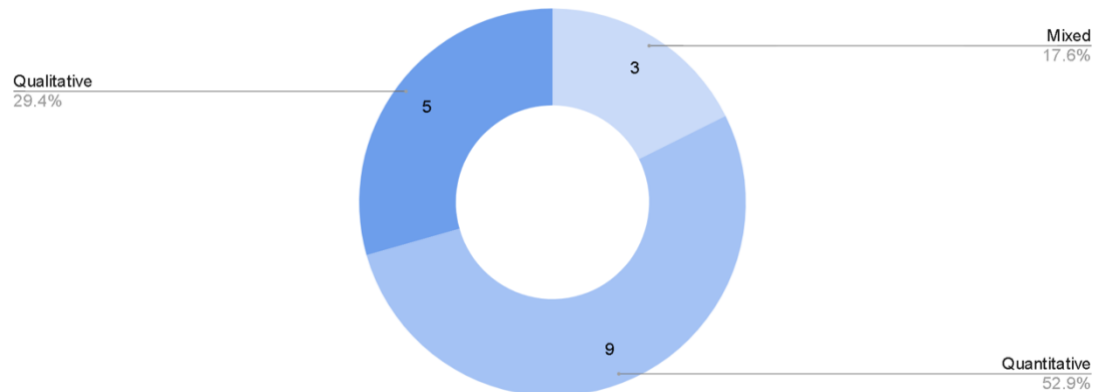
Journal	Count
Administração: Ensino e Pesquisa	1
Amfiteatru Economic	1
ESIC Market Economics and Business Journal	1
European Management Journal	1
Higher Education, Skills, and Work-Based Learning	1
International Journal of Management Education	1
Journal of Enterprise Information Management	1
Journal of Marketing Education	3
Journal of Marketing for Higher Education	1
Journal of Siberian Federal University. Humanities & Social Sciences	1
Marketing and Management of Innovations	1
Marketing Education Review	1

Journal	Count
Revista de Ciencias Sociales	1
Revista Latina de Comunicacion Social	1
Sustainability (Switzerland)	1

Source: Own elaboration.

Figure 3 views the research design of the reports with count and percentage per quantitative, qualitative, and mixed.

Figure 3. *Research design.*



Source: Own elaboration.

Table 5 presents the count per country of the reports.

Table 5. Territory/country.

Country	Count
Australia	1
Brazil	1
China	1
Colombia	2
Romania	1
Russia	1
Spain	5
Ukraine	1
United Kingdom	3
United States	6

Source: Own elaboration.

Table 6 presents the purpose (objective) and finding main of each report.

Table 6. *Objective/finding*.

Author(s)/Year	Purpose (objective)	Finding
Black et al. (2021)	In this paper, the authors develop a semester-long emphasis on professionalism that introduces the concept, embeds its importance throughout the course with discussion and relevant exercises, and includes a component to monitor and evaluate professional behavior.	Our results demonstrate the positive impact of incorporating professionalism as a course component across varied marketing courses of different sizes (with enrollments from 23 to 110 students) at three different institutions, both private and public.
Carcelén García et al. (2017)	Measure the practical application of each of the communication tools in the digital environment, and identify any differences across types of businesses and sectors of activity.	Companies are expected gradually to increase their budget for digital marketing, and, thus, the advertising sector is expected to experience greater professionalization and greater demand for experts in new technologies and digital communication.
Commeiras et al. (2013)	The objective of this exploratory study is to identify the organizational practices of socialization put in place for the Customer Advisor trainee employees in the banking/insurance sector, an atypical segment of sales and marketing resources.	The results of a qualitative study conducted based on two data collections (33 individual semi-directive interviews were carried out with different actors along with a group interview of 13 professional tutors) reveal particularities related to the socialization of commercial trainees, such as the establishment of an organizational context conducive to learning and the crucial role of the tutor.
De La Ballina and Cachero (2023)	This work continues on a double survey administered to professors and MR professionals in Spain to determine their proposals for adapting MR courses' format and content to the companies' current information needs.	The results show that not only do professionals lead in terms of wanting changes to training, but also that these professionals are by no means extreme in their demands regarding university professors.
Díaz Díaz and Pérez Gutiérrez (2023)	In this sense, the objective of the article is to analyze the level of satisfaction of the students of the "Strategic Marketing Management" specialization at the Agustiniana University in Bogotá-Colombia, examining some methods used in other similar investigations, emphasizing 6 dimensions, through descriptive research, with a non-experimental field design, conducting a survey of a representative sample of 54 subjects.	As a result, it was obtained that the level of satisfaction of these students was 4.3% (over 5.0) of the arithmetic average of the six dimensions studied and analyzed, which shows satisfaction in the quality of professional training received by the institution.
García Martín and Echegaray (2018)	Thus, the aim of this paper is to offer both an overview of the marketing industry's new demands and insights into the subject that may help higher education centers to develop the most suitable curricula for their students.	The results highlight the urgent need to adapt curricula to new market demands and to build consensus and collaborate with the corporate sector in this regard, to train professionals capable of meeting the current social and corporate challenges in a context in which old-school marketing is still important but new issues have become crucial.
Giacobbe and Segal (1994)	To examine a component of the conceptual model that had been ignored by prior researchers, to demonstrate how the expectation-performance model could be applied in the context of marketing research education, and to provide a starting point for further investigation.	Results indicate that educators perceive a significant gap between their expectations and the services existing graduate programs in business provide.
Hafezieh et al. (2023)	This paper adopts an in-depth case study approach to examine an exemplary digital enterprise in the transformation of their digital marketing.	Drawing on a practice-oriented approach, we show how organizations respond to the emerging trends of digital consumers and big data by taking a 'hacking marketing' approach and developing novel marketing expertise at disciplinary boundaries.
Kvitka et al. (2019)	The objective of the article is the construction of the two-factor model based on the statistical material of the Webometric Rating of Universities, which analytically describes the status of Ukrainian higher educational institutions in terms of Webometrics indicators, provides an opportunity for its quantitative and qualitative	The main results of the work can be useful as a methodological material during the educational process in higher educational institutions, in the training and improvement of the skills of management personnel, in developing programs for reforming the educational process in higher education to bring it closer to European requirements and achieve the level of the best world universities.

Author(s)/Year	Purpose (objective)	Finding
	analysis, and forecasts the development trends of market educational services and marketing research in this area.	
Mallin et al. (2010)	This study combines technology-mediated learning and technology acceptance theories in the marketing sales education domain to show how two different contextual learning modes affected marketing and sales students' perceptions of technology.	Findings showed that when students were taught using an approach involving a realistic sales scenario, their perceptions of technology usefulness were greater than if the course instruction was delivered using a systematic task-based learning approach.
Mel'nikova et al. (2024)	The aim of this work is to analyze the labor market requirements for university graduates—future marketing research specialists.	The conclusions reflect the results of the study and emphasize the need for timely adaptation of universities' educational programs to new market requirements.
Padgett and Donald (2023)	Drawing on human capital and sustainable career theory, this paper aims to explore university students' views regarding their self-perceived employability following participation in a mandatory module titled "The Global Marketing Professional."	Students' confidence in their self-perceived employability rose from 37.5% to 92.5%.
Plăiaș et al. (2011)	The purpose of this exploratory study has been to emphasize how the corporate world perceives the marketing training received by the entry-level employees as graduates of specialized higher education institutions and how to improve the curriculum to increase graduates employability.	The findings show that respondents have a fairly positive opinion about the marketing employees' level of training for both transversal and professional competencies in a knowledge based economy.
Rivera et al. (2020)	The main goal of this study is to present the IMS approach to training future marketing professionals and leaders to understand people with disabilities, not only as consumers but also as producers and significant stakeholders.	As a result, our study data confirm that social learning theory could be a useful model for embracing and teaching diversity in marketing education.
Salvador et al. (2023)	The purpose of this research is to amplify and organize knowledge about didactic factors that contribute to teaching performance in lato sensu marketing graduate courses.	Our results suggest that teaching performance is the result of teaching practice, influenced by the permanent didactic training of a professional educator, focused on student learning, and the will to grasp new ways to help students learn constantly.
Velde (1994)	The major problem in this study was to determine the effectiveness of a marketing orientation, and the degree of use and effectiveness of marketing techniques.	The findings illustrated that a marketing orientation was almost non-existent, there was evidence of a dichotomy between the faculty and the Administration about marketing effectiveness, the most used marketing techniques were the least effective, and the least used were the most effective.
Zhu (2024)	This study aims to fill this gap by exploring the impact of immersive VR practical training courses on marketing learning.	The results indicate that students have perceived novelty, perceived interest, a sense of achievement, and perceived usefulness of the VR practical training course, which can enhance their professional identity and thus enhance their willingness to learn.

Source: Own elaboration.

Syntheses

Change Requirements

A discussion is emerging about the need to change the organisation of the marketing function and its role in the firm beyond the individual/particular skills of marketing professionals (Hafezieh et al. (2023). Increasingly, higher education institutions (HEIs) need to respond proactively to changes in the external environment, such as social, technological, economic, and political trends (Velde, 1994). Firms are increasingly seeking information for decision-making in today's rapidly changing world (De La Ballina and Cachero, 2023). The position of market research (MR) training goes pointer in needle with the requirements of firms (De La Ballina and Cachero, 2023). Current technological innovation has brought about significant changes in the field of MR, which is committed to innovative and transformative digital data processes and methodologies (De La Ballina and Cachero, 2023). Changes in society and, in particular, the approach to business management characteristic of the market economy have made it imperative for agents in the business environment to adopt a philosophy and principles consistent with the new emerging context (Plăiaş et al., 2011). Specific concurrent needs have arisen in the labor market, and, as a result, new requirements have been imposed in relation to the skills acquired by graduates during their academic training (Plăiaş et al., 2011). The problem of convergence between the labor market and the field of human talent training has always been and continues to be relevant (Mel'nikova et al., 2024). From an educational perspective, these changes require an update of the skills of teachers and graduates of traditional business schools (Salvador et al., 2023). As the market began to value new skills, business schools were faced with the challenge of preparing the most well-rounded executives to act in the management of large companies (Salvador et al., 2023).

Professional Training

Professionalism goes beyond attendance, participation, and instructions; professionalism is a comprehensive and essential aspect that integrates a wide range of elements that help students become professionals prepared for the business world (Black et al., 2021). As can be seen from the above definition, a fundamental part of incorporating professionalism is to clearly define it with examples of desirable practices, values, responsibilities, and standards that students must comply with while participating in this learning environment (Black et al., 2021). By combining the attributes of community involvement and participation, business protocol, and an open space for respectful discussion related to business practices, a learning community can be formed in such a way that students

feel motivated to contribute and develop their skills (Black et al., 2021). The Global Marketing Professional is a module taught by two senior researchers in the field of management in the first semester of a one-year program, as part of the full-time master's in international marketing management (Padgett and Donald, 2023). The module was specifically designed to ensure that students understood the professional competencies necessary to develop non-linear career paths before considering elements of reflection and career planning (Padgett and Donald, 2023). Sponsorship, mentoring, and coaching are also common organizational socialization tactics for employed sales and marketing staff (Commeiras et al., 2013). They are always presented as complementary to training, and tutors are sometimes identified as mentors for new employees (Commeiras et al., 2013). Student satisfaction is a key element that universities must constantly evaluate and analyze, as it has become an important value to consider from the students' standpoint and, for private higher education institutions, an element of survival (Díaz Díaz and Pérez Gutiérrez, 2023). When we talk about satisfaction, we are referring to how consumers/customers respond to the characteristics of a product or service that an organization—in this context, HEI—makes available to them (Díaz Díaz and Pérez Gutiérrez, 2023).

New Technologies

The fast growth of information and communication technologies (ICT) recently has led to the emergence of numerous techniques in the field of digital communication (Carcelén García et al., 2017). However, although digital marketing is one of the most important aspects for companies around the world, it is unclear whether brands are prepared to face this new context and whether professionals have the necessary training and skills to successfully carry out the digital transformation of communication (Carcelén García et al., 2017). It should be noted that the content of the professional activity of a market research specialist is undergoing significant changes, due to the rapid introduction of modern digital technologies in various areas of life and production (Mel'nikova et al., 2024). As a complement to traditional teaching methods, practical training courses using virtual reality (VR) have increasingly attracted the attention of university professors (Zhu, 2024). Students are immersed in virtual reality scenarios through headsets, as if they were in a significant business practice situation (Zhu, 2024). For example, the Chinese Ministry of Education has created a special platform—National Virtual Simulator Experiment Courses Sharing Platform—to encourage universities to create practical training courses using virtual reality (Zhu, 2024). Now, the use of machine learning (ML) tools is widespread for solving various marketing problems: assortment

planning, promotion planning, purchasing management... (Mel'nikova et al., 2024). The market encourages the integration of information technology (IT) into diverse types of professional activities and the emergence of new professions at the intersection of different fields of activity: big data (BD) analyst, data scientist, data researcher, data processing specialist (Mel'nikova et al., 2024). The classification, systematization, and analysis of data from sources based on special algorithms generate the possibility of revealing hidden patterns and new/innovative ideas (Mel'nikova et al., 2024).

Discussion

The limitations of the review processes used are indicated below. The search strategy used only thesauri based on the definition of MSI research priority on education (MSI, 2024). Uniquely, the Scopus and WoS databases were used. Data extraction from the reports was limited to the matrix for SLRs in management (Chicaíza-Becerra et al., 2017). The studies included were limited to publications in English. Finally, exclusively original research articles were included. The implications of the results for practice are related to the risk of marketing professionals' training becoming outdated amid changes in the environment and new requirements in the field of work. The use of innovative technologies such as VR has potential for professional training. The implications of the results for policy require special attention to be paid to the quality and relevance of training programs in HEIs. The implications of the results for future research based on the integration of VR and ML in marketing training require further exploration of these issues in the search for a superior understanding of these phenomena and their associated risks (financial, operational, and ethical) from a critical perspective, including the responsibilities of HEIs and educators when using algorithms in professional training.

Other Information

Registration and protocol

This SLR was not registered. The SLR protocol is available upon reasonable request from the authors.

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Competing interests

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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