

# PROFESSIONAL PROFILE OF SPANISH PUBLIC AND PRIVATE ADVERTISING MEDIA MANAGERS

## PERFILES PROFESIONALES DE LOS DIRECTIVOS DE LOS MEDIOS PUBLICITARIOS ESPAÑOLES PÚBLICOS Y PRIVADOS

Daniel Guerrero Navarro<sup>1</sup>. *University of Málaga. Spain.*

Carmen Cristófol Rodríguez. *University of Málaga. Spain.*

María Jesús Carrasco Santos. *University of Málaga. Spain.*

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### ABSTRACT

**Introduction:** The changes brought about by digitalization process have forced all agents in the media system to adapt in order to manage their processes and systems, something that has not been alien to the advertising media or their professionals, who have had to adapt at the speed demanded by the industry in order to respond to the professional demands required. **Methodology:** Exploratory research is carried out through content analysis of 196 managers in the advertising and marketing areas of the media with the largest audiences, according to EGM, in conventional, public, and private media, plus similar profiles of the main digital platforms that manage advertising in Spain. **Results:** Management, although they need to improve, can meet the demands of news and advertising companies in the digital communication era, mainly thanks to their accumulated experience in the sector, rather than to the updating or specialization of their training. **Discussion:** Private media professionals are more qualified and more up-to-date in global and digital training, and have a shorter career path and more job rotation than their colleagues in public media. **Conclusions:** The education and training of Spanish media advertising managers require high proactivity and self-motivation. Training in digitalization is growing, but not in the majority, especially in public media, as well as in the magazine and television sectors of private media.

<sup>1</sup> **Daniel Guerrero Navarro:** Doctor of the Department of Audiovisual Communication and Advertising at the University of Malaga. Bachelor's degree in Advertising and Public Relations and a bachelor's degree in journalism, Master's degree in Marketing Management and Commercial Management. Executive professional in business development.



**Keywords:**

Media; advertising; training; digital skill; digitization; education; knowledge; professional career.

**RESUMEN**

**Introducción:** Los cambios derivados del proceso de digitalización han obligado a los agentes del sistema de medios a adaptarse para gestionar procesos y sistemas, hecho que incluye a los profesionales de los medios publicitarios, que han debido adaptarse al ritmo que exige la industria. Esta investigación analiza el perfil del profesional directivo de los medios publicitarios españoles, principalmente en sus competencias y formación profesional integral, con foco en el área digital. **Metodología:** Se realiza investigación exploratoria a través de análisis de contenido de 196 directivos de las áreas de publicidad y marketing de los soportes con mayor audiencia, según EGM, de los medios convencionales, públicos y privados, más los perfiles similares de las principales plataformas digitales que gestionan publicidad en España. **Resultados:** Los mandos directivos, aunque deben mejorar, están capacitados para las exigencias de las empresas informativas y publicitarias en plena era de comunicación digital, principalmente, gracias a la experiencia acumulada en el sector, más que a la actualización o especialización de su formación. **Discusión:** Los profesionales de medios privados están más actualizados y cualificados en su formación global y digital, presentan menor trayectoria profesional y más rotación laboral que sus compañeros de medios públicos. **Conclusiones:** La educación y capacitación de los directivos publicitarios de medios españoles requiere de alta proactividad y motivación individual. La formación en digitalización es creciente, pero no mayoritaria, sobre todo en plantillas de medios públicos, así como en el sector revistas y televisión de medios privados.

**Palabras clave:**

Medios de comunicación; publicidad; formación; competencia digital; educación; conocimiento; carrera profesional.

**1. INTRODUCTION**

The adaptation to the changes brought about by the evolution of the information society does not exempt the media themselves, whether informative or advertising. The user or recipient has needed education in their use, understanding, utilization, and interaction, as they have transitioned from a situation of passive receiver to a proactive sender with great power in feedback. On the other hand, media professionals have had to adapt to the technological evolution and digital transformation of the channels and processes that manage their industrial ecosystem. Professional demands have forced them to master innovative tools and processes early on, to propose changing advertising strategies and unprecedented advertising business models (Taylor, 2009; Truong et al., 2010; Dickey and Lewis, 2012), expand markets and channels, as well as defend and build brand value before users (Truong and Simmons, 2010; McStay, 2017; Pintado et al., 2017).

In order to do all this, like any professional, the worker, in this case, a manager in the leading Spanish advertising media, has had to evolve in their own education to efficiently fulfill the roles acquired in the industry, in order to, among other things, make decisions based on new data, analyze the impact of artificial intelligence or advertising campaign optimization methods (Carcelén et al., 2017; Lee and Cho, 2020).

This work analyzes the profile of the managerial professional in Spanish advertising media in terms of their comprehensive training, competencies, complete education, and mastery of resources that enable them to adapt to the challenge of continuous innovation and develop the necessary skills to practice their profession in a digital world. It allows for a detailed assessment of the strengths and areas for improvement of the managerial executives in the most relevant advertising media and identifies existing trends in the sector.

### **1.1. The digital age and educommunication**

The digital age transforms all analog processes into digital ones, and gradually computers, mobile phones, emails, social networks, virtual reality, and more appear in everyday life, evolving from Internet 1.0, 2.0, 3.0 to 4.0. All of this has happened in an evolutionary and natural way, simplifying day-to-day life, giving more power to technology, and making communication between individuals and societies increasingly straightforward (Quintana and Tascón, 2018).

Since the 1980s, there has been a certain concern about this evolution: the International Council for Film, Television, and Audiovisual Communication (CICT) provides the following definition to designate education in the field of communication:

Education in the field of communication can be understood as the study, teaching, and learning of modern media of communication and expression, which are considered an integral part of a specific and autonomous sphere of knowledge in both theory and pedagogical practice. This is in contrast to their use as auxiliary means for teaching and learning in other fields of knowledge such as mathematics, science, and geography (Morsy, 1984).

In 1977, the International Commission for the Study of Communication Problems was established, within which the "McBride Report" (Many Voices, One World) was published. This document suggested a new communication order to promote peace and human development (González-Rodríguez, 2005).

Educommunication has been defined in multiple ways, undoubtedly driven by UNESCO since 1946, advocating for equitable and truthful communication in all countries and social strata (Barbas-Coslado, 2012).

According to Castro (2016), since the emergence of this concept, there have been multiple attempts to define communication and information policies, some of which are regulated within the educational environment. The development of educommunication responds to the need to modernize pedagogy, address sociocultural transformations, and counter the imperialism of media corporations (Sierra, 2006). And this necessary media education becomes infinitely more complex with the advent of digital media in the field.

According to Elías et al. (2021), after experiencing the pandemic, a remodeling of the society we live in is necessary, where education through media (especially digital media) is seen as an instrument focused on a specific target that changes depending on the advertiser, economic sector, or sender. Until now, education was a consequence of the school, and perhaps the university, but now media have become part of everyday life through video games, digital whiteboards, tablets, among others. Therefore, the training

received by professionals dedicated to providing content for these tools becomes of interest and relevance that cannot be overlooked.

The rapid pace of technological evolution in the advertising industry, coupled with economic recession and/or the effects of COVID on education, has not globally facilitated advertising education. On the contrary, maintaining a balance for the transfer of digital skills is compromised (Kim, 2019; García Ruiz and Pérez Escoda, 2020).

### **1.2. University studies in communication in Spain: Digital specialization**

Currently, according to data obtained from the Register of Universities, Centers, and Degrees (RUCT) and QUEDU, there are 121 communication degrees offered in Spain (including journalism, advertising, and public relations), and only seven of them specifically refer to the digital field. Two degrees in Digital Marketing and Communication are offered by CEU San Pablo University and the Technical University of Catalonia (through affiliated centers of EAE and Euncet). Three degrees in Digital Communication are offered by the International University of La Rioja, Pablo Olavide University, and Ramón Llull University. One degree in Marketing and Digital Communities is offered by Pompeu Fabra University, and one degree in Journalism, Digital Communication, and New Media is offered by the International University of La Empresa. All the degrees that focus on digital communication are offered by private universities.

Regarding postgraduate studies, there are currently a total of 88 programs, of which 17 are related to the digital field. These include advertising programs (offered by the International University of La Rioja, UNIR), journalism programs (Rey Juan Carlos University, UOC, Antonio Nebrija University, Autonomous University of Barcelona), and more broadly described communication programs (Pompeu Fabra University, San Antonio Catholic University, Camilo José Cela University, University of Extremadura, University of Barcelona, Salamanca, Vigo, European University of Madrid).

There are 32 doctoral programs in communication, of which seven are offered by private universities and the rest by public universities, and none of them specifically refer to the digital field in their name.

Therefore, it can be observed that private universities are mainly leading the way in digital communication studies, while public universities are starting to venture into postgraduate programs (Papí Gálvez and Hernández Ruiz, 2018). There is a disconnect between the labor market demand and the university educational offerings (Sánchez-González and Méndez-Muros, 2013; Miguel-San-Emeterio, 2017), and there is a demand for the use of the English language, data analysis, and new technologies (Fernández Gómez and Feijoo Fernández, 2022).

### **1.3. Digital communication as a profession: Analysis of professional demands**

Currently, digital transformation, demographic changes, and globalization are reshaping the world of work. Over the next fifteen to twenty years, half of the current jobs will either disappear or undergo significant transformation due to the automation of many processes (OECD, 2022).

According to Cristófol et al. (2020), this process will coexist with the current generation of adolescents and young people who, despite receiving global recommendations from

career counselors in secondary schools and high schools, still predominantly indicate professions that were created in the past century or earlier as their ideal careers.

More than 40% of them are at risk of automation (Ministry of Education and Vocational Training, 2018) in Spain, which is above the OECD average. However, the data is not much more optimistic in other European countries, such as the Nordic countries, Belgium, or the Netherlands. In countries with greater diversity in career choices, such as Germany and Switzerland, there is a more focused professional orientation towards qualified profiles that are developed through vocational training programs, rather than university pathways being the majority.

More than half of young people have the majority of their ideal occupations concentrated in a dozen professions. The gender differences in these preferences are not very significant, except for the appearance of the choice of ICT professionals as the top preference among males (9.5%), but this does not correspond to the preferences of females, where it appears as one of the least valued options (less than 2%).

The projected qualification required for future jobs, according to a report by the European Union (CEDEFOP, 2019), entails an increased demand in the service sector. In the case of Spain, it will require 65% of professionals with medium-level qualifications (vocational training) and 35% with high-level qualifications (higher vocational training and university studies). An expansion has been made in the offering of specialized vocational training programs and postgraduate degrees in digital marketing to partially alleviate the deficit in this field (Castelló-Martínez, 2012; Correyero-Ruiz and Baladrón-Palazos, 2010).

The predominant trend among young Spaniards is to pursue university studies, so the alignment of this education with business demand is crucial. There are studies that reflect the difficulties of the Spanish university education system in addressing the dynamic needs of the advertising sector (Correyero-Ruiz and Baladrón-Pazos, 2010; Monge-Benito and Etxebarria, 2016; Perlado-Lamo-de-Espinosa and Rubio-Romero, 2015; Ventura et al., 2018; Baladrón-Pazos et al., 2022), and restructuring of undergraduate studies is being called for (Sánchez-Sánchez and Fernández-Cavia, 2018).

These data are some preliminary indicators of the purpose of this study, which aims to investigate the digital training and skills of executives and middle managers in the main advertising media in Spain, necessary to perform the required roles in the professional sector.

The training of university students in digital competencies in the field of communication requires faculty members who guide and lead this purpose within the framework of the study plans integrated into the EHEA. All this is based on the White Paper on Bachelor's Degrees in Communication, which outlines the professional profiles or competencies in each of the areas of the bachelor's degrees (ANECA, 2005). Based on this premise, the profile of university professors in relation to competencies in information and communication technologies has been addressed by many authors such as Ruiz et al. (2012), Gutiérrez (2010), Durán et al. (2016), Cabero and Martínez (2019).

A considerable gap is evident between the academic and professional sectors, despite the European convergence in advertising and public relations studies and the revision of degrees in relation to bachelor's degrees, as stated by López-Berna et al. (2016), or the studies that offer a dual academic and professional perspective on the key knowledge and

competencies required by today's advertising professionals (Sánchez-Sánchez and Fernández-Cavia, 2018).

However, in the field of advertising and public relations specifically, there is limited research on the study of professional profiles of graduating students, as well as an analysis of the competencies demanded by the industry. Previous studies specific to certain faculties have been found prior to the implementation of the European Higher Education Area (EHEA), such as the study by the University of Seville (López-Bonilla and Traverso, 1996), or the study by Castellblanque (2006), which reorients the traditional roles in the advertising and public relations field before the Bologna process marks the starting point for the new specific competencies.

In the context of the European Higher Education Area (EHEA), only a few studies have addressed the need to redesign professional profiles in advertising. These studies have approached the topic from various perspectives, such as the redefinition of advertising agencies (Farfán and Corredor, 2011; Álvarez-Flores et al., 2018), new digital advertising profiles (Núñez et al., 2013; Perlado-Lamo-de-Espinosa and Rubio, 2015), a comparison between traditional and current profiles and competencies (Sánchez-Sánchez et al., 2017), the progression of the most valued professional competencies according to advertising professionals themselves (Monge and Etxebarria, 2017), the market's perspective on the new role of public relations and communication experts (Armendáriz, 2015), and the evolution of profiles and job opportunities for advertising and public relations graduates, transitioning from specialists to hybrid roles (Álvarez-Flores et al., 2018). However, there is a lack of updated research following the pandemic. The gender perspective is also taken into account, analyzing the professional profiles of men and women in advertising agencies in the country and adapting to ensure equal professional opportunities (Soria and Gómez, 2017).

## **2. OBJECTIVES**

The main hypothesis of this study is based on the adequate training and preparation of professionals in Spanish public and private advertising media to face the challenges posed by digitization in their industry. Therefore, as a first step to test this hypothesis, the main objective of this research will be to analyze and verify the comprehensive education, focused on the field of communication and advertising, delving into the digital competencies of executives and middle management professionals in advertising media in Spain. Some of the research questions raised are as follows:

- Is there high or low turnover in the sector within the media industry?
- Is the demand for digital profiles as evident as in other sectors?
- What is the dominant specific or generic training?
- What are the most valued competencies or skills in the professional sector?
- Is language proficiency crucial for digital training?
- Is the training of professionals up to date?

## **3. METHODOLOGY**

To achieve the objectives set in this research, we conducted an exploratory investigation through content analysis, a technique that reads and interprets the content of any type of document and is a valuable tool for "developing (or verifying) sociological theory or generalizations about it" (Ruiz-Olabuénaga, 1999).

This content analysis was conducted among all the executives in the advertising and marketing departments of the top five media outlets with the highest audience (according to the 2nd wave of the EGM in 2022) for each conventional media type according to Infoadex (press, magazines, radio, TV, outdoor, cinema, multimedia, and digital). In addition, similar profiles in the main online platforms that manage digital advertising, such as OTTs, social networks, and major digital platforms, were included in the analysis.

This information has been extracted from the professional social network LinkedIn, the corporate websites of the respective media outlets, and specialized communication magazines that report on corporate news in the advertising media sector, such as *Infoperiodistas*, *Dircomfidencial*, *PR Noticias*, *La Publicidad*, *Control Publicidad*, *El Publicista*, among others.

LinkedIn has been chosen as the primary source of information because it is a social network used for establishing professional relationships and for "selecting and recruiting talent" (Costa-Sánchez and Corbacho-Valencia, 2015), as well as for identifying competencies in various profiles, with a particular focus on the technological field (Morato et al., 2016), including the advertising field (Clemente and Antolín, 2019). Over time, the platform has become a channel for companies to develop their branding (Aguado-Guadalupe, 2015). In addition to companies, LinkedIn allows professionals to showcase their achievements, professional aspirations, and what they can contribute to an organization (Roca, 2009).

The data collection period took place between September and November 2022, and the variables collected in the analysis table were as follows: LinkedIn profile (whether they have one or not), the media outlet they work for, job title, digitalization of the job title or functions, gender (male or female), education (undergraduate and postgraduate degrees and specialization) and date of the most recent education completed, tenure in the company and position, career path within the same media outlet, languages spoken, expertise and skills listed on the social network, experience in other media groups and companies, and their most recent professional background before the current company.

A total of 189 profiles were analyzed, including 16 from major outdoor advertising companies (Global, Clear Channel, Promedios, Exterior Plus, Moviedis, and JCDecaux), 17 from OTTs and social media platforms (HBO, Netflix, Disney+, Amazon Prime, as well as YouTube, Meta, Spotify, and Amazon), 45 from magazines (belonging to Hearst, Axel Springer, Serra, Motorpress, RBA groups, among others), as well as multimedia groups (Prisa, Atresmedia, Vocento, Unidad Editorial, Publiespaña, etc.), and other prominent media outlets across various platforms, such as *El Confidencial*, *AXN*, *Canal Sur Televisión*, *RTVE*, and others, identified as among the top five in their respective media categories according to EGM (General Media Study).

With all this data, we will be able to answer the research questions and define the profile of professionals dedicated to advertising in Spanish media.

#### **4. RESULTS AND DISCUSSION**

Thanks to the conducted research, we observed that the digital education of communication executives shows a progressive digitalization, as the majority of the analyzed profiles (52.38%) already have the explicit mention of "digital" either in their job titles or in the brief description of their functions.

The average tenure in the current position is 6.27 years. Nearly one-fifth, 18.71%, has over ten years of experience in the same role. But almost one-third (31.55%) obtained their current position during the exceptional situation of the COVID-19 health alert (two years of tenure or less).

**Table 1:** *Job tenure in current managerial positions in the respective Spanish advertising media.*

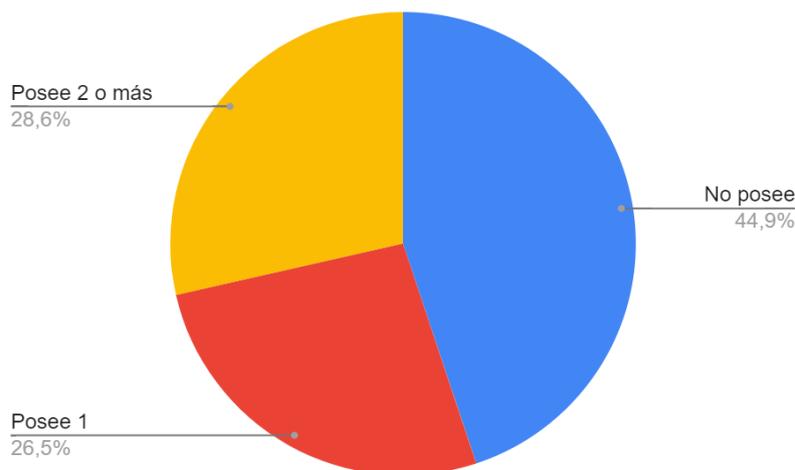
<b>Total average seniority of current position</b>	6,27 years	<b>Medium Seniority Private C..</b>	6,36 years	<b>Average seniority in the public sector.</b>	5,36 years
<b>More than ten years in the current position</b>	18,71%	<b>More than ten years in position Private company</b>	18,23%	<b>More than ten years in a public sector position.</b>	23,52%
<b>Between 3-9 years in current position</b>	51,67%	<b>Between 3-9 years in a Private company</b>	51,77 %	<b>Between 3-9 years in the current public sector position.</b>	29,42%
<b>Post-COVID position (two years maximum)</b>	29,62%	<b>Position post-COVID (maximum of two years) in a private company.</b>	30%	<b>Post-COVID position (maximum two years) in the public sector.</b>	47,04%

**Source:** Author's own work.

Similarly, in the social pursuit of achieving gender balance, it is close to being achieved, although there is a slight male predominance in the overall analysis of media personnel. We can indicate that this predominance is very slight (51.86%), with male presence concentrated in traditional corporate publishing groups. Meanwhile, in areas such as outdoor advertising, magazines, and digital media, the majority of the leadership is female.

Regarding postgraduate education, which is an important factor to consider in the curriculum of executives in any field, the data shows an average of nearly one postgraduate program per person (0.98 postgraduate programs per person). However, it should be noted that 44.90% do not have any postgraduate qualifications.

**Figure 1:** *Postgraduate degrees obtained by advertising company executives.*



**Source:** Author's own work.

The average number of postgraduate degrees is 1.60 master's degrees per person who has at least one. There is a significant segment of professionals with at least one postgraduate degree, whether it is specific (57.67% have at least one specific degree, and 40.21% have at least one generic degree) in the digital or marketing and communication field, or generic (business management, executive management, or similar).

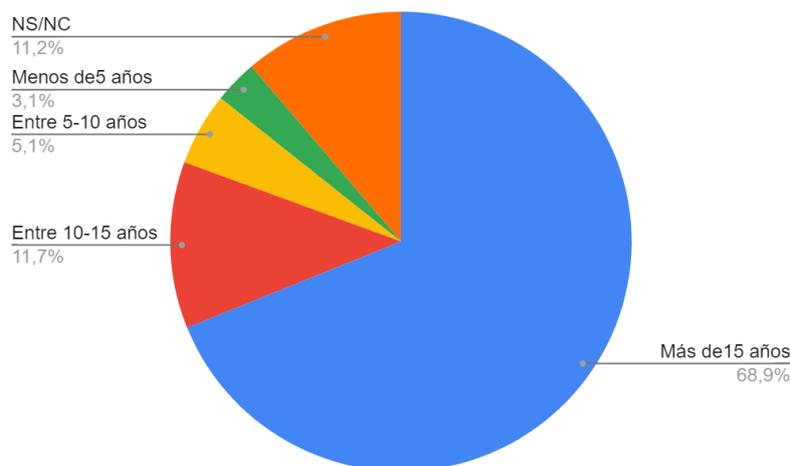
Related to this, we should note the average date of the last undergraduate or postgraduate education, which is 12.95 years ago. Only 23.66% of executives have pursued undergraduate or postgraduate studies in the last five years.

These postgraduate degrees are concentrated in the digital business and marketing and advertising fields, as well as the relationship between these fields. Almost half of the postgraduate degrees (48.62%) result from a combination of courses in marketing and commercial management at the third-cycle level, as well as digital marketing.

These professionals, focused on their professional development in postgraduate studies, had a background of 35.44% in the field of communication (advertising, audiovisual communication, and journalism) and 48.67% in the field of economics, business, and marketing at the undergraduate level. Therefore, in the media sector, there is a majority of executive professionals who do not come from specific studies. Only 2.11% of the professionals analyzed have degrees in both areas, and it is also worth noting that 20.10% of them do not have recorded university studies in the analysis.

Turning to the analysis of managerial competencies, we observe that managerial education is acquired through third-cycle training in business administration and management (44.73%), leadership or management skills (26.31%), and digital transformation (5.26%), making them the most sought-after areas for these prominent profiles.

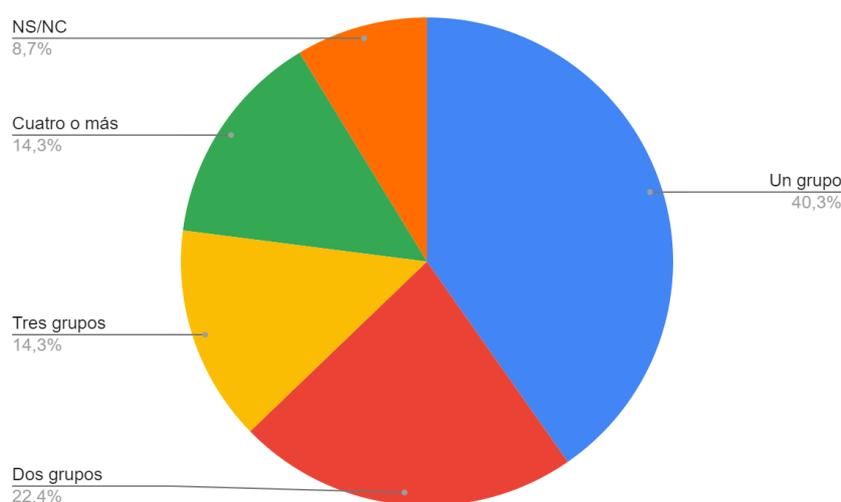
**Figure 2:** Average specific experience in the advertising media industry among executive professionals.



**Source:** Author's own work.

The professional experience gathered in the analysis shows that a large majority of the studied segment has over ten years of expertise in the media industry. Over eighty percent (80.95%) have been in this professional segment for at least a decade, and even more than two-thirds (68.90%) have more than fifteen years of experience in the same field. Just over a third have had work experience in other sectors (34.92%). Within that small group with external sector experience, nearly half (48.48%) have less than five years of professional background in other sectors. Among that subgroup of executives with experience in other sectors, only 15.15% of them have over fifteen years of experience in other areas of professional activity.

**Figure 3:** Experience in different communication groups among advertising media executives.



**Source:** Author's own work.

One of the main reasons for the professional improvement of the executives analyzed has been achieved through experience in different communication groups. A professional transition that has occurred in 41.26% of the movements of the executives analyzed. There is even high turnover, with half of them (51%) having been in at least two different communication groups in their work history, or 28.6% in at least three different groups.

Communication agencies, public relations and/or advertising, as well as media agencies, are the most frequent sectors for recruiting executive talent. 8.46% of executives come from this sector due to its direct and regular relationship with the media. Other digital or information technology companies (4.76%), the telecommunications or food sector (each with 3.17%) follow as sources of executive talent, in this case, being one of the top sectors as advertisers.

There is a low proficiency in foreign languages, as only 42.85% indicate knowledge of an additional language apart from their native Spanish. Of the total number of individuals who indicate knowledge of additional languages, 97.53% mention English, followed by 25.92% for French, 4.93% for Italian, and 23.45% for other languages. Among this group of professionals with an additional language, 41.97% indicate proficiency in more than one language.

Expanding the review to other skills and abilities is a crucial aspect of the analysis to gather the professional opinions of the individuals being analyzed. LinkedIn offers the opportunity to showcase skills and abilities that are validated by third parties, allowing for the discovery of skills relevant to daily work that may or may not correspond to other items controlled in the analysis. Therefore, it is noteworthy that 41.27% of individuals have a digital-related skill as their most prominent attribute. Among these, the most mentioned are Internet Advertising (16.93%), Online Advertising (4.76%), Digital Marketing (4.76%), and Digital Marketing (3.70%).

## **5. CONCLUSIONS**

The need for digital training will continue to expand due to the evolving professional adaptation to ICT (Information and Communication Technology). Therefore, in addition to external additional training, it is essential to implement internal adaptation within corporations for profiles that have not yet been digitized. This is necessary to address a potential gap or deficiency in skills, which may hinder their progress in meeting the requirements of their roles in the short or medium term.

The recency of professionals' last training calls for a comprehensive education plan, not limited to university education, in digital communication and advertising. It is crucial for these managerial positions to update their skills and knowledge or, alternatively, for them to proactively align their expertise with the demands of their responsibilities in the sector.

Digital training is one of the factors that should guarantee the current job stability enjoyed by this managerial profile in the coming years, as well as training in managerial skills and competencies such as management, administration, leadership, negotiation, and business transformation.

The required training should have a high course load and result in a postgraduate degree, as the market demonstrates and demands profiles with this background, primarily with knowledge in marketing, whether it is focused on digital and/or commercial aspects.

The predominance of digital media over mass media will contribute to a better gender balance among male and female executives, with a potential shift towards a majority of women in the industry during this decade.

The slow turnover rate of professionals in the communication sector in managerial positions should be enriched by the arrival of profiles that bring different and diverse perspectives in various production areas. Currently, experience in companies within the same industry is highly valued as a differentiating factor in the selection of managerial profiles, with significant movement of professionals from one media group to another, as well as within the media or advertising system, such as agencies or media buying agencies, in addition to major advertisers in sectors such as telecommunications, technology, or food. However, there has been a focus on stabilizing and consolidating managerial positions rather than rotating them with profiles from unrelated sectors.

However, in contrast to the aforementioned experience within the industry itself, there is a notable lack of experience in other professional sectors, which could contribute to the enrichment of these executives. Rejecting such endogamy and opening up to trends, resources, and strategies from other sectors is a valuable resource for any industry to remain competitive. The media and advertising industry is currently undergoing a business model debate and innovation from other sectors can bring positive initiatives.

In addition to digital training, there is a need for an improvement in language proficiency, particularly in English, in order to optimize professional knowledge and skills. This leads to better results due to the globalization it entails and better understanding as English is the universal language used in digital education. The digital and advertising sectors, in particular, require a proper command of the English language to comprehend processes, concepts, tools, and metrics.

The skills and knowledge recognized by the professional environment certify that experience has enabled executives to master certain digital skills, partially compensating for potential gaps in formal education through experience and self-learning. This is demonstrated through the reviews provided by the professional environment regarding the competencies and skills of the profiles studied on LinkedIn. This aspect indicates that individuals with profiles not specifically labeled as digital are indeed operating and recognized by their peers in this field. Related to this, an update of the knowledge acquired in previous decades is necessary to qualify current executive professionals and adapt it to today's ever-evolving digital landscape.

As future lines of work, there are possibilities to delve deeper into the challenges and opportunities of the profession through in-depth interviews and discussion groups with professionals. Furthermore, exploring the existing challenges in the digital competencies required for the future of prominent profiles in the industry is essential. Finally, it would be of interest to delve into the specific role of women within and outside the media, comparing the results of this study with similar ones in other fields unrelated to communication to infer similarities or differences.

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#### 1.4. AUTHOR CONTRIBUTIONS, FUNDING AND ACKNOWLEDGMENTS

**Conceptualization:** Guerrero Navarro, Daniel y Cristófol Rodríguez, Carmen  
**Methodology:** Guerrero Navarro, Daniel; Carrasco Santos, María Jesús y Cristófol Rodríguez, Carmen  
**Software:** Carrasco Santos, María Jesús.  
**Validation:** Carrasco Santos, María Jesús y Cristófol Rodríguez, Carmen  
**Formal analysis:** Guerrero Navarro, Daniel  
**Data curation:** Carrasco Santos, María Jesús y Cristófol Rodríguez, Carmen  
**Writing-Preparation of the original draft:** Guerrero Navarro, Daniel; Carrasco Santos, María Jesús y Cristófol Rodríguez, Carmen  
**Writing-Revision and Editing:** Guerrero Navarro, Daniel; Guerrero Navarro, Daniel; Carrasco Santos, María Jesús y Cristófol Rodríguez, Carmen  
**Visualization:** Guerrero Navarro, Daniel  
**Supervision:** Carrasco Santos, María Jesús y Cristófol Rodríguez, Carmen.  
**Project management:** Guerrero Navarro, Daniel  
**All authors have read and accepted the published version of the manuscript.:** Guerrero Navarro, Daniel; Cristófol Rodríguez, Carmen y Carrasco Santos, María Jesús.

#### 1.5. AUTHORS

##### **Daniel Guerrero Navarro**

Doctor in Audiovisual Communication and Advertising. Master's degree in Commercial Management and Marketing Management. Bachelor's degree in Advertising and Public Relations. Bachelor's degree in Journalism. Associate Professor at the Faculty of Communication Sciences at the University of Malaga for the past 19 years. Researcher in the SEJ 369 New Advertising Forms group. Teaching experience in both public and private universities at the undergraduate and postgraduate levels, as well as in virtual and face-to-face teaching. For two decades, he has combined his teaching and research work with managerial positions in technology, sports, and/or media companies. He is currently the Director of Business Development and Marketing at the technology company BeSoccer.

[dguerrero@uma.es](mailto:dguerrero@uma.es)

**Orcid ID:** <https://orcid.org/0000-0001-6563-3851>

**Scopus ID:** <https://www.scopus.com/authid/detail.uri?authorId=55578876000>

**Google Scholar:** <https://scholar.google.es/citations?user=a8IAc3EAAAAJ&hl=es>

**ResearchGate:** <https://www.researchgate.net/profile/Daniel-Guerrero-Navarro>

**Academia.edu:** <https://uma.academia.edu/DanielGuerreroNavarro>

##### **Carmen Cristófol-Rodríguez**

Ph.D. in Communication and Bachelor's degree in Advertising and Public Relations (UMA). She participates as the Principal Investigator in Teaching Innovation Projects, serves as a reviewer for prestigious journals, and is a member of thesis and master's thesis committees. Section editor of the Mediterranean Journal of Communication, and a researcher in the COMPUBES (Communication and Specific Audiences) and IICCXXI (Cultural Industries Today) research groups, both at the University of Alicante. She is a member of AEIC (section 10) and AIRRPP. She is part of the Interuniversity Doctoral Program. She has teaching experience in both public and private universities, as well as in virtual and face-to-face teaching. For 17 years, she has combined her teaching and research work with her role as a media professional. She has a six-year research accreditation.

[carcir@uma.es](mailto:carcir@uma.es)

**Orcid ID:** <https://orcid.org/0000-0001-9766-6500>

**Google Scholar:** <https://scholar.google.es/citations?user=FAOooOwAAAAJ&hl=es>

**ResearchGate:** <https://publons.com/researcher/3485105/carmen-cristofol/>

**Scopus:** <https://www.scopus.com/authid/detail.uri?authorId=57220745891>

### **María Jesús Carrasco Santos**

Ph.D. from the University of Malaga in the field of Marketing and Market Research. She has participated in over 20 conferences and has published articles on marketing and tourism, WOM, service quality, and dark tourism, among others. She serves as the Principal Investigator in teaching innovation projects. She has taught classes in undergraduate programs, official master's degrees, and postgraduate courses. She has been involved in the creation and implementation of the Manuel Molina Chair of Tourism Innovation, the Strategic Chair of Geo-technological Resources for the Economy and Society, and the Digital Tourism and Coastal Chair. She is a researcher at the i3T University Institute. Currently, she is the coordinator of the Tourism Degree program and holds the position of Vice-Secretary of the Faculty of Tourism.

[mjcarrasco@uma.es](mailto:mjcarrasco@uma.es)

**Orcid ID:** <https://orcid.org/0000-0002-9832-3566>

**Google Scholar:** <https://scholar.google.com/citations?user=Srgi12kAAAAJ&hl=en>

**ResearchGate:** <https://www.researchgate.net/profile/Maria-Jesus-Carrasco-Santos>

**Scopus:** <https://www.scopus.com/authid/detail.uri?authorId=55753851300>