Volume **14** / **2026** ISSN 2344-102X
Issue **3** ISSN-L 2344-102X

MICROLEARNING AND DIGITAL WORKFORCE TRAINING: A COMPARATIVE ANALYSIS OF TECHNOLOGICAL FEATURES AND ORGANIZATIONAL APPLICATIONS IN ROMANIA

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Abstract
In the current context of accelerated economic digitalization and intensifying business relations worldwide, developing employees' linguistic competences is essential to competitiveness and organizational adaptability. The article analyzes the role of microlearning as an innovative professional development method, highlighting its potential to optimize time spent learning foreign languages and support the lifelong development of human capital. The research aims to identify the main features and advantages of microlearning in the business environment, focusing on the flexibility of the educational process, content tailoring, and the integration of digital technologies and artificial intelligence. Using a descriptive approach and a literature review, the paper examines the characteristics of this learning method, its application possibilities within organizations, and examples of digital training solutions available on the Romanian market. The analysis highlights microlearning's potential to help employees access educational resources adapted to their professional needs, support the gradual acquisition of linguistic competences, and integrate training activities into their work schedules. Additionally, the research highlights the opportunities artificial intelligence offers to personalize learning experiences and adapt content to organizations' specific requirements. The article focuses on the need to integrate microlearning into human resources development strategies as a complementary instrument of professional formation, with potential impact on optimizing time use, employees' adaptability, and organizational competitiveness.

Keywords: *microlearning; digitalization; human capital; linguistic competences; professional formation; artificial intelligence; organizational efficiency.*

JEL Classification: *M53, O33, J24*

Received on*:* August 25, 2026 **Accepted on:** October 15, 2026 **Published on:** October 19, 2026

INTRODUCTION

The digital transformation of the economy, the intensification of international commercial relations, and evolving labor market requirements have significantly changed the structure of the professional competencies organizations demand. In this context, lifelong human capital development is an important component of strategies to adapt and strengthen economic competitiveness. In addition to technical and digital competences, the ability to communicate in foreign languages has gained greater relevance, facilitating international collaboration, professional mobility, and employees' integration into multicultural working environments. From this perspective, professional formation should be analyzed not only in terms of educational results, but also in relation to the financial, technological, and time-related resources required to develop such competences.

At the European level, digitalization and the development of competences are strategic priorities for supporting competitiveness and adapting the workforce to technological transformations. The Report of the European Commission on the status of the Digital Decade emphasizes the progress made in relation to the adoption of digital competences, on the one hand, and the persistence of some disparities between member states relating to digital competences and the integration of advanced technologies into the activities of companies, on the other hand (European Commission, 2026a). In Romania, the challenges of digital competences and organizational technology adoption highlight the need for accessible, flexible professional-training mechanisms adapted to the requirements of the digital economy (European Commission, 2026b).

The internationalization of economic activities increases the importance of linguistic competences within organizations. Studies on the demand for competences in the European labor market emphasize how relevant it is

DOI: 10.4316/EJAFB. 2026.14305

Volume **14** / **2026** ISSN 2344-102X
Issue **3** ISSN-L 2344-102X

to know foreign languages to access professional opportunities and carry out tasks specific to certain occupational categories (Marconi et al., 2023). Consequently, the development of linguistic competences may be approached as an investment in human capital, with consequences for employees' capacity to participate in international economic activities. Nevertheless, organizing linguistic training programs requires allocating resources, which may limit employees' access, particularly in organizations characterized by temporal and financial constraints.

In this context, microlearning represents a complementary alternative to traditional methods of professional training through courses which may be organized in concise educational units, oriented on specific and accessible objectives by means of digital technologies. This approach's flexibility may facilitate integrating learning activities into the professional program and adapting content to employees' individual needs. The literature highlights microlearning's potential to support knowledge acquisition and consolidation, as well as the need to design content that meets educational objectives (Monib et al., 2025). However, reducing training session length does not guarantee increased economic efficiency, which depends on learning outcomes and the resources used.

The evolution of digital technologies and the integration of artificial intelligence into educational platforms expand the possibilities for tailoring professional training programs and adapting the learning process to organizational requirements. Recent studies highlight opportunities for using artificial intelligence to identify individual training needs, configure educational pathways, and monitor students' progress (Tusquellas et al., 2024). The availability of advanced technological features does not guarantee economic benefits, as it is necessary to distinguish between the features of digital solutions and their actual outcomes.

Although the literature has analyzed microlearning in terms of educational results and integration of intelligent technologies, it is still necessary to examine how these characteristics are reflected in digital solutions available for professional training. A comparative analysis of functionalities related to personalization, progress monitoring, and artificial intelligence integration may help clarify how organizations can use microlearning. In the Romanian market, this approach enables identification of the main documented features of existing solutions and the limits of their applicability in developing linguistic competences.

The main goal of the article consists of analyzing and comparing the microlearning solutions available on the Romanian market, with emphasis on the functionalities relevant for tailoring professional training programs, integration of artificial intelligence, and monitoring employees' progress. Complementarily, the research examines the possibility of using such solutions to develop linguistic competences and identifies potential implications for human resources management. The endeavor uses a qualitative, descriptive, and comparative approach, based on the literature review of five providers of digital solutions for professional training operating on the Romanian market.

The article offers a comparative systematization of the functional characteristics of microlearning solutions, emphasizing differences in training tailoring, artificial intelligence integration, and the availability of progress-assessment mechanisms. By comparing these characteristics with the literature and the proposed conceptual model, the research provides an analytical framework for examining microlearning applicability in human resources development. The results attempt to support understanding the opportunities and the limitations associated to this method within organizations, without assigning the solutions analyzed any economic effects which have not been measured empirically.

I. LITERATURE REVIEW

1.1. European multilingualism and the importance of linguistic competences in the economic environment

Linguistic competences are a fundamental feature of the European space, reflecting the historical, cultural, and economic characteristics of European Union member states. At present, the European Union has 24 official languages, alongside numerous regional and minority languages, the protection of which is an important component of European policies on cultural diversity and social integration. Respect for linguistic diversity is provided by article 22 of the Charter of Fundamental Rights of the European Union, while article 41 (4) guarantees people's right to address the Union institutions in one of the languages of the treaties and to receive a response in the same language (European Union, 2012, European Commission, n.d.).

Beyond the cultural and institutional dimension, multilingualism triggers significant economic consequences, particularly in the context of the functional European single market, workforce mobility, and the intensification of international commercial relations. Linguistic competences facilitate communication among organizations, the development of relations with external partners, and the adaptation of economic activities to the specificities of international markets. The PIMLICO report drawn up for the European Commission (2011) lays stress on the importance of linguistic management solutions within small and medium enterprises and presents examples of good practices by which European organizations have used linguistic competences to support internationalization and the development of commercial relations.

The economic relevance of the linguistic competences is further supported by the studies on the demand of competences on the labor market. In a study conducted under the auspices of the Organization for Economic Co-

DOI: 10.4316/EJAFB. 2026.14305

Volume **14** / **2026** ISSN 2344-102X
Issue **3** ISSN-L 2344-102X

operation and Development (OECD), Marconi et al. (2023) analyzed the linguistic requirements in online recruitment announcements for member states of the European Union and the United Kingdom. The results indicate an explicit demand for English in approximately 22% of the vacancies analyzed, making it one of the competences employers most often mention. For management and professional positions, demand for English communication competences is significantly higher, with approximately one in two posts requiring English skills. These findings highlight the importance of linguistic competences in accessing professional opportunities and aligning human capital with the requirements of the European economy.

In terms of the individual results on the labor market, Aydemir and Girisken (2026) analyzed the relation between the linguistic competences and the professional integration of the immigrants settled in Europe as early as their childhood, identifying the favorable effects on the accumulation of the human capital, income and occupational characteristics. The research also pinpoints the connection between the linguistic competences and the participation to the professional activities requiring more complex cognitive assignments. Even though the results aim a specific category of workforce, they provide additional arguments towards considering linguistic competences as a relevant component of the human capital.

At the level of the European policies, the development of the linguistic competences is integrated into a wider framework of lifelong learning. The recommendation of the Council of the European Union dated 22 May 2018 regarding key competences for lifelong training identifies the multilingual competence as one of the eight fundamental competences required in relation to personal growth, professional insertion and active participation to the economic and social life (Council of the European Union, 2018). This orientation emphasizes the need to adapt the educational systems and the professional training to the technological, economic and organizational changes.

In the business environment, the development of the linguistic competences may contribute to the improvement of organizational communication, facilitation of commercial negotiations, management of the relations with international customers and suppliers, as well as employees' participation to cross-border projects. In this respect, the guide of the European Commission regarding the linguistic strategies for the European enterprises stresses the importance of both identifying the specific communication needs and developing some competences adapted to the economic activities carried out (European Commission, 2011). Thus, the linguistic formation may be approached as an investment in the development of the human capital, with potential implications on the professional adaptability and the organizational competitivity.

Nonetheless, the development of linguistic competences entails allocation of temporal and financial resources which should be correlated with the particulars of the economic activity. The traditional training programs may generate difficulties related to employees' availability, organization of sessions and adaptation of the contents to the professional requirements. These constraints are relevant, especially for the small and medium enterprises, in which case the resources allocated to training may be limited. Consequently, the development of some flexible, accessible methods oriented on specific professional objectives represent an important direction towards adapting lifelong learning strategies to the requirements of the digitalized economic environment.

1.2. Microlearning in developing professional competences and optimization of organizational training

Microlearning represents an educational approach based on organizing contents in concise learning units, oriented on specific objectives and adapted to the students' specific needs. Unlike traditional training programs, structured in extended sessions, this method aims to support the progressive acquisition and consolidation of knowledge through short activities that can be integrated into the professional program. Microlearning methods may include video materials, interactive exercises, simulations, self-assessment tests, and practical activities, organized in line with the competences considered.

The literature analyzes microlearning both in relation to the short length of sessions and to how the contents are selected, structured and correlated with educational objectives. Based on a systematic review of 40 studies, Monib et al. (2025) stress the importance of instructional design, personalization, as well as use of some activities focused on actual learning outcomes. The modules usually have a length of approximately 5 to 10 minutes and yet the efficiency of the method is not exclusively determined by this timeframe. It is also the tailoring of the content to the complexity of the competences and the beneficiaries' characteristics that play an important role in this process.

In reference to organizations, microlearning may be integrated into the strategies for development of human resources by supporting the processes of update and diversification of professional competences. The applicability of microlearning is relevant for new employees' induction, professional improvement and adaptation to technological and operational changes. In this regard, microlearning may support upskilling processes, oriented towards development of competences required for existing responsibilities, on the one side, and reskilling processes, which imply acquisition of some competences needed in completing various tasks or fulfilling different functions, on the other side.

The effectiveness of such an approach should be assessed with respect to the outcomes of formation and

DOI: 10.4316/EJAFB. 2026.14305

Volume **14** / **2026** ISSN 2344-102X
Issue **3** ISSN-L 2344-102X

the possibility to apply the competences acquired in professional activities. Salas et al. (2012) pinpoint the fact that the performance of the training programs is influenced by the identification of the training needs, the design of contents, the participants' involvement and the organizational conditions which facilitate the learning transfer. Consequently, the use of microlearning should not be examined exclusively in terms of how often the modules are accessed and the duration of the sessions. The progress of the competences and their relevance for professional responsibilities are also valuable reference points.

In the field of linguistic formation, microlearning may facilitate gradual development of professional vocabulary and practicing communication in contexts specific to economic activities. The relevance of the method is asserted by Prasittichok and Smithsarakarn (2024), who, based on a systemic review and meta-analysis which included tens of studies and 743 participants, have identified favorable outcomes of microlearning in relation to oral skills in English language, compared to traditional training methods. The standardized effect reported (SMD = 1.43; IC 95%: 1.27–1.59) indicates an educational benefit in the studies under analysis. Nevertheless, their heterogeneity (I^2 = 66%) and the particularities of the populations investigated call for caution when generalizing the conclusions in reference to the corporate environment.

The main findings of the literature are summarized in Table 1, which highlight the complementarity between the researches on the efficacy of organizational training and the researches on microlearning and the development of linguistic competences.

Table 1. Comparative synthesis of research on microlearning and efficacy of professional formation

Authors	Methodology	Main outcomes	Style
Salas et al. (2012)	Extensive synthesis of researches on formation and development of workforce	Efficacy of training depends on identification of needs, design of programs, students' involvement and transfer of competences to professional activity.	They substantiate the formation outcomes and the relevance of competences acquired for organizations.
Prasittichok & Smithsarakarn (2024)	Systematic review and meta-analysis; 10 studies, 743 participants	Microlearning recorded better outcomes compared to traditional formation in improving oral skills in the English language (SMD = 1.43; IC 95%: 1.27–1.59; I^2 = 66%).	They support the potential of microlearning application in the development of linguistic competences, with no direct proofs of benefits on employees' productivity.
Monib et al. (2025)	Systematic review conducted acc to PRISMA principles; 40 studies	Identification of favorable outcomes at cognitive, behavioral and affective levels, including acquisition and retention of knowledge, involvement, motivation and application of competences.	They point out opportunities for design of flexible and personalized training programs, oriented on specific professional objectives.

Source: Author's contribution based on Salas et al. 2012, Prasittichok and Smithsarakarn 2024 and Monib et al. 2025

The comparative analysis stresses the fact that the literature provides arguments for educational efficacy of microlearning. However, it does not enable direct determination of the microlearning contribution to the economic performance of the organizations. The researches concerning professional training pinpoint the importance of the transfer of competences at the workplace, while the studies on microlearning focus on the potential outcomes of the learning processes. From this perspective, it is necessary to differentiate between educational efficacy, defined by the degree of achievement of learning objectives, and economic efficiency, assessed by comparing the formation outcomes to the resources used.

Starting from this distinction, Figure 1 presents a conceptual model which integrates the features of microlearning, the educational outcomes and the potential organizational implications. The model stresses that flexibility, accessibility, personalization and modular organization of training may influence the learning processes, whereas transformation of the educational outcomes in organizational benefits depends on the applicability of the competences acquired in the professional activity.

The conceptual model provides a framework for the interpretation of the possibilities to use microlearning in organizational environments. The features of the method may facilitate participation of the employees and development of some specific competences. Nonetheless, the potential economic results and the efficient use of formation time or the professional adaptability require separate assessments. Therefore, the existence of some advanced educational functionalities may not be considered sufficient evidence for economic efficiency.

With regard to the development of linguistic competences, the applicability of microlearning depends on the possibility to adapt contents to professional needs of the employees. The modules may be oriented on the use of economic and financial terminology, preparation of commercial correspondence, communication with

DOI: 10.4316/EJAFB. 2026.14305

Volume **14** / **2026** ISSN 2344-102X
Issue **3** ISSN-L 2344-102X

international partners or participation to negotiations. In these cases, the educational objectives must be correlated with the initial level of competences and the specific tasks in the job descriptions so that the training outcomes should be assessed in connection with the requirements of the professional activity.

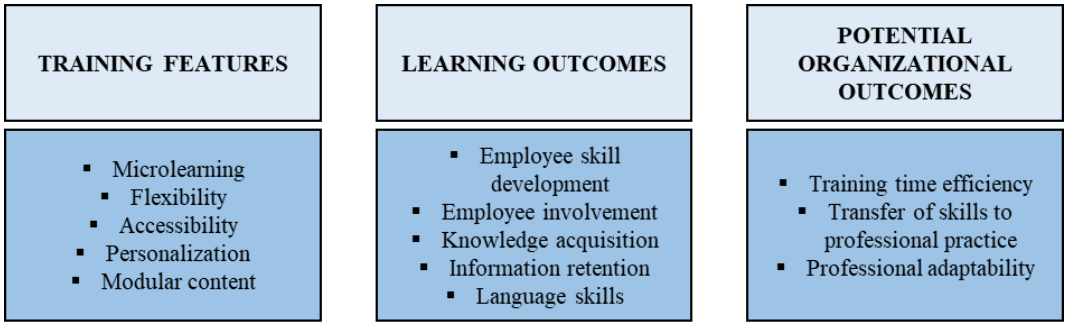


Figure 1. Conceptual model proposed concerning the contribution of microlearning to the development of human capital and efficiency of organizational formation.
Source: Author's contribution based on Salas et al. 2012, Prasittichok and Smithsarakarn 2024 and Monib et al. 2025

Nonetheless, microlearning has some limits in development of complex competences, which require sound interactions, thorough explanations and extensive practical exercises. As regards foreign languages, the development of fluency and the ability to communicate in complex professional situations entail additional practicing activities and feedback. Consequently, microlearning should be considered a method complementary to traditional training programs, of which efficacy depends on the integration in a coherent educational pathway.

Overall, the literature under analysis supports the relevance of microlearning for the development of professional and linguistic competences. In addition, it lays emphasis on the need to evaluate the conditions in relation to which this method may contribute to the optimization of the organizational formation. Characteristics such as training personalization, access flexibility and availability of monitoring mechanisms represent relevant dimensions for examination of digital solutions offered to organizations. These aspects constitute the basis of the comparative analysis carried out in this paper, and they are completed by analysis of the artificial intelligence-based functionalities.

1.3. Integrating artificial intelligence into microlearning and personalizing professional formation

Integrating the artificial intelligence (AI) into microlearning expands the possibilities to adapt educational contents to the level of competence, the professional goals and the students' individual progress. By using adaptive systems, recommendation algorithms and generative artificial intelligence instruments, the training platforms may facilitate configuration of some differentiated educational pathways, generation of exercises and provision of individualized feedback. These functionalities are relevant for the organizational environment, as they contribute to guiding the formation process towards the employees' actual needs, without assuming however that any digital microlearning solution integrates AI technologies.

The integration of generative artificial intelligence into organizational processes should also be considered from the perspective of business innovation and users' interaction with emerging technologies. Rîndașu et al. (2025) examine the role of generative artificial intelligence in shaping business innovation from the perspective of end users, providing a complementary research perspective for discussing the adoption of AI-based solutions in professional training.

The literature lays emphasis on the potential of the artificial intelligence in transforming professional formation processes. Tusquellas et al. (2024), based on a systematic review on the use of AI in relation to professional development and talent management, identify applications intended to assess training needs, to tailor educational pathways, to generate recommendations and to support decisions concerning development of competences. These applications highlight the possibility to integrate artificial intelligence into the human resource management processes. Nevertheless, their efficacy depends on the quality of the data used, the design of the systems and their compatibility with the organizational objectives.

In the field of the development of linguistic competences, the generative AI instruments may facilitate performance of some interactive activities oriented on concrete professional situations. The conversational systems may be used to simulate commercial negotiations, practice communication with international partners, draw up professional correspondence and use economic and financial terminology. To generate some scenarios adapted to the level of the students' competence, these instruments may complement the traditional training methods and may facilitate individual practice. However, the information and the feedback generated automatically require verification, especially when technical concepts or specialized formulas are used.

DOI: 10.4316/EJAFB. 2026.14305

Volume **14** / **2026** ISSN 2344-102X
Issue **3** ISSN-L 2344-102X

The relevance of these applications is asserted by Li et al. (2025), who, in a systematic review of 144 articles on use of generative artificial intelligence in teaching and learning foreign languages, identify multiple directions of application, including development of linguistic competences, support in drafting, provision of feedback and adaptation of educational strategies. The authors focus on the predominance of the researches conducted in higher education and in contexts of learning the English language, which limits the direct extrapolation of the outcomes on the corporate training programs. Complementarily, based on a systematic review of 49 empirical studies, Lee et al. (2025) stress the opportunities brought about by the generative artificial intelligence for the development of the interaction and feedback in learning foreign languages, as well as the challenges relating to the accuracy of the contents and the excessive dependence on technological instruments.

To systematize the main applications relevant for the organizational environment, Table 2 presents the functionalities of the artificial intelligence that may be integrated into microlearning, examples of use in linguistic formation and potential management implications. These dimensions offer a reference framework in assessing the documented technological characteristics of the solutions to be analyzed below in the comparative analysis.

Table 2. Artificial intelligence applications in microlearning and potential implications for professional formation

AI functionality	Applicability in linguistic formation	Potential organizational benefit	Limitations and conditions of use
Personalizing contents	Adapting vocabulary, exercises and level of difficulty to the employee's competences	A better orientation of the training towards individual needs	They require initial evaluation and update of competence profile
Conversational systems	Simulating negotiations, business meetings and interactions with customers	Developing competences of professional communication	Potential language errors and answers which are inadequate to the context
Automated feedback	Correcting formulations, explaining mistakes and suggesting alternatives	Faster feedback and the possibility to practice individually	They require verification of the accuracy of the evaluations
Generating contents	Elaborating exercises, scenarios and tests adapted to professional activities	Potential reduction of the effort required to prepare materials	Validation of contents generated is necessary
Progress analysis	Identifying difficulties and recommending some additional modules	Supporting decisions regarding development of competences	They require some suitable indicators and protection of employees' data
Adaptive assessment	Adjusting the level of difficulty for the tests depending on the answers	Individualized progress monitoring	The outcomes should be correlated with independent professional evaluations

Source: Author's contribution based on Tusquellas et al. 2024, Li et al. 2025, Lee et al. 2025 and Unesco, 2023

The functionalities summarized in Table 2 pinpoint the fact that the integration of the artificial intelligence into microlearning may impact both the educational process and the organization of the professional formation activities. From a managerial perspective, the most relevant applications are the one enabling adaptation of the contents to the requirements of the corporate positions, identification of individual difficulties and progress monitoring. However, the functionalities which use artificial intelligence should be distinguished from the conventional personalization and assessment mechanisms available on the e-learning platforms. The existence of some individualized educational pathways or some online tests does not represent evidence of using AI algorithms.

This delimitation is important for comparative assessment of digital trianing solutions. The microlearning platforms may provide personalization by manual configuration of the contents, selection of modules depending on the student's level or structuring of the programs in line with the organizational objectives, with no use of artificial intelligence. On the contrary, the AI functionalities involve use of some algorithmic mechanisms to generate, recommend or adapt the contents and assessments. Therefore, identification of these functionalities involves explicit documented proofs, while the lack of public information does not enable concluding on the inexistence of the respective technologies.

From the perspective of the economic efficiency, the use of AI in microlearning should be analyzed in relation to the resources necessary to implement and the potential benefits of training. The costs may include purchase or development of some technological solutions, their integration into the existing digital infrastructure, training the personnel and verification of the quality of the contents generated. The potential benefits may be associated with the reduction of the effort required to elaborate materials, a faster adaptation of the programs and individualized access to training. Nonetheless, the availability of the technological functionalities does not necessarily demonstrate lower costs or better professional performance, as it is necessary to assess the outcomes in relation to the resources used.

DOI: 10.4316/EJAFB. 2026.14305

Volume **14** / **2026** ISSN 2344-102X
Issue **3** ISSN-L 2344-102X

Furthermore, the integration of the artificial intelligence also involves respect of some conditions regarding the quality of the contents, transparency of processes and protection of the users' data. UNESCO (2023) highlights the importance of an approach focused on the human factor in using the generative artificial intelligence in education and research, pointing out the need to provide human surveillance, protection of personal data and critical evaluation of the outcomes generated. In the organizational environment, these principles are relevant, when the digital systems process the information on individual competences, progress and performances of the employees.

Overall, the literature analyzed stresses on the opportunities provided by the artificial intelligence to tailor microlearning and develop professional and linguistic competences. Nevertheless, the level of AI integration into the commercial training solutions may vary depending on the technological characteristics, model of provision and organizational objectives. From this viewpoint, the examination of the publicly documented AI functionalities, compared to the general mechanisms of training personalization, constitutes a relevant dimension of the comparative analysis in this research.

II. RESEARCH METHODOLOGY

The research aims to analyze the characteristics of the digital microlearning solutions available on the Romanian market, from the perspective of their applicability in developing the professional and linguistic competences of the employees. Consistent with the purpose of the article, the methodological endeavor has used a qualitative, descriptive and comparative approach, based on the literature analysis of the public information regarding the functionalities of the digital training platforms and the possibilities to integrate them into the organizational strategies for human resource management.

The theoretical groundwork of the research relied on the analysis of the literature regarding the efficacy of the organizational training, the use of microlearning in development of competences and the role of the artificial intelligence in personalizing the educational processes (Salas et al., 2012; Prasittichok & Smithsarakarn, 2024; Monib et al., 2025; Tusquellas et al., 2024). The outcomes of this research have contributed to the identification of the dimensions relevant for the comparative evaluation of the microlearning solutions, with an emphasis on the personalization of training, monitoring of progress and adaptation of the contents to professional requirements.

Starting from these considerations, the study has aimed to formulate an answer to the following question:

RQ1. *To what extent do the microlearning solutions available on the Romanian market integrate functionalities of personalization, artificial intelligence and progress monitor relevant for the professional formation and development of the employees' linguistic competences?*

To operationalize the research question and to orient the comparative analysis, two hypotheses have been formulated:

- H1. The majority of the microlearning solutions analyzed provide documented functionalities for training personalization, but the availability of the progress assessment and monitoring mechanisms are different from provider to provider.
- H2. In reference to the microlearning solutions analyzed, the artificial intelligence-based functionalities and the specialized programs for linguistic formation are less publicly documented than the general functionalities of training personalization.

The applicative component of the research consisted in examining in a documentary manner five providers operating on the Romanian market: Ascendia, Code of Talent, Nosco Learning, ExplorAtist and Learning Remotely. The selection was intentional and underlied the relevance of the digital professional formation services, the identification of some solutions or programs explicitly presented as microlearning and the availability of the public documentation required to carry out the comparative analysis. The sample is a non-probability sample and does not focus on statistical representation of the entire market in Romania.

The documentary sources have included official websites of providers, presentations of platform functionalities and public institutional documents. The information has been analyzed by comparison to a common set of criteria, which contained some microlearning solutions, the possibilities to personalize training, the integration of artificial intelligence-based functionalities, the availability of the progress assessment and monitoring mechanisms, the specialization in development of linguistic competences and the transparency of the cost-related information.

To ensure consistency of the analysis, the functionalities have been classified in line with the level of documentary evidence available. One characteristic was considered as confirmed when explicitly mentioned in the official information analyzed. In case the documentation did not enable establishment of a functionality, such functionality was classified as unconfirmed or insufficiently documented. This classification does not entail actual absence of the functionality. It only reflects the limits of the publicly accessible information in an exclusive manner.

The functionalities have been classified based on the documented evidence available. One characteristic was considered as confirmed when it was explicitly mentioned in the official materials examined. In case the

DOI: 10.4316/EJAFB. 2026.14305

Volume **14** / **2026** ISSN 2344-102X
Issue **3** ISSN-L 2344-102X

information was incomplete or insufficiently detailed, the functionality was classified as unconfirmed. This category indicates the absence of some sufficient evidence in the public documentation analyzed and should not be interpreted as an actual inexistence of the appropriate functionality.

Table 3. Operationalization of analytical dimensions and correspondence with research hypotheses

Dimension	Documentary indicator	Correspondence
Microlearning	Existence of some solutions explicitly presented as microlearning	**Selection criterion**
Training personalization	Possibility to adapt the programs or contents	**H1, H2**
Progress monitoring	Existence of assessments, reports or monitoring instruments	**H1**
Artificial intelligence	AI functionalities presented explicitly	**H2**
Linguistic specialization	Microlearning programs intended for learning foreign languages	**H2**
Cost transparency	Public availability of prices or pricing model	Complementary analysis

Source: Author's contribution

The assessment of the hypotheses has used a descriptive comparison of the frequency of the functionalities confirmed in relation to the five solutions examined. For H1, the focus was on the availability of the training personalization and the progress assessment and monitoring mechanisms. For H2, comparison was made between the AI functionalities and the specialization in linguistic training, on the one side, and the availability of the general personalization mechanisms, on the other side. Considering the small size and the intentional character of the sample, no inferential statistical tests have been used and the outcomes have been exclusively interpreted in relation to the providers analyzed (see Table 3).

The findings have been interpreted by comparison to the literature and the conceptual model presented in Figure 1, which points out the potential relations between microlearning characteristics, learning outcomes and organizational implications. The research does not aim to demonstrate any causal relations or direct quantifications of the effects on the productivity and formation costs. The purpose is to identify some technological and educational characteristics relevant for the subsequent economic evaluations.

The main methodological limits are associated to the use of the information published by the providers, the heterogeneity of the solutions examined and the differences in terms of details provided by the documentation. Thus, the outcomes exclusively reflect the characteristics documented by the providers included in the analysis and may not be generalized for the entire market of the microlearning services in Romania.

III. RESULTS

Digitalization of the professional formation processes has favored development of some educational solutions oriented on flexibility, personalization and adaptation of training to the requirements of the organizational environment. In Romania, the market of the e-learning services includes providers of learning management platforms, developers of digital content, organizations specialized in corporate training and companies supplying microlearning solutions. The diversity of these services shows the interest in integrating digital solutions into the strategies for human resource management. However, it also imposes a distinction between the general e-learning platforms and the solutions explicitly conceived for short-term modular learning.

In accord with the methodology presented in the previous section, the analysis aims to examine the functional characteristics of the microlearning solutions and to identify the possibilities to use them in the professional formation of the employees. The documentary component relies on the information published on the official websites of the providers, as well as the institutional documents and the activity reports publicly accessible. The analysis has focused on the characteristics of the digital training, the personalization degree of the contents, the availability of the artificial intelligence-based functionalities, the existence of the progress monitoring mechanisms and the relevance of the solutions for development of professional competences.

To ensure comparability, the main analysis has been delimitated to five providers for which identification was made of the official explicit information concerning microlearning: Ascendia, Code of Talent, Nosco Learning, ExplorAtist and Learning Remotely. The selection has an intentional nature and does not focus on the statistical representation of the Romanian market. Other organizations mentioned in the initial material may be included in extensive research after the services and the characteristics provided have been further verified.

DOI: 10.4316/EJAFB. 2026.14305

Volume **14** / **2026** ISSN 2344-102X
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3.1. Characteristics of the solutions analyzed

The documentary analysis has aimed five providers of digital solutions for professional formation operating on the Romanian market: Ascendia, Code of Talent, Nosco Learning, ExplorAtist and Learning Remotely. They introduce distinct models of training organization and provision, from integrated platforms of e-learning and development of digital content to personalized microlearning programs and solutions of formation specialized in certain fields of activity.

Ascendia provides solutions for development, distribution and administration of educational content, through the CoffeeLMS platform, the interactive content editor LIVRESQ and the course portfolio eJourneys. These products enable organization of training programs adapted to the organizational requirements and the integration of the materials into the learning management systems. A relevant aspect is constituted by the structure of the eJourneys portoflio, which includes 295 of modules organized in 12 collections, with an estimate length of 20 to 40 minutes by module, according to the information presented in the company statement. This characteristic highlights the fact that the commercial solutions defined as microlearning may also use lengths other than 5 to 10 minutes which is the most popular timeframe in the literature (Ascendia, 2025).

Code of Talent develops a platform dedicated to corporate microlearning, which integrates personalized educational pathways, that integrate personalized educational pathways, gamification, feedback mechanisms and progress monitoring instruments. A distinctive feature is the explicit presentation of some artificial intelligence-based functionalities for configuration of learning pathways in line with the organizational objectives (Code of Talent, n.d.).

Nosco Learning provides microlearning services, learning mobiles and development of personalized educational contents, complemented by implementation of the learning management systems. The solutions presented enable organization of training programs, administration of educational activities and participation and assessment monitoring. The provision model is characterized by integration of the personalized contents with the digital infrastructure necessary to manage professional formation (Nosco Learning, n.d.).

ExplorAtist integrates microlearning into broader programs for organizational development, which include training activities, coaching and professional formation. This approach stresses the orientation towards development of professional competences and behaviors, by adapting the educational activities to the beneficiaries' organizational objectives (ExplorAtist, n.d.).

Learning Remotely represents a sectoral specialization model for digital training, by providing some tutorials and educational resources intended for experts in the cultural domain. The contents tackle themes such as marketing, financing, budgeting and development of professional activities, illustrating the modular training in specialized economic sectors (Learning Remotely, n.d.).

By and large, the characteristics of the providers analyzed pinpoint the heterogeneity of the solutions available, both in terms of structure of the training programs and level of integration of the technological functionalities. These differences justify the use of a comparative analysis based on common documentary, presented in the following section.

3.2. Comparative analysis of the functionalities of the microlearning solutions

To examine the differences between the providers, the characteristics identified have been organized according to the analytical dimensions defined in the research methodology. The assessment aimed at the existence of microlearning solutions, the possibilities of training personalization, the artificial intelligence-based functionalities, the progress monitoring mechanisms, specialization in linguistic formation and availability of cost-related information.

Table 4 presents the outcomes of the comparative documentary analysis. The classification reflects exclusively the characteristics identified in the official materials analyzed, with no direct testing of the platforms or assessment of their efficacy within the organizations.

The comparative analysis lays stress on three main findings. Firstly, training personalization represents a characteristic frequently documented for all the solutions examined. Four of five providers explicitly present the possibilities of adapting the contents or the programs to the organizational needs. In reference to Learning Remotely, the information available highlights the thematic specialization of the programs, without enabling confirmation of an equivalent personalization mechanism.

Secondly, the integration of the artificial intelligence-based functionalities is documented in one single case, respectively Code of Talent. As for the other providers, the documentation examined does not offer sufficient information on similar functionalities. This difference pinpoints the need to delimitate between conventional training personalization and AI-assisted personalization, the two characteristics not being equivalent in technological terms.

Thirdly, the progress assessment and monitoring mechanisms are explicitly documented for three providers, whereas the information available on the other two does not enable drawing an equivalent comparison.

DOI: 10.4316/EJAFB. 2026.14305

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Additionally, the analysis has not identified sufficient evidence to confirm some microlearning programs specialized in development of linguistic competences for the providers examined. This finding does not exclude the possibility to adapt the existing solutions to the linguistic formation, it only indicates a limit of the public documentation analyzed.

Table 4. Comparative analysis of the microlearning solutions available on the Romanian market

Provider	Documented microlearning solutions	Personalization	Explicitly documented AI functionalities	Assessment and monitoring	Specialization in documented linguistic formation
Ascendia	eJourneys; creation of modular content by LIVRESQ	Yes, development of adapted content	Unconfirmed for the solutions examined	Yes, for interactive instruments and LMS	*Unconfirmed*
Code of Talent	Platform dedicated to microlearning	Yes, personalized pathways	Yes, creation of learning pathways	Yes, progress, involvement and feedback	*Unconfirmed*
Nosco Learning	Microlearning and personalized mobile learning	Yes, depending on the organizational needs	Unconfirmed	Yes, through LMS and assessment instruments	*Unconfirmed*
ExplorAtist	Integrated microlearning programs integrated into Learning & Development	Yes, programs adapted to organizations	Unconfirmed	Insufficient information for a comparable evaluation	*Unconfirmed*
Learning Remotely	Short tutorials for experts in the cultural domain	Thematic specialization	Unconfirmed	Insufficient information	*The offer examined does not provide such information*

Source: Author's contribution

To conclude, the outcomes point out a higher documentary possibility for conventional personalization than for AI functionalities and linguistic specialization. From a managerial perspective, the differences indicated are relevant for organizations which seek to select some digital formation solutions, as the functionalities offered should be evaluated in relation to the concrete training objectives and requirements.

3.3. Evaluation of research hypotheses

The hypotheses have been evaluated by comparing the findings of the comparative analysis to the documentary indicators defined in the research methodology. Given the qualitative character of the research and the small size of the sample, the outcomes have been interpreted descriptively, without using the inferential statistical tests.

With regards to H1 concerning the availability of the training personalization and the differences on progress monitoring, the analysis has emphasized the existence of some documented personalization functionalities in connection to four of five providers. For Learning Remotely, identification was made of a thematic content specialization which does not enable confirmation of personalization in the sense used for the other providers. As for progress assessment and monitoring mechanisms, the latter have been explicitly identified in three cases, while for the other two the information was insufficient. Consequently, H1 was conducted at descriptive level, the outcomes indicating a relatively extensive documentary availability of personalization and differences in the degree of confirmation for the monitoring mechanisms.

The H2 hypothesis has sought to compare the frequency of documenting the AI functionalities and the programs specialized in linguistic formation in relation to general training personalization. The outcomes have highlighted the explicit confirmation of the AI functionalities for only one provider, while the programs specialized in linguistic microlearning could not be confirmed in the public documentation under analysis. Comparatively, training personalization has been identified for all five providers. These findings support H2 descriptively and indicate a lower frequency in the public evidence of the AI integration and linguistic specialization.

Table 5 summarizes the outcomes of the evaluation conducted for the two hypotheses, highlighting the correspondence between the sizes analyzed and the documentary findings.

DOI: 10.4316/EJAFB. 2026.14305

Volume **14** / **2026** ISSN 2344-102X
Issue **3** ISSN-L 2344-102X

Table 5. Summary of the evaluation of the research hypotheses

Hypothesis	Indicators and outcomes	Evaluation
H1	Personalization confirmed: 4/5; monitoring confirmed: 3/5; insufficiently documented monitoring: 2/5	Supported at descriptive level, with reserves in relation to documentation
H2	Personalization: 4/5; AI functionalities confirmed: 1/5; linguistic specialization confirmed: 0/5	Supported in relation to documentary evidence

Source: Author's contribution

Overall, the evaluation of the hypotheses offers an answer to the RQ1 research question and points out that the solutions analyzed present different levels of documentation for the technological and educational characteristics. The training personalization and the progress monitoring are more often confirmed than the AI functionalities and the programs dedicated to development of linguistic competences.

The findings should be interpreted in relation to the documentary nature of the research. The classifications reflect the availability of the public information and do not enable direct evaluation of the technological performances, quality of the educational programs or outcomes of the employees within the beneficiary organizations.

IV. DISCUSSION

The outcomes of the comparative analysis highlight the importance of a differentiated approach in selecting the microlearning solutions for professional training. The availability of personalization, the existence of monitoring mechanisms and the integration of the AI functionalities represent relevant characteristics for the evaluation of the compatibility between platforms and organizational objectives. However, these characteristics should not be mistaken for educational efficacy or economic efficacy of the programs implemented.

The increasing use of digital technologies in organizational activities has also generated new challenges for human resource management, particularly in the context of remote work. Zhan et al. (2020) examine the challenges faced by Romanian entrepreneurs in managing remote workers, providing a relevant organizational context for considering flexible and digitally supported professional training solutions.

From the perspective of the human resource management, the selection of a microlearning solution should be substantiated on the correlation between the technological functionalities and the concrete needs of competence development. The platforms which enable the adaptation of the contents and the progress monitoring may facilitate the organization and the administration of training. Nevertheless, their value to the organization depends on the quality of the materials, the employees' participation and the transfer of knowledge to the professional activity. This interpretation is consistent with Salas et al. (2012), who highlight the organization conditions and the applicability of the competences in the evaluation of the formation outcomes.

In reference to the economic efficiency, the assessment of the digital solutions require comparing the educational outcomes with the resources used. The relevant indicators may include the total implementation and administration cost, the formation cost per employee, the time necessary to acquire competences, the progress between periodical checks and the degree of using knowledge in the professional activity. Due to lack of comparable information for these dimensions, the analysis of the functionalities does not enable drawing conclusions on the economic superiority of a provider or a platform. Assessing digital training solutions may also benefit from systematic approaches to business process planning and resource allocation. Stefan and Radu (2016) examine alternative methods for planning business processes, emphasizing the applicability of mathematical models and software tools in supporting organizational planning. Although their research focuses on production processes, the methodological perspective provides a useful reference for considering how analytical instruments could support the evaluation and planning of professional training activities.

For the organizations involved in international activities, the possibility of adapting digital contents to the linguistic formation represents a relevant direction of training program development. The modules may be oriented on specific competences, such as commercial communication, use of economic and financial technology or management of interactions with external partners. Nonetheless, the research outcomes point out the need to distinguish between the technological capacity to develop such contents and the actual existence of some specialized linguistic programs. The integration of the artificial intelligence may expand these possibilities by generating customized exercises, automatic feedback and simulation of professional situations. However, the explicit documentation of these functionalities in relation to a low number of solutions analyzed indicates the need to perform a thorough examination of the technological solutions presented by the providers. In this regard, the organizations should distinguish between actual functionalities, characteristics under development and hypothetical possibilities of use.

From a managerial perspective, the main implication of the research consists in using some transparent and comparable criteria to assess the microlearning solutions. Personalization, progress monitoring and AI integration

DOI: 10.4316/EJAFB. 2026.14305

Volume **14** / **2026** ISSN 2344-102X
Issue **3** ISSN-L 2344-102X

may constitute important dimensions of the decision-making process. However, they must be correlated with the relevance of the competences aimed, the implementation costs and the actual educational outcomes. Consequently, the selection of the digital formation solutions should be tackled as a decision of investing in the human capital and not exclusively as a technological choice.

The future research may expand the analysis by applying a standardized platform assessment instrument and collecting primary data from the beneficiary organizations. A relevant direction would consist in comparing traditional linguistic training programs, conventional microlearning and artificial intelligence-based solutions using common indicators that measure formation timeframe, cost and professional applicability.

Overall, the analysis highlights the existence of various digital solutions, which may support the integration of microlearning into the strategies for development of human resources. The main contribution of the research is the identification of some functional models intended to provide modular training and emphasis on the relevant criteria for the evaluation of their applicability in the organizational environment. The economic benefits remain, however, potential and require validation by subsequent empirical research.

V. CONCLUSION

The research outcomes highlight an important difference between the technological potential of microlearning and the ability to demonstrate its economic value within organizations. Even though the solutions analyzed offer possibilities to adapt the educational processes, the availability of some digital functionalities does not constitute a guarantee for the efficacy of training or a better use of resources. This distinction is essential in a context in which the technological innovation is frequently associated with time optimizing solutions and cost reduction, despite the lack of some independent evaluations confirming the scope of the actual benefits.

The descriptive assessment of hypotheses H1 and H2 indicate an uneven development of the documented characteristics of the solutions examined. The significance of this outcome does not exclusively reside in the differences between providers, but in the stress on the need to distinguish between conventional personalization of training, actual integration of artificial intelligence and specialization of contents for certain professional competences. These dimensions are not interchangeable, and approaching them as indicators equivalent of educational innovation may lead to incomplete evaluations and insufficiently substantiated investment decisions.

In reference to linguistic formation, the main critical finding is that the general adaptability of the digital platforms does not demonstrate the existence of specialized solutions or the development of professional communication competences. The transfer of a modular training model to learning foreign languages requires specific pedagogical requirements, which may not be exclusively fulfilled by segmentation of contents and automation of exercises. Consequently, microlearning represents a potential utility, as a complementary instrument in particular, integrated into coherent competence development programs, and not as a universal substitute of the comprehensive linguistic training.

In economic terms, the study contributed by highlighting some limits of the evaluations exclusively centered on the technological characteristics. The efficacy of the professional training may not be inferred from the number of the functionalities available, the reduced duration of modules and the degree of automation. It requires detailed examination of the ratio between the investment made and the competences actually acquired and used in professional activities. For the organizational management, this finding implies the need to substantiate the decisions on digital training by criteria of professional management, verifiable educational outcomes and total costs, rathen than by level of technological sophistication promoted by the providers.

The main limitation of the research comes from the documentary character of the information used. The analysis was conducted based on the descriptions published by the providers, with no direct testing of platforms, application of beneficiaries' questionnaires or collection of some economic indicators related to training costs and outcomes. Consequently, the findings reflect the documented functional characteristics of the solutions examined and do not enable formulation of some causal conclusions regarding their impact on the organizational performance. The second limitation is associated to the heterogeneity of the solutions analyzed. Some organizations offer complete platforms, while others develop personalized formation programs or specialized tutorials. This diversity enables identification of some distinct models of providing microlearning yet narrows the possibility to make some direct comparisons regarding educational efficacy and costs. Furthermore, the analysis does not represent an exhaustive evaluation of the Romanian market because the providers have been selected intentionally, based on the relevance and the availability of the public documentation. Consequently, the outcomes should not be generalized for all providers of digital formation in Romania.

A primary direction for future research would be the transfer from analysis of the characteristics declared to assessment of the actual results of microlearning use. The comparative studies conducted in organizations, by use of initial and final evaluations of competences, cost and time indicators and measurement of learning transfer towards professional activities, would enable definition of the conditions in which modular training generates demonstrable economic benefits. In the field of linguistic formation, such research should distinguish between the actual progress made in relation to individual exercises and the communication skills used in genuine professional

DOI: 10.4316/EJAFB. 2026.14305

Volume **14** / **2026** ISSN 2344-102X
Issue **3** ISSN-L 2344-102X

situations.

As to conclude, the relevance of microlearning for the digital economy should be valued for its ascertainable contribution to the development of human capital, and not by the mere availability of some innovative technological instruments. The organizational value of this approach depends on the compatibility between the objectives of the formation, the characteristics of the beneficiaries and the possibility to check the outcomes. Therefore, the main challenge does not consist in adopting microlearning as an educational technology, but in adopting it into an evaluable, sustainable and economically justifiable process intended for professional formation.

Funding: This research received no external funding.

Conflicts of interest: The author declares no conflicts of interest.

Ethics statement: This study is based exclusively on publicly available legal, institutional, policy and secondary academic sources. It does not involve human participants, interviews, surveys, experiments, personal data collection or clinical/biomedical material. Therefore, formal ethical approval was not required.

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