Corporate Training Research Bibliography

Verbatim excerpt from the book draft bibliography

Play, work, and adult learning

Firoz, Mariya, Koustab Ghosh, and Dheeraj Sharma. “From Games to Gains: A Systematic Literature Review on Play at Work.” *Management and Labour Studies* 51, no. 1 (2026): 89–115. https://doi.org/10.1177/0258042X251399238 .

This review of 35 studies (1984–2024) finds that workplace play changes with its context. Voluntary, meaningful play is associated with well-being, innovation, and collaboration; coerced or inauthentic play can breed cynicism and weaken trust. For trainers, the instruction is plain: don’t make “fun” compulsory or use it to disguise a bad workplace. The authors call for longitudinal and mixed-method studies.

Manganello, Flavio, and Davide Capobianco. “Tabletop Role-Playing Games for Social Skill Development in Adult Learning: A Scoping Review.” *Games in Learning and Teaching* (2026). https://hdl.handle.net/10278/5127304 .

This review maps 16 empirical studies of TTRPGs in adult learning. Across them, role adoption, collaborative narrative, and shared decisions give learners ways to practice communication, collaboration, empathy, and leadership. The evidence base is small and relies heavily on self-report, with few validated measures. That makes this a strong case for deliberate workplace trials, not a result that settles their effectiveness.

García-Soriano, F., Faret Moreno, F., & González Cohens, D. (2026). “Tabletop Role-Playing Games for Teamwork: A Pilot of a Methodology for Developing Socio-emotional Skills.” *International Journal of Role-Playing*, (17), 203–221. https://doi.org/10.33063/ijrp.vi17.1151

This workplace pilot involved 80 hours of role-playing games with 10 teams, primarily in the ICT sector. The study found statistically significant changes in task, production, and adaptability, along with changes in two items measuring entrepreneurial leadership and self-efficacy. Empathy did not change significantly. The authors conclude that tabletop role-playing games offer a viable, engaging method for developing workplace soft skills.

Capobianco, Davide, and Flavio Manganello. “ADVENTURE: A Framework for the Adoption of Tabletop Role-Playing Games in Workplace Learning.” In *Proceedings of the 19th European Conference on Games Based Learning* (2025). https://doi.org/10.34190/ecgbl.19.1.4116 .

A workplace implementation framework with a multi-session format, facilitation guidance, observation, diaries, and pre/post measures. Trainers can use it to design a testable TTRPG learning program. It lays out a research plan and anticipated outcomes; it does not report an effectiveness trial.

Vykopal, Jan, Pavel Čeleda, Valdemar Švábenský, Martin Hofbauer, and Martin Horák. “Research and Practice of Delivering Tabletop Exercises.” In *Proceedings of the 2024 ACM Conference on Innovation and Technology in Computer Science Education* (2024). https://doi.org/10.1145/3649217.3653642 .

Examines how to design and deliver scenario-based tabletop exercises, especially for cybersecurity incident response. Its practical lessons are direct: set objectives, build a plausible scenario, guide discussion, and capture what participants learn. It studies incident-response exercises, not D&D or consent training.

Weir, Kirsten. “A Sense of Belonging Is Crucial for Employee Well-Being.” *Monitor on Psychology*, American Psychological Association (2024). https://www.apa.org/topics/healthy-workplaces/fostering-connection .

A practitioner-facing overview of workplace belonging and employee well-being. It gives trainers a clear reason to care about connection. It does not study play or games, so it belongs in the book’s workplace context, not as proof that a game creates belonging.