
SALES ENABLEMENT AND KNOWLEDGE MANAGEMENT: LEVERAGING MICRO LEARNING AND DIGITAL PLATFORMS FOR CONTINUOUS SALES TRAINING

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Abstract

The interaction between knowledge management and sales facilitation is discussed in this paper for the reason that it allows maintaining continuous sales through creative use of digital platforms and micro-learning. The study is qualitative and conceptually based on the theory of Knowledge-Based View (KBV) and the Social Learning Theory, as it examines how knowledge systems and the interactive learning processes can help sales professionals to continue to develop their capabilities. The study combined the existing scholarly and empirical descriptions to determine how sales enablement practices, knowledge repositories, micro-learning modules and digital learning technologies can be coordinated together to continually train salespeople and improve their performance in sales situations based on a conceptual content analysis strategy. The research results have shown that structured sales empowerment initiatives are capable of maximizing the output and confidence. Also, that scaled knowledge management systems are capable of fostering accessibility and maintenance of learning. Additionally, micro-learning promotes activation and retention of skills. On-line learning also, provides both the flexibility and customization of training and collaboration. It recommends that organizations should institutionalize digital micro-learning structures in sales enablement and knowledge strategies to improve continuous sales training.

Keywords: Sales Enablement, Knowledge Management, Micro Learning, Continuous Sales Training.

Introduction

The modern business environment is highly competitive and technologically advanced, such that businesses are realising the need for continuous learning and performance support for their sales force in carrying out sales functions. The effort that has been deployed in the boosting of sales or competitive advantage, perpetuated by traditional training programs, rely on a few classroom trainings or online passivity can no longer sustain competitive tempo in modern sales. Firms are getting concerned with the development of constant capability and learning which has become a part of the sales process therefore, aiding productivity and responsiveness (Jung & Shegai, 2023). It is believed that regular sales training would equip sales trainee in product knowledge, market manoeuvre and client preference thereby improving adaptability and reduction of time to compete (Gezdur and Bhattacharjya, 2025). The change so canvassed is based on the replacement of the old approaches with the new evolving technique to learning by taking into cognizance the advancement of technological and information-based learning solutions (Sharif and Atif, 2024).

Sales enablement and knowledge management had become topical in recent times and are assuming critical aspects of change. As advanced in recent literature, they embody the process of making sales people more efficient by using the assistance of appropriate tools, training and information that explains sales enablement (Micallef, Keränen and Kokshagina, 2024). This is further explicated in knowledge management which avails systems and processes, store, organise and disseminate vital knowledge to encourage the informed and collaborative decision-making (Zamiri and Esmaeili, 2024). A well-designed sales enablement and knowledge management emboldens the culture of being trained together whereby salespeople can readily obtain useful information, approach their clients and deliver a superior customer experience (Micallef et al., 2024). This integration makes learning and training continuous even beyond the initial on-boarding and is instead a daily practice as the salesperson conducts his daily operations.

The Micro learning strategies and online learning platforms can also be veritable sources to enhance continuous sales training. Micro learning is taught in small and dense modules and provided on request thus, increasing the retention and interest towards information acquisition (Denojean-Mairet et al., 2024). Furthermore, Cloud-hosted collaborative tools and mobile learning management systems (LMS) are other genuine examples of online tools that enable companies to deliver, administer and scale learning (OECD, 2023). These platforms help trainees to learn in time; also the sales professionals can update and learn easily without interfering with their job flow. Micro learning and digital platforms are important enablers that support sales enablement strategies and knowledge management strategies to promote continuous sales training and long-lasting sales effectiveness (Bullemore-Campbell, 2024).

Although there is a growing interest in the synergy of sales enablement, knowledge management, micro-learning and digital learning technologies, there exists apparent dearth in literature that appears to have theoretically explored the synergistic impact of these variables and factors on continuous sales training. Most of the modern studies are dealing

with employee learning or information exchange in general and not incorporating the unique challenges associated with sales teams (Obeng et al., 2024; Matsuo, 2025). The scarcity of conceptual and theoretical information on the application of micro-learning and use of digital platforms, sales enablement and knowledge management on the improvement of continuous sales training, calls for an all-important research gap which draws a concern for this research work. Even with the growing awareness of the importance of continuous sales training, most companies still rely on occasional and one-time training and do not have well established system of constant learning and knowledge transfer. These often hinder the sales representatives from receiving real-time statistics; limit their best performance and sales content on current products. This also results in decreased production, slow skill acquisition and responsiveness to customers. Ineffective digital learning tools and knowledge management systems harm the effectiveness of the sales enablement programs, which is why the process of continuous improvement of the sales teams is hindered.

This relevance of this is on its contributions to workforce development both theoretically and practically by means of introducing the technological based sales training systems. At the theoretical level, it enhances the discussion of the intersection of sales enablement, knowledge management and micro-learning by bringing in an integrative framework that can be applied to a number of various categorizations of economies. It will also provide for the administrators and training specialists to employ digital learning materials and micro-learning solutions to support continuing learning and make more transactional impact on products. In overview, there is however a compelling node on the study merit especially, to those organisations that are interested in automating their sales training programs to enhance the transfer of knowledge and to come up with a strong and agile sales force.

2. Theoretical Foundation and Literature Review

2.1. Theoretical Foundation

The theories that support the work in the current research are the knowledge-based view (KBV) theory and the social learning theory. The theoretical background of the present study is the Knowledge-Based View (KBV) developed by Kogut and Zander in 1992 and Grant in 1996, which holds a seaming variation of the Resource-Based View (RBV). It assumes that knowledge is the most strategic resource of a company and one of the most important sources for competitive advantage (Grant, 1996). KBV is aimed at the development, storage and application of knowledge in organizations to become more efficient and innovative. This reveals a pattern of arranging and mobilizing sales expertise; shopper's perceptions, market statistics, product experience to enhance performance. Digital platforms and micro-learning devices can serve as the process of capturing, transferring and applying knowledge to the sales force so that the learning process and performance can be constantly sustained. KBV offers therefore, the visualization enabling us to see how knowledge can be translated into the continuous sales training and sales competence via technology-enhanced learning.

Conversely, social learning theory (SLT) as developed by Albert Bandura in 1977 describes the way people can learn through observing others and imitating their actions. It demonstrates that interaction, imitation and feedback activities which are significant during the learning processes. Useful to this study, SLT assists in promoting the premise that sales enablement and continuous sales training takes place through interactive online settings where employees are capable of watching exemplified selling, participate in collaborative micro training modules and get immediate feedback. The learning environments of digital platforms are social and most often experience peer sharing, mentorship and gamification effects on motivation and retention of learning. Therefore, continuous training exercise can be gained through micro-learning and the use of digital tools, which also represents learning-by-doing and observation.

2.2. Literature Review

2.2.1. Sales Enablement

Sales enablement is based on various theoretical backgrounds such as dynamic capabilities theory and knowledge-based view of the firm. These perspectives regressed on the inability of companies to function in a fast-changing market environment, overlook the necessity to continuously charge the organization of their learning and resource systems in an attempt to maintain a competitive advantage (Keelson et al., 2024). From this standpoint, sales enablement can be considered a kind of dynamic capability that may help organisations to build training, knowledge management and digital technologies into realizing higher performance and responsiveness (Rizana et al., 2025). Besides, both theories of learning support the use of shorter and more interactive learning interventions; including micro-learning, to enhance the commitment and learning among sales staff (Luo & Li, 2025).

Sale enablement has become a requirement to facilitate force performance and organisational competitiveness in the modern business world. It has been identified to be a central strategic instrument in enhancing the performance of sales force and organisational competitiveness. It is the organized procedure of providing the sales representatives with knowledge and content. Literature notes that the essence of it is to gain convincing appeal and positively influence the results of sales with the customer (Kowalkowski et al., 2025). This is in contrast to traditional sales training, which is often performed within specific intervals thus; between the sales training sessions and a one-off learning scenario. Sales enablement incorporates the principles of continuous development, performance assistance and knowledge exchange into the workflow of the seller (Sandip et al., 2025). The strategy ensures that sales teams are in a constant readiness to address customer's needs and consequent alterations of the market as well as make data-driven choices in assisting organisations to evolve (Kowalkowski et al., 2025).

To a great extent, the most effective sales enablement is characterized by the combination of four most common elements; content management, training and coaching, digital tools and the prediction of performance (Kowalkowski et al., 2025). The content management ensures that the sales teams have access to the relevant and up-to-date materials and that constant training and coaching will enhance the skills and confidence of the sales team. The

digital solutions such as customer relationship management systems (CRM) and learning management systems facilitate the provision of personalised learning experience and quantify performance benefits (Gil-Gomez et al., 2020). In its turn, performance analytic allows organisations to measure the impact introduced by the sales enablement initiatives and align them with the business-level goals (Kgakatsi et al., 2024). All these elements build an ecosystem of learning in which salespeople are supported in the course of their careers.

2.2.2. Knowledge Management

Knowledge management (KM) has assumed a strategic instrument of important significance on most organizations with explicit emphasis on the foremost role of creating, distributing and utilizing knowledge towards performance optimization and sustainability of competitive advantage. It comprises the approaches in which organizations attain tacit and explicit understanding, categorization and utilizing KM in making informed and innovative decisions (Smith, 2001). KM can be used in sales-oriented organizations to organize intelligence on sales, customer information and market knowledge in a manner that favours sales strategies and customer interaction (Kowalkowski, Kramer, Eravci, Salonen, & Ulaga, 2025). From scholarly exhibitions of Kowalkowski et al., (2025), sales teams recorded massive achievement by the application and Management of knowledge. A proper KM allows salespeople to learn from their previous experiences, assimilate the current shifts in the market place and coordinate their tasks with organizational objectives. This ultimately makes them more effective and efficient in their sales duty (Obeng et al., 2024). The importance of KM within the sales organisations is the fact that this enabler can transform the personal knowledge into the knowledge of the organisation. KM systems can as well apply in knowledge dispersal beyond the functional boundaries in that employees can cooperate and take advantage of institutional knowledge repertoire (Obeng et al. 2024). In illustration, organisations where sales representatives are able to manage peculiar information on customer preferences and corporate strategies are likely to develop the pool of intelligence that could be applied in sales and possibly result in a gradual sales optimisation (Sandip et al., 2025). When KM is applied on technology, such knowledge repositories would enhance learning and communication processes faster, easier and make sales operations more responsive to changes in the environment.

Besides, KM provides the required platform for learning and innovation in the sales tasks, promoting the sharing of the experience, best practices and feedback of performance. Sales personnel can utilize the micro-learning materials and training units with respect to their short-term requirements through digital means and cooperative technologies (Zamiri & Esmaeili, 2024) influencing the problem-solving ability of employees, customer relations and net increase in sales. For the reason that sales training and enablement continue to be dependent on digital tools as companies and organizations rely on them more, implies that KM is the foundation of continuity of learning ecosystems that facilitate agility and continuous professional growth (Abuseta et al., 2025).

2.2.3. Micro Learning

Micro-learning has become the new trend of organizational learning options, where emphasis is placed on short but focused learning modules that are easy to comprehend as such, enhancing knowledge retention and engagement. Deno Jean-Mairet et al. (2024) aver that micro-learning is classified under the tiny part of learning usually offered by digital platforms and require several minutes of input. This type of learning is consistent with the modern work dynamics when the employees must act with time constraints, requiring the quick-to-learn knowledge to accomplish certain tasks. Micro-learning can also be utilized in the sales department, where salespeople need to be aware of its latest products or sales tips, quick access to the latest techniques and information on sales, which may have been developed at an extremely fast pace (Walcutt & Schatz, 2019). Organizations can improve performance and support constant learning patterns among sales teams by providing focused education at the point of need; this however helps in achieving better performance. Moreover, the strategic point on constant training and development of salespeople is the use of micro-learning. It enables self-directed and flexible learning that may be completed and delivered through a mobile or web-based platform and thus fits the needs of many learning habits and schedules. Dennen et al. (2024) assert that micro-learning promotes learner independence and their engagement through the incorporation of interactive media during the learning process like quizzes, short videos and info graphics that enforce the major concepts. Such approaches will make learning a continuous activity as opposed to a training event when applied to sales enablement. The sales professionals have the ability to be constantly trained and trained ‘on-the-fly’ in accordance with new sales trends, customer requests and technological advances.

Micro-learning is not challenged with knowledge management practices since it contributes to the rapid distribution and reinforcement of knowledge in the organization. However, Micro-learning can be applied to remembrance with respect to spaced repetition and contextuality as Luo and Li (2025) argue that it is a valuable resource to implement the necessary information into the daily routine. This will enable important information regarding products, pricing, customer handling and compliance to strengthen small manageable bits in sales organizations. Micro-learning ensures that knowledge distribution through digital channels and learning management systems is more sensitive, scalable and responsive conferring to particular learning needs (Gligorea et al., 2023). Therefore, utilization of micro-learning enhances the learning culture as well as an increase performance in sales based-environment.

2.2.4. Digital Platforms

Digitization has revolutionized the way organizations communicate, administer and automate the process of learning and knowledge sharing. They are technological systems that enable the production, storage, sharing and retrieving of information in situations where the teams situated in various geographical locations are operative (Abuseta et al., 2025). The digital platform in the system of sales enablement and training provides the means and channels through which salespeople may access the learning materials on time,

communicate with their team members and monitor the performance outcomes. Abdulaziz and Alsulami (2025) submit that digital platforms are ecosystems that support the interconnection between users, data and services of integrated technology such as the learning management systems (LMS), customer relationship management applications and collaborative applications. These interdependent features provide organizations with the capacity to customize the training experiences, monitoring progress and empowering sales staff to able to adjust to any changing market trends.

The use of digital platforms in learning, knowledge management and in strategy development has provided for seamless access and continuous communication among employees and structured systems. These platforms provide learning on-demand and employees can access learning content whenever and at their own pace (Verbeke et al. 2011). This kind of flexibility comes in most handy when the salespeople are part of the process and required to be capable of accessing product updates, sales scripts and performance statistics in real time. In addition, online applications can facilitate team work since users can exchange the best practices, share common challenges during sales and collectively learn on virtual community. Such form of shared learning enhances the expertise of a group and helps sales teams to align their plans with corporate goals (Chew and Mohamed, 2024).

2.2.5. Continuous Sales Training

The adoption of continuous training on sales can be seen as an organizational behavior that has been embraced by businesses in maintaining high sales delivery in today's dynamic and competitive markets. It entails continuous training of salespeople in an organized learning system, an intervention, knowledge reinforcement, performance reviews calculated to improve their abilities and get them familiarize with new customer expectations (Faozen & Riza, 2024). In contrast to one time based sales training programs, continuous training focuses on the long-term learning that is adaptable to organizational strategy and market forces. Bullemore-Campbell (2024) observed that, frequent training enhance the confidence of salespeople, level of communication, knowledge and their behavior towards customers, leading to increased sales and development of effective customer relations. With the advantages of maintaining a learning culture, the organizations would ensure that their sales teams remain agile, informed and ready to handle new problems that arise.

Moreover, continuous sales are highly extensive in responding to the changes in technology and do align sales strategies at the market place. Digital transformation is changing customer engagement processes, necessitating salespersons' success. Its usefulness is explained in establishing a learning culture where learning becomes an element of daily work processes thereby leading to individual growth and organisational competitiveness (Lan and Chen, 2020). In furtherance to the debate, continuous sales training is expressed in its capacity to enhance knowledge retention and behavioural change. From a point of discourse, short, periodic, and concise training sessions are veritable in implementing and reinforcing key sales principles and approaches, typically in the form of micro-learning (Pascucci et al., 2023). These short lessons allow the sales representatives to rehearse and

gets feedback instantly, contributing to the development of salespeople competencies at the long run. Constant training process however, is essential in ensuring that learning does not wane once employees have been onboarded into the organization; it is rather an iterative activity that is integrated into the organizational knowledge management systems (Gezdur & Bhattacharjya, 2025). This integration aids the sales teams to take cognizance of the product developments, regulations and the innovative goal of the industry so that the sales teams are abreast with the market dynamics.

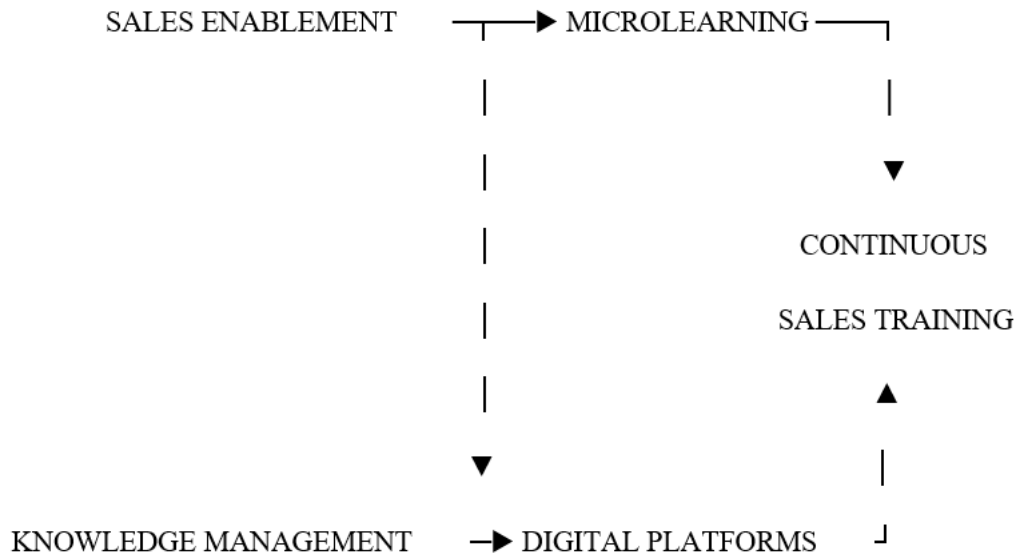


Figure 1: Research Model

3. Methodology

This paper uses a theoretical and conceptual research design to provide the description of the increase in sales practice by using sales and knowledge management as a means of continuous sales training when micro-learning and digital systems are used. The methodology is implemented on the basis of conceptual synthesis method, which involves the synthesis of the perspectives of the former study and theories in addition to implementing the ideas to construct a theoretical framework.

There are two major theories upon which the study is based i.e. the Knowledge-Based View (KBV) theory, which explains knowledge as a vital strategic resource that promotes organizational learning and competitiveness. The Social Learning theory as propounded by (Bandura, 1977), discourses that people learn best through; observation, imitation and social interaction (Knowledge-based view). The only source of data is the secondary source of data thus; scholarly articles, books and reports.

The conceptual content analysis was used to analyze the accessed data using an idea synthesis approach and detecting theoretical links that display how digital and micro-learning tools can be viewed as means by which sales enablement and knowledge management can interact with the continuous sales training processes. The requirements of moral norms were observed with high accuracy through the referencing of the sources, mentioning the intellectual sources, and preventing plagiarism (Resnik, 2020). The

resulting model has the ability to contribute to the theory through integration of KBV and Social Learning approaches to propose how organizations can continue with the process of learning through technology-based knowledge and enablement systems.

4. Results

Table 1: Thematic Synthesis and Analysis of Key Concepts

| Concept | Key Insights from Literature | Theoretical Linkage | Analytical Interpretation (Implication for Study) |
|----------------------------------|--|--|---|
| Sales Enablement | Enhances sales team efficiency through structured tools, content, and resources that support training and performance. Aligns learning with sales goals and customer engagement. | Supported by Social Learning Theory (Bandura, 1977), as learning occurs through interaction and observation. | Acts as a strategic driver that creates learning opportunities and reinforces <u>behavioral</u> competencies essential for continuous sales training. |
| Knowledge Management | Facilitates creation, storage, and sharing of knowledge across the organization, ensuring information accessibility and learning continuity (Grant, 1996). | Anchored on the Knowledge-Based View (KBV) — knowledge as a key organizational resource. | Provides the intellectual foundation that supports continuous learning and performance improvement in sales teams. |
| <u>Microlearning</u> | Focuses on short, targeted learning sessions that are flexible and personalized. Encourages self-paced, ongoing learning through digital tools. | Combines principles from Social Learning Theory (peer-based interaction) and KBV (knowledge retention and transfer). | Acts as a mediating tool that operationalizes learning continuity and supports adaptability in sales processes. |
| Digital Platforms | Enable e-learning, mobile training, and virtual collaboration. Promote real-time access to learning resources and enhance participation in training activities. | Linked to Social Learning Theory through collaborative environments that support experiential learning. | Serve as the technological infrastructure that delivers and sustains continuous sales training. |
| Continuous Sales Training | Represents a sustained, technology-driven process of sales capability development through iterative learning and knowledge application. | Integrates KBV (knowledge utilization) and SLT (<u>behavioral</u> reinforcement). | Emerges as the key outcome of synergy between sales enablement, knowledge management, and digital learning mechanisms. |

The table explains the intercession of continuous sales training by the mediating effects of micro learning and digital platform. Such connections are theoretically founded on the Knowledge-Based View (Grant, 1996) and the Social Learning Theory (Bandura, 1977). It has already been highlighted in the discourse; that knowledge creation knowledge sharing and social interaction contribute to learning continuity and increase sales competence in changing business environment.

4.2. Findings

It was found that Sales enablement increases the effectiveness of the sales teams: empirical research results show that structured enablement initiatives based on library-curated content collections, playbooks, coaching and performance analytics minimize sales Westernization, drive higher quota achievement and manufacturer confidence. Field researches and practitioner surveys (Kowalkowski et al., 2025) indicate high relationship between advanced enablement techniques and sales performance and case studies of companies that applied enablement platforms having higher win rates and fast onboarding.

1. Increases accessibility: Rendering on the significant amount of empirical research conducted on knowledge management, codification of tacit knowledge, searchable repositories and promotion of knowledge sharing have been found to increase the level of collective problem solving and the time taken to ensure that new employees become productive (Matsuo, 2025; Obeng et al., 2024). It has been discovered in sales and service research studies that categories of client cases, scripts to use in overcoming objections and competitors' intelligence have increased the homogeneity in sales messages and the reduced the gap in knowledge at the instance of customer interactions.

2. The continuous 'on-the-job' skill development can be supported with micro-learning. Research, training and development try-outs show that micro-learning, short learning and focused units of learning demonstrates a higher rate of engagement and immediate memorization of specific objectives (e.g., product knowledge and sales scripts) as likened to more broad-based learning sessions (bitesized learning and spaced studying are the benefits of micro-learning) (Kgakatsi et al., 2024; Gligorea et al., 2023). The adoption of micro-learning in the workflow had documented a rise in utilisation rate and a method of acquiring snippets in brief before being able to interact with a customer.

3. On-sale training is made possible through digital platforms: Empirical studies into the Learning technologies and platform ecosystems suggest that Learning Management Systems (LMS), mobile applications, enablement hubs, and Customer Relationship Management (CRM) integrations foster accessibility, customisation and the utility of analytics to drive improvements in content. The research on the adoption and learning powered by the LMSs offers extensive evidence of a high rise in the completion rates of courses and their practical use within a framework of a successful implementation of the platform. The platforms also facilitate integration of formal and informal learning and peer networks development (Jung and Shegai, 2023; Micallef et al., 2024).

5. Conclusion and Recommendations

5.1. Conclusion

This paper surmise that knowledge management and sales enablement are contributory drivers of sales training process for the reason that they can all play the role of enhancing the accessibility of learning, employee efficiency and performance growth over time. Specifically, organized sales-empowering programs; content banks, coaching products and analytics can be unified in such a manner that the level of seller confidence and quota attainment will increase sharply. On the same note, good knowledge management systems

help in facilitating constant learning through capturing and sharing the know-how of sales teams in organizations. Moreover; brief, focused forms of micro-learning may be employed to maintain skills acquisition as a result of sales education that may be carried out via localized, scalable and data-driven solutions.

5.2. Recommendations

- i. The training units and the sales managers are expected to plan and implement dominant sales enabling programs that offer a combination of refined content, training and performance analytics by integrating it within the daily sales processes. The strategy will boost efficiency and confidence of the team since it provides for synchronized learning with real sales challenges and quantifiable results.
- ii. Knowledge depositories ought to be developed systematically, providing knowledge-sharing platforms where the organizational leaders and IT managers can develop centralized and searchable knowledge repositories. This maintains access and continuity of information since it enables sales teams to access best practices and customer insights instantly to enhance and respond to them with uniformity and high productivity.
- iii. Sales Managers and learning specialists should integrate into their training components micro-learning procedures that consist of planning microscopic, informative and on-demand learning records or catalogue. This method allows for a lifelong learning practice since such a process would enhance the memorization, collaboration and flexibility in fast-changing sales environments.
- iv. The topmost hierarchy and technology subdivisions should and execute the crossbreed digital learning systems that serve as backup for mobile connectivity, collaborative courses and response applications. This can expedite ongoing sales training and simplify teamwork, self-learning and skills improvement at the long run on several teams that are dispersed.

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