

AI-Enabled Digital Knowledge Systems: Implications for Organizational Learning and Strategic Decision-making

Peter Mkhize

University of South Africa, South Africa

mkhizpl@unisa.ac.za

Abstract: Artificial intelligence (AI) is transforming digital knowledge systems (DKS), reshaping how organizations generate, interpret, and apply knowledge in support of organizational learning and strategic decision-making. While AI-enabled systems enhance analytical capability, predictive insight, and information processing speed, their implications for learning quality and epistemic judgment remain insufficiently understood. This study addresses this gap through a systematic literature review that synthesises research across knowledge management, information systems, and organizational learning. Adopting a concept-centric approach, the review analyses peer-reviewed studies published between 2000 and 2026, focusing on how AI-enabled digital knowledge systems are conceptualised and how they influence knowledge processes, organizational learning, and strategic decision-making. The findings indicate a shift from viewing digital knowledge systems as passive repositories toward conceptualising them as mediating infrastructures that augment, generate, and orchestrate knowledge. These systems expand knowledge creation through data-driven insights, enhance knowledge sharing through algorithmic mediation, and increasingly shape how knowledge is applied in decision contexts. However, the analysis also reveals a tension between informational efficiency and authentic learning. While AI-enabled systems support sensemaking and improve decision support under conditions of uncertainty, they may encourage overreliance on algorithmically generated outputs, reduce opportunities for critical reflection, and narrow interpretive perspectives. These dynamics highlight the importance of governance conditions, including epistemic transparency, trust calibration, and learning-oriented organizational practices. The study develops an integrative framework that positions AI-enabled digital knowledge systems as mediating infrastructures linking knowledge processes to organizational learning and strategic decision-making under specific governance and learning conditions. The findings contribute to knowledge management and information systems research by providing a coherent conceptualisation of how AI-enabled systems reshape the epistemic foundations of learning and decision-making in contemporary organizations.

Keywords: Artificial intelligence, Digital knowledge systems, Organisational learning, Strategic Decision-Making, Knowledge management, Governance

1. Introduction and Research Problem

Learning organizations increasingly depend on digital knowledge systems (DKS) to support knowledge creation, sharing, and application in environments characterised by complexity and rapid change. Early knowledge management research conceptualised these systems as repositories and decision-support infrastructures that facilitated access to knowledge, while interpretation and judgment remained primarily human activities (Alavi and Leidner 2001). In this view, digital knowledge systems supported knowledge processes without fundamentally altering how knowledge was constructed or applied.

The integration of artificial intelligence (AI), particularly generative and agentic forms, has significantly transformed this role. AI-enabled digital knowledge systems now analyse large volumes of data, generate insights, and contribute directly to organizational decision processes (Cerchione et al. 2026; Storey et al. 2025). These systems increasingly influence how problems are framed, how information is prioritised, and how decisions are justified. As a result, digital knowledge systems are evolving from passive infrastructures into active mediators of knowledge processes.

While AI-enabled digital knowledge systems extend analytical capability, they introduce a fundamental tension in relation to organizational learning. Learning depends on reflection, sensemaking, and the questioning of assumptions, yet AI-driven processes may encourage reliance on generated outputs, accelerating decision cycles while reducing opportunities for critical inquiry (Böhm 2025; Trunk et al. 2020). In such contexts, organizations risk shifting from reflective learning toward more procedural forms of information processing, where efficiency is prioritised over depth of understanding.

This transformation also reconfigures the epistemic foundations of knowledge within organizations. AI-generated outputs increasingly influence what is considered credible, relevant, and actionable, while often obscuring underlying assumptions, data sources, and reasoning processes (Rezaei 2025). As these outputs become embedded in decision workflows, questions of knowledge authority, validation, and accountability become more complex, particularly in the absence of transparent governance mechanisms (Nakash and Bolisani 2024).

Despite growing scholarly interest in AI within knowledge management, existing research remains conceptually fragmented across technological, organizational, and ethical perspectives (Dwivedi et al. 2021; Chatti and Argoubi 2025). Much of the literature emphasises system capabilities and performance outcomes, with comparatively less attention given to how AI-enabled digital knowledge systems influence learning quality and the epistemic conditions of strategic decision-making. This fragmentation limits understanding of how such systems can be designed and governed to support both authentic learning and effective strategic judgment.

Accordingly, there is a need for a systematic synthesis that examines how AI-enabled digital knowledge systems shape organizational learning and strategic decision-making as interconnected processes, and under what conditions they support or constrain these outcomes.

2. Research Objectives

This study aims to develop an integrated understanding of how AI-enabled digital knowledge systems (DKS) shape organizational learning and strategic decision-making. Specifically, the study seeks:

- To examine how AI-enabled digital knowledge systems are conceptualised in the literature
- To analyse how these systems influence knowledge creation, sharing, and use
- To evaluate the implications of AI-enabled digital knowledge systems for organizational learning and strategic decision-making
- To identify governance conditions that shape the effective and responsible use of these systems

Research Questions

The study is guided by the following research questions:

- How are AI-enabled digital knowledge systems conceptualised in the literature?
- How do AI-enabled digital knowledge systems influence knowledge creation, sharing, and use?
- How do AI-enabled digital knowledge systems affect organizational learning and strategic decision-making?
- What governance conditions shape the use of AI-enabled digital knowledge systems in organizations?

3. Methodology

This study adopts a systematic literature review (SLR) to synthesise research on AI-enabled digital knowledge systems (DKS) and their implications for organizational learning and strategic decision-making. The approach is appropriate given the interdisciplinary nature of the topic, which spans knowledge management, information systems, and artificial intelligence. A systematic review enables the integration of fragmented knowledge and the development of coherent conceptual insights. The review follows established principles of transparency and analytical rigor, informed by PRISMA guidelines (Tranfield et al. 2003).

A structured search was conducted across major academic databases, including Scopus, Web of Science, ScienceDirect, SpringerLink, Emerald Insight, IEEE Xplore, ACM Digital Library, and the AIS eLibrary. Search terms were derived from the research question and combined key concepts related to digital knowledge systems, artificial intelligence, organizational learning, and strategic decision-making using Boolean operators. The search was limited to peer-reviewed journal articles and conference papers published in English between 2000 and 2026.

The study selection process involved screening titles and abstracts, followed by full-text assessment using predefined inclusion and exclusion criteria. Studies were included if they addressed digital knowledge systems, examined artificial intelligence in relation to knowledge processes, and engaged with organizational learning or strategic decision-making. Studies focusing solely on technical AI models without organizational context were excluded. This process ensured that the corpus remained aligned with the conceptual focus of the study. The final corpus consisted of 22 peer-reviewed studies.

Data were extracted systematically to capture key aspects of each study, including research context, methodological approach, conceptualisation of AI-enabled systems, and findings related to knowledge processes, learning, decision-making, and governance conditions. This structured extraction enabled comparison across studies and supported the identification of recurring patterns.

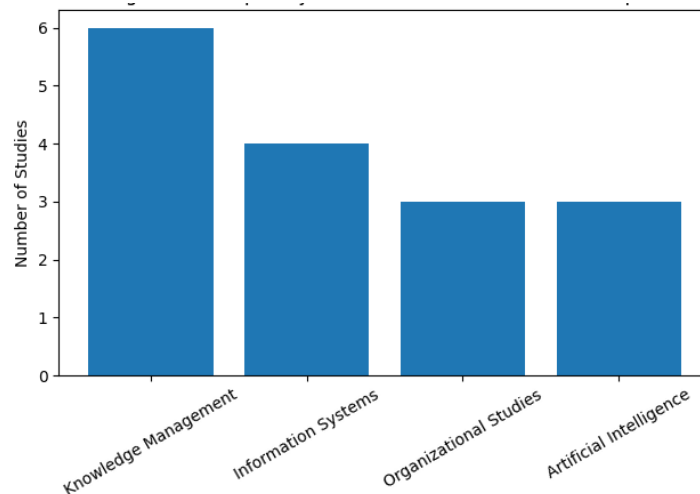
The analysis adopted a concept-centric thematic approach (Webster and Watson 2002), which focuses on identifying key concepts and their relationships rather than summarising individual studies. An iterative coding process was used to group related concepts and refine thematic categories. Through this process, five

interrelated themes were developed: conceptualisations of AI-enabled digital knowledge systems, knowledge processes, organizational learning, strategic decision-making, and governance conditions. These themes provided the analytical foundation for the integrative framework presented in this study.

4. Descriptive Analysis

A descriptive analysis was conducted to contextualise the literature corpus prior to thematic synthesis, focusing on disciplinary distribution, temporal trends, and methodological orientation.

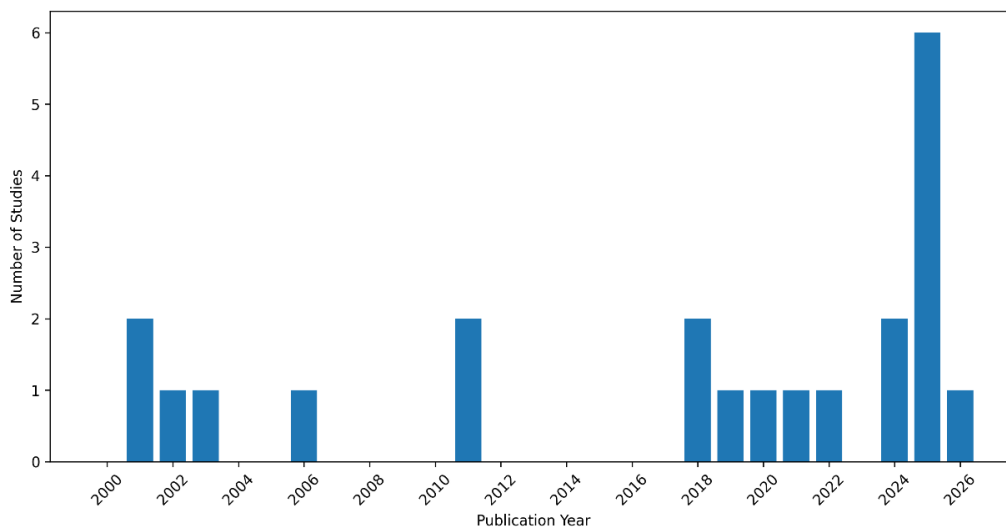
The corpus reflects an interdisciplinary field spanning knowledge management, information systems, organizational studies, and artificial intelligence. As illustrated in Figure 1, the literature is anchored in knowledge management, with complementary contributions from adjacent domains. This distribution highlights that research on AI-enabled digital knowledge systems emerges at the intersection of technological capability and organizational practice.



Source: Author's construction based on systematic literature review (2026).

Figure 1: Disciplinary Distribution of the AI-Enabled Digital Knowledge Systems Corpus

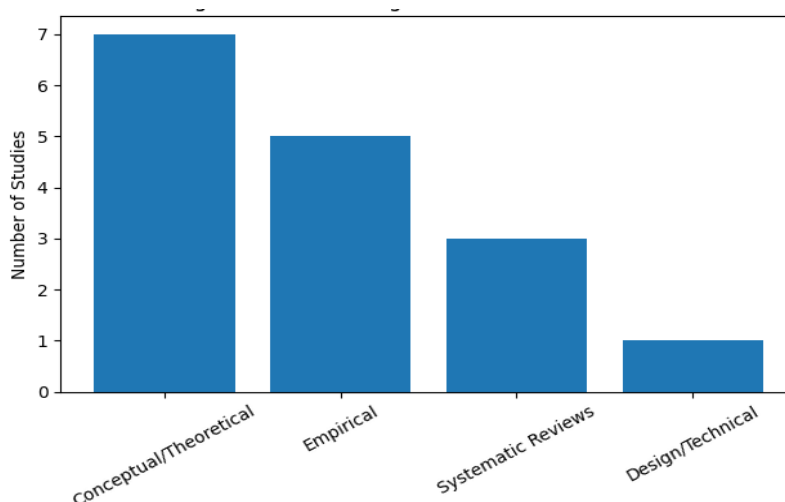
The temporal distribution further indicates the recent emergence of the field within the review period. As shown in Figure 2, the corpus contains limited early contributions after 2000, followed by a marked increase in publications after 2020. This increase corresponds with advances in machine learning, generative AI, and growing scholarly interest in AI-enabled knowledge systems. The pattern suggests that the field is rapidly evolving but remains in a formative stage.



Source: Author's construction based on systematic literature review (2026).

Figure 2: Temporal Distribution of Publications in the reviewed corpus 2026

The methodological orientation reflects this stage of development. As illustrated in Figure 3, the literature is dominated by conceptual and theoretical studies, with comparatively fewer empirical and design-oriented contributions. This imbalance indicates that key constructs and relationships are still being established, reinforcing the need for integrative conceptual work.



Source: Author's construction based on systematic literature review (2026).

Figure 3: Methodological Orientation of Studies in the Corpus

When put together, these patterns suggest that research on AI-enabled digital knowledge systems is interdisciplinary, recent, and conceptually emergent. These characteristics provide a foundation for the thematic analysis that follows, which seeks to synthesise and integrate dispersed insights across the literature.

5. Conceptualisations of AI-enabled Digital Knowledge Systems

The literature indicates a shift in how digital knowledge systems (DKS) are conceptualised within knowledge management and information systems research. Early work positioned these systems as repositories and decision-support infrastructures designed to capture, store, and retrieve organizational knowledge, while interpretation and judgment remained primarily human activities (Alavi and Leidner 2001; Jennex and Olfman 2006). Recent advances in artificial intelligence (AI) have expanded this view. AI-enabled digital knowledge systems are increasingly understood as intelligent knowledge infrastructures that analyse, generate, and prioritise knowledge in organizational contexts (Dwivedi et al. 2021; Pai et al. 2022). These systems extend beyond information management to actively shape how knowledge is produced and used, particularly in environments characterised by complexity and uncertainty (Storey et al. 2025).

Across the literature, three interrelated conceptualisations emerge. First, AI-enabled DKS function as augmentation infrastructures, enhancing knowledge retrieval, pattern detection, and recommendation capabilities while maintaining human interpretive authority. In this configuration, AI extends analytical capacity without fundamentally altering the locus of epistemic control (Dwivedi et al. 2021).

Second, AI-enabled DKS operate as knowledge-generating systems, where generative and agentic AI produce summaries, forecasts, and scenarios that contribute directly to knowledge creation (Cerchione et al. 2026; Hosseini and Seilani 2025). This conceptualisation positions AI as an active participant in knowledge work, shaping problem framing and influencing how organizational understanding is constructed. It also introduces concerns regarding transparency, reliability, and interpretability (Rezaei 2025).

Third, AI-enabled DKS are conceptualised as socio-technical learning platforms embedded within organizational practices. From this perspective, their significance lies not only in their technical capabilities but in how they interact with learning processes, governance structures, and organizational culture (Nakash and Bolisani 2024; Bankins et al. 2024). These systems shape the conditions under which knowledge is interpreted, contested, and applied.

These conceptualisations reflect a progression from repositories to mediating infrastructures that influence knowledge processes, learning, and decision-making. However, the literature continues to treat technological

capability, learning dynamics, and governance conditions in relative isolation, resulting in a fragmented understanding of AI-enabled digital knowledge systems.

In effect, existing research captures important dimensions of AI-enabled digital knowledge systems but lacks an integrated perspective that explains how these dimensions interact. This study addresses this limitation by advancing a conceptualisation of AI-enabled digital knowledge systems as mediating infrastructures that simultaneously shape knowledge processes, organizational learning, and strategic decision-making.

6. The Role of Artificial Intelligence in Knowledge Creation, Sharing, and Use

Artificial intelligence is reshaping the core knowledge processes that underpin organizational learning and strategic decision-making. In traditional knowledge management theory, knowledge creation, sharing, and use are understood as human-centred activities supported by digital infrastructures that enable storage and dissemination (Alavi and Leidner 2001; Malhotra 2001). The integration of AI extends this model by enabling digital knowledge systems to participate more actively in the transformation and application of knowledge.

Across the literature, AI influences knowledge processes in three interrelated ways: by expanding knowledge creation, reconfiguring knowledge sharing, and shaping knowledge use in decision contexts.

In relation to knowledge creation, AI enhances the capacity of organizations to generate insights from complex and heterogeneous data sources. Machine learning techniques enable the identification of patterns that may not be readily observable through human analysis, while generative AI produces summaries, explanations, and scenario-based outputs that contribute directly to organizational sensemaking (Dwivedi et al. 2021; Storey et al. 2025). This results in a hybrid mode of knowledge creation in which human and AI contributions are intertwined, raising questions regarding the transparency and reliability of AI-generated knowledge (Rezaei 2025).

With regard to knowledge sharing, AI enables more dynamic and context-sensitive distribution of knowledge. Traditional systems relied on structured repositories, often limiting accessibility and relevance. AI-enabled systems employ natural language processing and recommendation mechanisms to match knowledge resources with user needs, improving discoverability and flow (Chatti and Argoubi 2025). At the same time, algorithmic mediation introduces selectivity, as system-driven prioritisation shapes what knowledge becomes visible and actionable within the organization (Bankins et al. 2024).

In knowledge use, AI-enabled digital knowledge systems increasingly influence how knowledge informs decision-making. By integrating predictive analytics, simulation, and scenario modelling, these systems support decisions under conditions of uncertainty (Trunk et al. 2020). While such capabilities strengthen analytical support, they may also encourage overreliance on algorithmic outputs, potentially reducing critical reflection and experiential judgment (Njiru et al. 2025).

Collectively, these developments indicate a transition from technology-supported knowledge processes to hybrid human–AI knowledge ecosystems. Artificial intelligence expands the scale and speed of knowledge processes while simultaneously reshaping how knowledge is generated, shared, and applied. The effectiveness of these systems therefore depends on how organizations integrate AI into knowledge practices in ways that sustain critical inquiry and reflective learning.

7. AI-enabled Digital Knowledge Systems and Organizational Learning

Organizational learning involves the development and transformation of knowledge through experience, reflection, and collective sensemaking, where organizational experience interacts with context to create knowledge (Argote and Miron-Spektor 2011). Digital knowledge systems have traditionally supported these processes by enabling access to knowledge, while interpretation remained largely human-driven. The integration of artificial intelligence introduces a shift in this relationship, as AI-enabled digital knowledge systems increasingly shape how knowledge is interpreted, prioritised, and applied.

The literature highlights a tension between learning enablement and learning substitution. AI-enabled systems can enhance learning by supporting sensemaking, expanding access to knowledge, and enabling scenario exploration in complex environments (Dwivedi et al. 2021; Storey et al. 2025). At the same time, reliance on AI-generated outputs may reduce opportunities for reflection and critical inquiry, narrowing interpretive perspectives (Böhm 2025; Rezaei 2025). Learning processes may therefore become more efficient but less reflective.

This tension reflects a distinction between informational efficiency and authentic learning. While AI-enabled systems improve the speed and scale of information processing, deeper learning depends on reflection, questioning, and the transformation of understanding. Their impact on learning outcomes is therefore contingent on how they are embedded within organizational practices and learning cultures.

AI-enabled digital knowledge systems also influence organizational sensemaking by framing problems and prioritising information. While this supports insight generation, it may reinforce dominant perspectives and limit exposure to alternatives (Bankins et al. 2024). Consequently, these systems function as mediating infrastructures that shape both the process and quality of learning, depending on their design, governance, and integration into organizational contexts.

8. Governance, Ethics, and Trust in AI-enabled Digital Knowledge Systems

The integration of artificial intelligence into digital knowledge systems introduces governance, ethical, and trust-related conditions that shape how knowledge is evaluated, validated, and used in organizations. These conditions are not external constraints but integral components of AI-enabled knowledge environments, influencing the quality of both learning and decision-making.

A central concern is epistemic transparency. AI-enabled systems, particularly those based on machine learning and generative models, often operate through processes that are not readily interpretable. When such systems generate knowledge artefacts or recommendations, the underlying assumptions, data sources, and reasoning processes may remain opaque. This opacity limits the ability of users to critically evaluate AI-generated outputs and constrains opportunities for reflective learning (Rezaei 2025).

Closely related is the issue of trust calibration. Effective use of AI-enabled digital knowledge systems requires users to develop appropriate levels of trust in system outputs. Overreliance may lead to uncritical acceptance of AI-generated knowledge, while under-trust may limit the use of potentially valuable insights. Trust is shaped by perceived accuracy, explainability, and prior experience, yet remains difficult to calibrate in dynamic organizational settings (Hosseini and Seilani 2025). Misaligned trust therefore has direct implications for both learning and decision quality.

AI-enabled digital knowledge systems also raise broader ethical considerations, particularly in relation to bias, accountability, and fairness. Systems trained on historical or incomplete data may reproduce or amplify existing biases, influencing what knowledge is generated and how it is interpreted (Bankins et al. 2024). As AI increasingly contributes to knowledge creation and decision processes, questions arise regarding responsibility for outcomes shaped by algorithmic outputs.

Beyond formal governance mechanisms, organizational context plays a critical role. Learning cultures that support inquiry, dialogue, and reflection are more likely to integrate AI in ways that sustain authentic learning. In contrast, environments that prioritise efficiency may reinforce reliance on automated outputs, limiting opportunities for critical engagement (Nakash and Bolisani 2024). Governance, in this sense, extends beyond policies and controls to include the norms and practices that shape how knowledge is questioned and applied.

Accordingly, governance, ethics, and trust function as enabling conditions that shape how AI-enabled digital knowledge systems influence organizational learning and strategic decision-making. Their role is not peripheral but central, determining whether these systems support reflective learning and informed judgment or reinforce uncritical reliance on algorithmic outputs.

9. AI-enabled Digital Knowledge Systems and Strategic Decision-making

Strategic decision-making involves interpreting complex environments, evaluating uncertain alternatives, and committing to action under conditions of risk and ambiguity (Jarrahi 2018). Traditional decision-support systems assisted these processes by providing structured analysis and access to information, while judgment remained primarily human-driven. AI-enabled digital knowledge systems extend this role by embedding predictive, generative, and analytical capabilities directly into decision processes.

The literature indicates that AI-enabled systems influence strategic decision-making in three interrelated ways: by expanding analytical capacity, reshaping how uncertainty is interpreted, and reconfiguring decision authority.

First, AI-enabled digital knowledge systems expand analytical capacity by enabling organizations to process large volumes of data and generate insights through predictive analytics and scenario modelling (Dwivedi et al. 2021;

Pai et al. 2022). These capabilities strengthen the informational basis of decision-making and enhance the ability to anticipate change in complex environments.

Second, AI-enabled systems reshape how uncertainty is interpreted. By producing probabilistic forecasts and data-driven scenarios, they frame uncertainty in quantifiable terms. While this can support more informed decision-making, it may also narrow the interpretive space by privileging data-driven representations over experiential and contextual knowledge (Trunk et al. 2020).

Third, AI-enabled systems reconfigure decision authority. As algorithmic recommendations become embedded in organizational workflows, decision-makers may defer to system outputs, particularly when these are perceived as objective or reliable. While this may improve efficiency, it introduces risks related to reduced critical reflection, diminished accountability, and the potential erosion of managerial judgment (Njiru et al. 2025).

These dynamics highlight a tension between decision efficiency and decision quality. Faster and more data-driven decisions do not necessarily result in better outcomes. Decision quality depends on the integration of AI-generated insights with human judgment, contextual understanding, and organizational experience.

The effectiveness of AI-enabled decision-making is shaped by the governance and learning conditions discussed in the previous section. Transparent systems, appropriately calibrated trust, and strong learning cultures enable organizations to engage critically with AI-generated insights, supporting informed and accountable decisions. In contrast, weak governance and overreliance on AI may result in decisions that are efficient but insufficiently grounded.

In this sense, AI-enabled digital knowledge systems do not merely support decision-making; they reconfigure how decisions are formed, justified, and enacted, reinforcing their role as mediating infrastructures linking knowledge processes, learning, and strategic action.

10. Synthesis of Findings

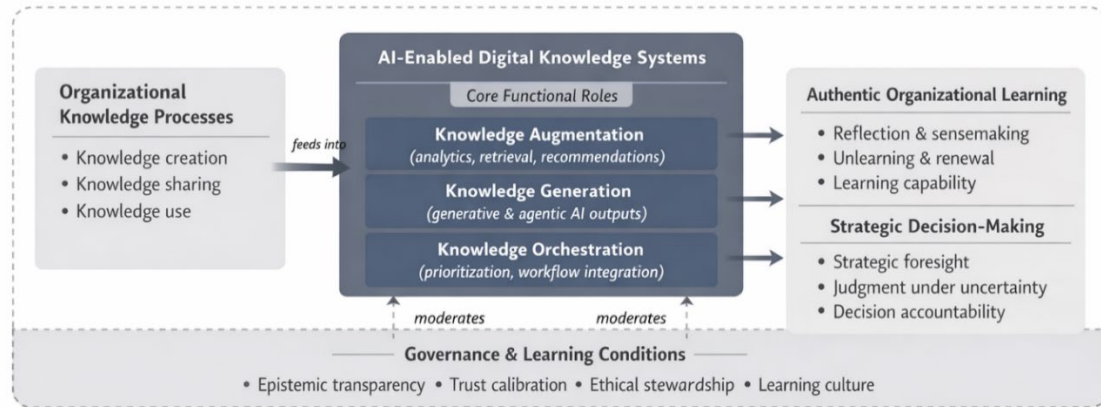
This review highlights a shift in how AI-enabled digital knowledge systems (DKS) are understood within organizations. Rather than functioning as supportive infrastructures for storing and retrieving knowledge, these systems increasingly act as mediating mechanisms that shape how knowledge is generated, interpreted, and applied.

Three interrelated dynamics emerge. First, AI-enabled DKS extend knowledge processes by augmenting analytical capacity and enabling the generation of new knowledge artefacts, reflecting the growing role of generative AI in organizational sensemaking (Dwivedi et al. 2021; Cerchione et al. 2026). Knowledge processes are therefore no longer exclusively human-driven but increasingly hybrid. Second, these systems reshape organizational learning by introducing a tension between learning enablement and learning substitution. While they support access to information and facilitate sensemaking, they may reduce opportunities for reflection and critical inquiry, meaning that gains in informational efficiency do not necessarily translate into deeper learning (Böhm 2025; Rezaei 2025). Third, AI-enabled DKS reconfigure strategic decision-making by influencing how uncertainty is interpreted and how decision authority is exercised, with algorithmic outputs shaping problem framing and justification while introducing risks of overreliance and reduced accountability (Trunk et al. 2020; Njiru et al. 2025).

These dynamics are interconnected and shaped by the interaction between AI capabilities, knowledge practices, and governance conditions. From this perspective, the impact of AI-enabled digital knowledge systems depends not only on technological functionality but on how they are embedded within organizational contexts (Nakash and Bolisani 2024; Bankins et al. 2024). Overall, AI-enabled DKS both enhance analytical capability and reshape the epistemic conditions of learning and decision-making, underscoring the need for an integrated perspective linking knowledge processes, learning, and strategic decision-making.

11. Integrative Framework of AI-enabled Digital Knowledge Systems

Building on the synthesis of findings, this study proposes an integrative framework that conceptualises AI-enabled digital knowledge systems (DKS) as mediating infrastructures linking knowledge processes, organizational learning, and strategic decision-making under specific governance conditions (see Figure 4).



Source: Author's conceptualisation based on systematic literature review (2026).

Figure 4: Integrative Framework of AI-Enabled Digital Knowledge Systems

At the centre of the framework are knowledge processes, encompassing knowledge creation, sharing, and use. AI-enabled digital knowledge systems extend these processes by enabling data-driven insight generation, facilitating context-sensitive knowledge flows, and shaping how knowledge is applied in decision contexts.

These processes influence organizational learning, which is conceptualised as both an outcome and a mediating layer. While AI-enabled systems enhance access to information and support sensemaking, their impact on learning depends on whether they enable reflection or substitute it. The framework therefore distinguishes between informational efficiency and authentic learning, highlighting the conditions under which learning processes are deepened or constrained.

Organizational learning, in turn, informs strategic decision-making. AI-enabled digital knowledge systems shape how uncertainty is interpreted and how decisions are justified by providing predictive analytics, scenario modelling, and algorithmic recommendations. However, the framework emphasises that decision quality depends on the integration of AI-generated insights with human judgment and contextual understanding.

Surrounding these core relationships are governance conditions, including epistemic transparency, trust calibration, and ethical oversight. These conditions moderate how AI-enabled digital knowledge systems influence knowledge processes, learning, and decision-making. Transparent systems and appropriately calibrated trust support critical engagement, whereas weak governance may reinforce overreliance on algorithmic outputs.

The framework thus positions AI-enabled digital knowledge systems as mediating mechanisms within a socio-technical system, rather than as neutral tools. It highlights that the effects of AI are not determined solely by technological capability but emerge from the interaction between system design, organizational practices, and governance conditions.

In doing so, the framework provides a coherent conceptualisation of how AI-enabled digital knowledge systems reshape the relationship between knowledge, learning, and decision-making, offering a basis for both theoretical development and practical application.

12. Conclusion

This study examined how AI-enabled digital knowledge systems (DKS) shape organizational learning and strategic decision-making through a systematic, concept-centric review of the literature. The findings demonstrate that these systems are no longer limited to supporting knowledge storage and retrieval but increasingly function as mediating infrastructures that influence how knowledge is generated, interpreted, and applied within organizations.

The analysis highlights a central tension between informational efficiency and authentic learning. While AI-enabled systems enhance analytical capability, accelerate knowledge processes, and support decision-making under conditions of uncertainty, they may also reduce opportunities for reflection, narrow interpretive perspectives, and encourage reliance on algorithmically generated outputs. This tension underscores the

importance of examining not only what AI-enabled systems enable, but also how they reshape the epistemic conditions of learning and decision-making.

The study contributes to knowledge management and information systems research by advancing an integrative framework that connects knowledge processes, organizational learning, and strategic decision-making under specific governance conditions. In doing so, it provides a coherent conceptualisation of AI-enabled digital knowledge systems as socio-technical mechanisms whose effects depend on their design, use, and organizational context.

From a practical perspective, the findings suggest that organizations should approach the adoption of AI-enabled digital knowledge systems with careful attention to governance, transparency, and learning practices. Ensuring that these systems support critical engagement rather than substitute it is essential for sustaining both effective decision-making and meaningful organizational learning.

Future research should extend this work by examining how AI-enabled digital knowledge systems are enacted in practice, particularly through empirical studies that explore their impact across different organizational contexts. Further investigation is also needed into how governance mechanisms can be designed to balance efficiency with reflection, and how organizations can develop capabilities that support responsible and effective use of AI in knowledge processes.

Ethics Declaration: Ethical clearance for this study was obtained from the College Research Ethics Committee following the vetting and approval of the ethical clearance application at School level. The study is based on a systematic literature review of publicly available sources and did not involve direct engagement with human participants.

AI Declaration: Artificial intelligence (AI) tools were used in the preparation of this manuscript to support language refinement, structuring of arguments, and editing for clarity. All conceptualisation, analysis, and interpretation of the study are the sole work of the author.

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