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AI-enabled learning systems for employee training and skill development in organizations

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ABSTRACT

The accelerating pace of digital transformation has compelled organizations to fundamentally reconceptualize their approaches to employee training and workforce development. Artificial intelligence (AI)-enabled learning systems have emerged as a pivotal intervention, offering unprecedented capacity for personalization, real-time feedback, and data-driven skill gap remediation. This article presents a systematic review of empirical and conceptual literature published between 2021 and 2025, indexed in Scopus and Web of Science, examining the applications, outcomes, and challenges associated with AI-driven corporate learning. A structured database search and thematic synthesis identified 24 primary studies for inclusion, supplemented by theoretical literature drawn from Human Capital Theory, Experiential Learning Theory, the Technology Acceptance Model, and Organizational Learning Theory. Key findings indicate that AI-enabled Learning Management Systems (LMS), adaptive training platforms, and intelligent tutoring systems significantly enhance knowledge acquisition speed, learner engagement, and measurable competency development. However, the review also surfaces persistent challenges, including algorithmic bias, data privacy vulnerabilities, employee resistance, and a critical scarcity of longitudinal evaluation studies. A conceptual framework linking AI technologies to learning personalization, employee skill development, and organizational performance is proposed. The article contributes to the growing interdisciplinary conversation at the intersection of human resource development (HRD) and artificial intelligence, offering actionable implications for HR professionals, organizational strategists, and future researchers.

KEYWORDS: Artificial Intelligence, Adaptive Learning, Corporate Training, Digital Learning Systems, Workforce Skill Development, Organizational Learning

1. INTRODUCTION

The nature of work is undergoing a profound transformation. Rapid advances in automation, digitalization, and generative AI are reshaping job roles at a pace that renders traditional training models inadequate. Organizations that once structured their Learning and Development (L&D) programs around periodic classroom-based instruction now face the dual imperative of delivering continuous, individualized, and scalable training across geographically dispersed workforces [1,2]. In this context, AI-enabled learning systems have transitioned from experimental novelties to strategic necessities, fundamentally altering how organizations identify skill gaps, design instructional content, and evaluate training effectiveness [3]. The intersection of artificial intelligence and Human Resource Development (HRD) represents one of the most consequential frontiers in contemporary management research. AI technologies, including machine learning algorithms, Natural Language Processing (NLP), predictive analytics, and generative AI, are increasingly embedded within corporate learning ecosystems [4,5]. These systems enable training platforms to dynamically adapt content difficulty, sequence modules based on individual performance trajectories, and provide instant, formative feedback without human intervention. Consequently, AI-driven learning not only accelerates knowledge acquisition but also fosters deeper metacognitive awareness among learners, supporting what Argyris and Schon described as double-loop organizational learning [6]. Despite the proliferation of AI-enhanced L&D solutions in industry, the academic literature has not kept pace with either the breadth of application or the depth of critical evaluation required. Prior reviews have addressed AI in education broadly [7,8], and narrower studies have examined specific tools such as chatbots or learning analytics dashboards [9,10]. However, a comprehensive synthesis focused specifically on AI-enabled learning systems for employee training in organizational settings, encompassing both their performance outcomes and their ethical implications, remains lacking [11]. This review addresses that gap .The present article pursues four primary objectives. First, it systematically maps the landscape of AI applications in corporate training and development as documented in peer-reviewed literature from 2021 to 2025. Second, it evaluates the evidence base for the impact of these systems on employee skill development and organizational performance. Third, it critically examines the ethical, psychological, and structural challenges that constrain effective implementation. Fourth, it proposes a conceptual framework and a research agenda to guide future inquiry. Together, these objectives position this review as a timely and substantive contribution to both the HRD and information systems literatures.

1.1 Conceptual foundations of AI-enabled learning systems

Before examining empirical applications, it is necessary to establish conceptual clarity around the principal constructs that underpin this review. The domain of AI-enabled learning systems is inherently interdisciplinary, drawing on computer science, cognitive psychology, educational technology, and organizational behavior. The following subsections define key constructs and situate them within established theoretical frameworks.

1.2 Defining AI in organizational learning contexts

Artificial intelligence, broadly construed, refers to computational systems capable of performing tasks that would otherwise require human intelligence, including pattern recognition, language understanding, problem-solving, and decision-making [12]. In organizational learning contexts, AI manifests across a spectrum of sophistication, from rule-based recommendation engines that suggest training content based on job role, to fully adaptive systems that model individual cognitive states and adjust instructional scaffolding in real time [3,13]. Critically, the distinction between AI-assisted and AI-driven learning is not merely technical but consequential for implementation strategy and outcomes evaluation. Adaptive learning technologies constitute a foundational subset of AI-enabled systems. These platforms leverage algorithms to continuously analyze learner interaction data, including response accuracy, time-on-task, and error patterns, in order to personalize the sequence, pacing, and presentation of content [14]. Intelligent Tutoring Systems (ITS) extend this logic by providing contextual explanations, hints, and feedback analogous to one-to-one instruction [9]. Learning analytics, meanwhile, refers to the measurement, collection, analysis, and reporting of learner data for the purpose of understanding and optimizing learning environments [15]. Finally, AI-enhanced learning management systems integrate these capabilities within enterprise platforms, enabling HR professionals to monitor workforce competency at scale [16].

1.3 Theoretical Underpinnings

Four theoretical frameworks provide the intellectual architecture for this review. Human Capital Theory (HCT), originally advanced by Becker and subsequently extended by numerous scholars, holds that investment in employee knowledge and skills generates measurable returns in productivity and organizational competitive advantage [17]. AI-enabled training amplifies the efficiency of human capital investment by reducing the time and cost required to deliver effective instruction [2,11]. Kolb's Experiential Learning Theory (ELT) conceptualizes learning as a cyclical process involving concrete experience, reflective observation, abstract conceptualization, and active experimentation [18]. AI-enabled simulations, virtual coaching environments, and adaptive feedback mechanisms operationalize each stage of this cycle, enabling employees to iterate through learning experiences in low-risk, controlled digital environments. The granular behavioral data generated by AI systems further supports reflective observation by providing learners with objective performance mirrors. The Technology Acceptance Model (TAM), proposed by Davis and refined in numerous subsequent studies, posits that perceived usefulness and perceived ease of use are the primary determinants of technology adoption intention [19]. In the context of AI learning systems, TAM helps explain the variability in employee engagement observed across organizations; systems perceived as burdensome or opaque tend to generate resistance regardless of their objective instructional quality [20]. This insight has direct implications for system design and change management practice. Organizational Learning Theory, drawing on foundational contributions from Senge, Nonaka, and Argyris, frames learning as a collective organizational capability, not merely an aggregation of individual competencies [21]. AI-enabled systems contribute to organizational learning by creating institutional memory through data repositories, enabling knowledge sharing across hierarchical boundaries, and identifying systemic competency deficiencies that individual-level training programs cannot address [6,13].

1.4 AI applications in employee training and skill development

Perhaps the most widely documented application of AI in corporate L&D is the personalization of training pathways. Traditional training programs operate on a standardized delivery model that assumes homogeneity of prior knowledge, learning pace, and cognitive style across employee cohorts. This assumption is empirically untenable. AI-driven personalization addresses this limitation by constructing dynamic learner profiles that evolve as employees interact with training content [14,22]. Recent empirical evidence supports the efficacy of adaptive training systems in accelerating competency acquisition. A quasi-experimental study by Jia and colleagues demonstrated that employees who received AI-personalized microlearning modules acquired task-specific competencies 34% faster than control groups receiving standardized e-learning [22]. Similarly, Dixit and Jatav documented that organizations deploying adaptive training platforms reported statistically significant reductions in time-to-proficiency for onboarding cohorts [2]. These gains are attributable to the elimination of instructional redundancy; employees are not required to engage with content they have demonstrably mastered, and are routed toward areas of genuine developmental need. However, personalization is not a universally positive phenomenon. Critics note that highly individualized pathways may inadvertently suppress serendipitous learning, the incidental acquisition of knowledge that occurs when learners encounter content slightly beyond their perceived developmental zone [7]. Furthermore, the quality of personalization is contingent on the richness and integrity of input data, raising concerns about the perpetuation of historical inequities embedded in training records [23].

1.5 Intelligent tutoring systems and virtual coaching

Intelligent tutoring systems represent a technologically sophisticated application of AI in workplace learning, characterized by their capacity to engage in dialogic, socratic, and formative instructional interactions [9]. Early ITS implementations were domain-specific and constrained by rule-based response logic. Contemporary systems, leveraging transformer-based language models, are capable of understanding nuanced learner queries, generating contextually appropriate explanations, and adapting their instructional register to individual proficiency levels in near real-time [24]. Virtual coaching platforms powered by conversational AI extend the ITS paradigm to behavioral and leadership competency development, domains previously considered resistant to automated instruction. Platforms that employ natural language processing to simulate coaching conversations have been evaluated in management development programs at several multinational firms, with results indicating improvements in self-regulatory learning behaviors, reflective practice, and goal-setting specificity [4]. Notably, a study by Chen examining responsible AI implementation in organizational training found that employees assigned to AI coaching platforms demonstrated equivalent reflective depth to those coached by human professionals, though they reported lower levels of perceived relational warmth [24]. The scalability advantages of virtual coaching are particularly pronounced in large, distributed organizations where access to qualified human coaches is logistically and economically constrained. However, the appropriate scope of AI coaching requires careful delineation; complex interpersonal dynamics, psychological safety concerns, and culturally sensitive developmental conversations remain domains where human judgment is, at present, irreplaceable [11,20].

1.6 Learning analytics and skill gap identification

Learning analytics constitutes a transformative capability of AI-enabled training ecosystems, enabling organizations to shift from reactive to proactive workforce development strategies [15]. By continuously aggregating and analyzing data from multiple sources, including LMS interaction logs, performance management systems, job postings, and industry skill taxonomies, AI-driven analytics engines can identify emerging competency gaps before they manifest as performance deficits [3,5]. Tusquellas, Palau, and Santiago-Campion conducted a systematic review of AI applications in professional development and talent management, identifying learning analytics as the most frequently evaluated AI capability in the period under review [5]. Their analysis documented consistent findings across industries: Organizations deploying predictive skills analytics reported a 28% mean reduction in skill gap recurrence rates over 12-month evaluation periods, alongside improvements in training resource allocation efficiency. These findings suggest that the primary value of learning analytics lies not in its capacity to measure past performance but in its predictive utility for future workforce planning. Critical concerns, however, surround the accuracy and interpretability of AI-generated skill gap diagnoses. Skills taxonomies encoded into AI systems are necessarily historical artifacts, and their capacity to anticipate emergent competency requirements in rapidly evolving industries is limited [23]. Moreover, employees who receive automated notifications regarding identified deficiencies may experience stigmatization or motivational decline if the communication of diagnostic information is not managed with psychological sensitivity [20].

1.7 AI-enhanced learning management systems

The integration of AI capabilities into enterprise learning management systems represents the most widespread organizational application reviewed in this literature synthesis. Contemporary AI-LMS platforms move well beyond their predecessor functions of content hosting and completion tracking, incorporating recommendation engines, automated content curation, conversational interfaces, and real-time performance dashboards [1,16]. Vergara and colleagues conducted a bibliometric analysis of research on AI in LMS platforms spanning 2019 to 2023, identifying a dramatic acceleration in publications from 2021 onward, coinciding with the mainstreaming of machine learning tools in enterprise software markets [1]. Their synthesis identified recommendation personalization and automated assessment grading as the most frequently implemented features, while noting that advanced capabilities, such as natural language generation for content authoring and predictive dropout identification, remained at the frontier of organizational adoption. Lopez-Urbina's comprehensive review of AI in knowledge management further highlighted the bidirectional relationship between AI-LMS data and organizational knowledge repositories; not only do individual learning interactions generate analytics that improve future training delivery, but the aggregated behavioral data from LMS platforms constitutes an invaluable organizational memory asset that informs broader talent strategy [11].

1.8 Impact of AI-enabled learning systems on organizational performance

The ultimate test of any organizational learning intervention is its capacity to generate measurable improvements in performance outcomes at both individual and organizational levels. The literature reviewed for this article presents a generally affirmative, though methodologically heterogeneous, picture of AI-enabled training's performance impact. At the individual level, the most consistently documented outcomes are accelerated knowledge acquisition and improved skill retention. Multiple studies employing pre-post assessment designs have documented statistically significant gains in domain-specific knowledge scores following AI-adaptive training interventions, with effect sizes ranging from moderate ($d = 0.41$) to large ($d = 0.78$) depending on domain complexity and prior learner proficiency [2,14,22]. Longitudinal data remain comparatively sparse, but the available evidence suggests that knowledge retention curves are flatter for AI-personalized instruction relative to conventional e-learning, implying superior long-term memory consolidation [9]. Organizational-level outcomes have proven more difficult to measure rigorously, given the confounding effects of organizational context, managerial support, and concurrent HR interventions. Nevertheless, case study and survey-based evidence converges on several consistent themes. Organizations that have fully integrated AI-enabled training ecosystems report improvements in employee engagement with L&D activities, reductions in voluntary turnover attributable to perceived career development investment, and enhancements in cross-functional agility as workforce competency profiles broaden [5,11,16]. The relationship between AI-enabled training and decision-making quality is a particularly intriguing emerging theme in the literature. Several studies have found that employees trained through AI-augmented simulations and scenario-based learning demonstrate superior performance on complex decision-making assessments, relative to those trained through conventional case study analysis [4,13]. This finding has significant implications for industries such as healthcare, financial services, and logistics, where consequential decisions must be made under conditions of uncertainty and time pressure. It bears emphasis that the organizational benefits of AI-enabled training are not automatic. They are contingent on alignment between training system design and strategic workforce objectives, adequate managerial reinforcement of newly acquired competencies, and organizational cultures that valorize continuous learning [6,21]. AI-enabled systems that are deployed without these enabling conditions risk generating impressive engagement metrics while producing negligible performance transfers to the workplace.

1.9 Challenges and ethical considerations

The enthusiasm surrounding AI-enabled learning systems must be tempered by a rigorous acknowledgment of the substantial challenges that attend their implementation. These challenges span technical, ethical, organizational, and psychological dimensions and collectively represent a critical research and practice frontier.

2.Data privacy and surveillance

AI-enabled learning systems are fundamentally data-intensive; their personalization and analytics capabilities are predicated on continuous collection and processing of granular behavioral data. This data collection occurs in a sphere, namely the workplace, where power asymmetries between employer and employee are pronounced, and where the boundaries between legitimate performance monitoring and invasive surveillance are not always clearly delineated [23,24]. Regulatory frameworks such as the European General Data Protection Regulation (GDPR) impose legal constraints on the collection and processing of employee learning data, yet organizational compliance practices vary widely, and enforcement in the training technology domain remains nascent [4]. Employees who are aware that their learning interactions are being comprehensively tracked may modify their behavior in ways that undermine the diagnostic validity of learning analytics, a phenomenon sometimes described as the Hawthorne effect in digital learning environments [20].

2.1 Algorithmic bias and fairness

Algorithmic bias in AI learning systems represents a consequential equity concern that has received insufficient attention in the organizational training literature. AI systems trained on historical organizational data inherit the biases embedded in that data, including systematic inequities in access to developmental opportunities associated with gender, ethnicity, educational background, and organizational tenure [23]. Concretely, a recommendation algorithm trained on data reflecting historical promotion patterns may perpetuate those patterns by directing high-potential training content disproportionately toward employees who already occupy advantaged positions in organizational hierarchies [11]. Chen's examination of responsible AI in organizational training explicitly identifies bias auditing as a prerequisite for ethical AI-LMS deployment, recommending that organizations conduct regular fairness assessments across protected demographic characteristics before scaling adaptive learning systems [24].

2.2 Transparency and algorithmic accountability

The opacity of many AI decision-making processes, commonly described as the 'black box' problem, poses particular challenges in training and development contexts where employees have legitimate interests in understanding the basis for instructional recommendations that may affect their career trajectories [5,16]. When an AI system determines that an employee should be routed toward a particular training pathway, or identifies them as at risk of skill obsolescence, employees and managers alike may lack the technical capacity to interrogate or contest these determinations. Explainable AI (XAI) approaches offer a partial technical remedy to this problem by generating human-interpretable rationales for algorithmic decisions. However, XAI solutions in the learning technology domain remain at an early stage of development and are not yet widely deployed in commercial AI-LMS platforms [3,8].

2.3 Employee resistance and psychological responses

The successful implementation of AI-enabled learning systems is as much a change management challenge as a technological one. Employee resistance to AI-driven training can stem from several sources: anxiety about algorithmic surveillance, skepticism about the pedagogical value of machine-generated instruction, fear of AI-identified deficiencies being used in performance evaluations, and a more fundamental discomfort with the dehumanization of developmental relationships [2,20]. Research drawing on TAM and related theoretical frameworks consistently identifies perceived usefulness and ease of use as mediating factors in employee technology acceptance, but underscores that these perceptions are heavily shaped by organizational communication practices, managerial role modeling, and the quality of change management support [19]. Organizations that introduce AI learning systems without adequate preparation tend to encounter resistance that significantly attenuates the systems' potential benefits.

2.4 Emerging trends in AI-driven corporate learning

The trajectory of AI development suggests that the landscape of corporate learning will evolve substantially over the coming decade. Several emerging trends warrant particular attention from researchers and practitioners. Generative AI represents perhaps the most immediately disruptive development in corporate learning technology. The capacity of large language models to generate instructional content, assessment items, case studies, and scenario simulations at scale and on demand enables learning functions to dramatically expand the breadth and recency of training offerings without proportionate increases in development cost [8,24]. Pilot deployments of generative AI content authoring in financial services and technology firms have yielded marked reductions in course development cycles, from months to days, while maintaining acceptable quality standards as assessed by subject matter experts. The convergence of AI with immersive technologies, particularly extended reality (XR) environments encompassing virtual reality (VR) and Augmented Reality (AR), is creating a new frontier of embodied, experiential corporate learning. AI-driven avatars and intelligent simulation environments within XR platforms can present complex, high-stakes work scenarios, providing employees with deliberate practice opportunities that would be impossible to replicate in live operational contexts [7,14]. Healthcare organizations, military institutions, and industrial training programs have been early adopters of this convergence, with documented improvements in procedural skill transfer and crisis response preparation. Predictive learning analytics is evolving toward increasingly sophisticated workforce foresighting capabilities. Next-generation analytics platforms, integrating internal competency data with external signals such as industry labor market trends, technology adoption curves, and academic research outputs, aspire to provide organizations with rolling two to five-year skill demand forecasts [3,15]. Such systems would enable proactive reskilling investment decisions before competency deficits crystallize into performance crises. Finally, the concept of autonomous learning ecosystems, self-regulating AI environments that continuously update training content, learner models, and instructional strategies without human intervention, is transitioning from theoretical construct to early-stage implementation in several frontier organizations. While the operational autonomy of these systems offers efficiency advantages, it simultaneously intensifies the governance imperatives identified in the preceding section [6,21].

2.5 Research gaps and future research directions

The systematic review conducted for this article reveals a literature that, while rapidly expanding, exhibits several significant structural gaps that constrain the theoretical advancement and evidence-based practice of AI-enabled organizational training. Most prominently, there is a critical scarcity of longitudinal studies evaluating the sustained impact of AI-enabled training on employee competency trajectories and organizational performance. The preponderance of existing empirical studies employs cross-sectional or short-term (less than six months) designs that are inadequate for capturing the developmental processes and transfer dynamics that determine long-term training value [2,9,22]. Longitudinal research programs, ideally spanning three to five years, would enable researchers to distinguish between immediate performance gains attributable to novelty effects and durable competency enhancements that yield genuine organizational returns. Cross-industry comparative studies are a second area of manifest insufficiency. The majority of reviewed empirical studies draw on samples from technology-intensive industries, particularly information technology, financial services, and healthcare, which are disproportionately well-resourced for AI adoption and may not be representative of the broader organizational population [5,11]. Comparative research examining AI-enabled training effectiveness across industries with differing technological infrastructure, workforce demographics, and regulatory environments would substantially enrich the generalizability of existing findings. The psychological dimensions of AI-enabled training remain markedly underexplored. While the resistance literature offers foundational insights into adoption barriers, there is an urgent need for research examining the psychological experience of learning within AI-mediated environments across its full phenomenological range, including curiosity, flow, disorientation, dependency, and identity implications [20,24]. Qualitative and mixed-methods research designs are particularly well-suited to this inquiry, yet they remain underrepresented in a literature dominated by quantitative outcome studies. The development of integrated theoretical frameworks at the intersection of AI, HRD, and organizational behavior represents a fourth major research priority. The field currently lacks coherent mid-range theories capable of specifying the boundary conditions under which AI-enabled training generates different patterns of outcomes across diverse organizational contexts [3,6]. Such frameworks would provide a principled basis for practitioner decision-making and generate testable propositions to guide future empirical inquiry. Finally, the ethics and governance of AI in organizational learning merit sustained scholarly attention as a domain in their own right, rather than as an ancillary concern appended to technically-oriented research [23,24]. Research examining how organizations can develop robust frameworks for algorithmic accountability, fairness auditing, and employee data rights in training contexts would make a contribution of both theoretical significance and immediate practical utility.

2.6 Conceptual framework

Drawing on the theoretical foundations and empirical literature reviewed in the preceding sections, this article proposes an integrative conceptual framework linking AI technologies, learning personalization, employee skill development, and organizational performance. The framework is visualized in Figure 1 and conceptualized as follows.

AI Technologies		Learning Personalization		Employee Skill Development		Organizational Performance
Adaptive Learning Intelligent Tutoring Learning Analytics Generative AI AI-LMS Integration	→	Tailored Content Customized Pathways Real-Time Feedback Skill Gap Analysis Engagement Optimization	→	Technical Competencies Leadership Skills Digital Literacy Cross-functional Agility Continuous Learning	→	Higher Productivity Faster Knowledge Transfer Reduced Turnover Enhanced Innovation Competitive Advantage

Figure 1. Conceptual Framework: AI-Enabled Learning for Organizational Performance

At the first tier, AI technologies, encompassing adaptive learning engines, intelligent tutoring systems, learning analytics platforms, generative AI content tools, and AI-enhanced LMS environments, provide the foundational infrastructure for modern corporate learning. These technologies are not independent artifacts but constitute an integrated ecosystem, with each component generating and consuming data that enhances the performance of co-located systems. At the second tier, AI technologies operate on the learning experience through the mechanism of personalization: tailoring content selection, instructional sequencing, feedback specificity, pacing, and motivational scaffolding to the characteristics and developmental trajectory of each individual learner. This personalization operates across cognitive, behavioral, and affective dimensions, addressing not only knowledge deficits but also motivational states and metacognitive habits. The third tier captures the competency outcomes of personalized AI-enabled learning at the individual level: enhanced technical and domain-specific skills, broadened cross-functional capabilities, digital literacy, and the disposition toward continuous self-directed learning that modern organizations increasingly require. These outcomes are understood as contingent on enabling conditions that moderate the AI-personalization-development relationship, including managerial reinforcement, psychological safety, and organizational learning culture. The fourth tier connects individual skill development to organizational performance outcomes, encompassing productivity, innovation capacity, knowledge transfers velocity, employee retention, and competitive advantage. This connection is mediated by the degree to which individual competency development is strategically aligned with organizational capability requirements, and moderated by broader contextual factors including industry dynamism, competitive intensity, and regulatory environment. The framework additionally specifies feedback loops that operate across tiers: organizational performance data informs the recalibration of skill development priorities, which in turn reshapes the personalization logic of AI learning systems, and ultimately influences investment in and configuration of the underlying AI technology infrastructure. This recursive dynamic positions AI-enabled organizational learning as an adaptive system, capable in principle of continuously optimizing itself in response to evolving organizational and environmental conditions.

3. CONCLUSION

This systematic review has synthesized a body of literature that collectively attests to the transformative potential of AI-enabled learning systems for employee training and organizational skill development. The evidence base, while still maturing and carrying important methodological limitations, supports the conclusion that AI-driven personalization, intelligent tutoring, learning analytics, and AI-enhanced LMS platforms generate meaningful improvements in knowledge acquisition speed, competency breadth, learner engagement, and, under appropriate enabling conditions, organizational performance outcomes. At the same time, the review has surfaced a set of challenges, ethical considerations, and unresolved tensions that demand serious attention from researchers, practitioners, and organizational leaders. The risks of algorithmic bias, surveillance overreach, transparency deficits, and employee psychological harm are not hypothetical concerns but documented phenomena that have materialized in early AI learning deployments. The path toward responsible AI-enabled training requires organizational commitment to fairness auditing, transparent communication, robust data governance, and the preservation of meaningful human relationships within learning ecosystems. For HR professionals and organizational leaders, the strategic implications of this review are clear. AI-enabled learning systems should be understood not as plug-and-play productivity tools but as sociotechnical interventions that require careful co-design with employees, alignment with organizational culture, and sustained governance investment. Organizations that approach AI-enabled training as a strategic capability, rather than a cost-reduction mechanism, and that invest in the enabling conditions necessary for its success, are well-positioned to realize substantial and durable competitive advantages in talent development. For researchers, this review underscores the urgency of longitudinal evaluation studies, cross-industry comparative research, and theoretically grounded frameworks that can accommodate the full complexity of AI-enabled learning in organizational contexts. As generative AI, immersive learning environments, and autonomous learning ecosystems move from the frontier to the mainstream of corporate L&D, the need for rigorous, independent, and critically engaged scholarship has never been more pressing. In conclusion, AI-enabled learning systems represent one of the most significant developments in organizational learning since the advent of e-learning two decades ago. Their promise is substantial, and their risks are real. Realizing the former while mitigating the latter is the defining challenge for the HRD field in the decade ahead.

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