


Chapter 10

Simulation–Driven University–Student Learning: Concepts and Challenges in Developing Skills

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ABSTRACT

The authors explore the literature regarding the hard and soft marketing-related skills that are attractive to employers and the ways they can be generated using simulation techniques in learning approaches. First, they refer to the challenges of teaching business marketing nowadays and delve into the division of hard and soft marketing skills. Second, they propose the immersive technology of social media as an educational tool. Third, they review pedagogical considerations for adopting

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social media as a learning tool. Finally, they draw conclusions and make recommendations for enhancing business schools' curricula and for business students' achievement to meeting programme learning marketing-related outcomes.

1. INTRODUCTION

In an increasingly dynamic global economic landscape, business schools find themselves at a pivotal juncture, grappling with profound scrutiny regarding the contemporary relevance and intrinsic value of their academic offerings in the professional sphere. This challenge is particularly pronounced as evidenced by the substantial decline in MBA applications and the 9% shrinkage of accredited full-time MBA programs in the United States between 2014 and 2018, highlighting the efficacy of traditional degrees in securing gainful employment as a salient concern (Schlegelmilch, 2020). As the employment market progressively gravitates towards candidates possessing demonstrably superior qualifications and specialized competencies, it becomes unequivocally imperative for higher education institutions to meticulously synchronize their pedagogical frameworks with the evolving exigencies of various industries (Heiligers-Duckers *et al.*, 2025). This imperative is acutely felt within the domain of marketing, a field undergoing rapid transformation.

Given the anticipated surge in demand for sophisticated digital marketing proficiencies, as underscored by Elhajjar (2022), it is incumbent upon business schools to undertake a comprehensive overhaul and modernization of their existing programmatic structures. Consequently, a persistent and meticulous inquiry into, and subsequent design of, business curricula that seamlessly integrate disciplinary-relevant skills is not merely advisable but fundamentally essential. In light of these pressing considerations, this chapter embarks upon an exhaustive exploration of the attributes and skills that render recent business graduates highly desirable to prospective employers. Furthermore, it meticulously investigates the pedagogical methodologies, particularly simulation techniques and approaches, through which these coveted competencies can be effectively cultivated and honed within the academic environment.

Building upon this foundational analysis, the chapter subsequently elucidates the profound contribution of simulations and gamification in fostering the acquisition of such critical skills. It posits that these innovative pedagogical tools offer an unparalleled avenue for experiential learning, thereby bridging the chasm between theoretical knowledge and practical application. Moreover, a forward-thinking proposal is advanced for the seamless integration of social media platforms as integral learning instruments within business school curricula, recognizing their pervasive influence and strategic importance in contemporary business operations. The dis-

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