

## DETOURNEMENT DE JEUX DE LOISIRS POUR LA SENSIBILISATION AUX CONCEPTS MANAGERIAUX<sup>1</sup>

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### Résumé :

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Dans le cadre d'un cours de huit heures en ludopédagogie pour la promotion 2025-2026 du Master 2 Marketing digital de l'IAE Paris-Est, nous avons imaginé des détournements de jeux de loisirs afin de concevoir des dispositifs ludopédagogiques au management pour des managers en formation continue, donc déjà en activité. Pour ce faire, nous avons étudié trois jeux. Après avoir assimilé leurs règles, nous les avons couplés avec les concepts managériaux à transmettre aux apprenants : *Agents secrets* avec la prise de décision de groupe, *Unanimo* avec la communication persuasive et *Love Letter* avec l'asymétrie d'information. Notre article détaille chaque projet et propose une synthèse collective.

### Mots-clés :

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Ludopédagogie, Management, Enseignement supérieur, *Serious gaming*

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## 1 INTRODUCTION

Dans le cadre d'un cours de huit heures en ludopédagogie pour la promotion 2025-2026 du Master 2 Marketing digital de l'IAE Paris-Est, nous avons dû imaginer des détournements de jeux de loisirs ou *serious gaming* (Lépinard, 2022) afin de concevoir des séances de sensibilisation de deux heures à des concepts managériaux pour des managers en activité, c'est-à-dire en formation continue (Figure 1). Pour ce faire, notre enseignant nous a laissé une totale liberté dans le choix des jeux (provenant du *gamelab* GamiXlab<sup>2</sup>) et des concepts managériaux. Cet article présente les résultats de nos projets, tous détaillés d'une manière identique : présentation du jeu, explication du concept managérial et proposition de dispositif ludopédagogique. Une synthèse de la classe clôture ensuite notre texte. Nos propositions ne sont toutefois que théoriques. Aucune n'a été testée et notre travail, plutôt méthodologique et réflexif, a consisté au détournement de jeux de loisirs. Pour autant, nos idées sont argumentées et pourraient servir de base à la conception effective des séances de formation imaginées.



Figure 1. Après une introduction à la théorie de la ludopédagogie, les étudiants ont mené leurs projets de détournement de jeux de loisirs en équipes de trois ou quatre.

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<sup>2</sup> Site internet du *gamelab* GamiXlab : <https://www.facebook.com/gamixlab/>.

## 2 PRESENTATION DES PROJETS

### 2.1 AGENTS SECRETS ET PRISE DE DECISION DE GROUPE (TEXTE EN ANGLAIS)

#### 2.1.1 Presentation of the game

*Secret Agents* is a game for 6 to 12 players divided into two teams called Agencies<sup>3</sup> (Figure 2). One team will play the role of the Committee for State Security (KGB) and the other the Central Intelligence Agency (CIA). There are three types of cards: Agent cards, which determine a player's role within their agency; Mission cards, which award victory points of varying values and are divided into four destinations (Rio, Casablanca, Hong Kong, and Berlin); and Action cards, which must remain secret and allow players to score points during their turns. The goal is to collect the most Mission cards using the points accumulated during each turn. A game is played over six rounds and should last between 30 and 45 minutes. Each player receives an Agent card that determines their identity within their agency. Determining an identity within an agency is done as follows: draw as many Agent cards as there are players, with at least one of these cards being the double agent card. The double agent's goal is to hinder their team's progress by causing them to lose points during the rounds. These cards remain confidential within the team. To begin a round, reveal the first Mission card for each destination. These cards will show points ranging from 2 to 5. After handing out 3 Action cards to each player, each agency must consult with each other as a group privately to establish the strategy to adopt for the upcoming round. One Action card will be played by each player and defines the destination, using the Agent card displaying the number 4 as a reference. This card remains hidden from the other agency until all the target destinations are revealed simultaneously. Once the destinations are revealed, the points on each Action card are added together for each destination. The agency with the most points for a destination wins the corresponding Mission card and its associated victory points. In case of a tie, the Mission card is put back into play for the next round. The difficulty is that the double agent will tend to play cards that will prevent their team from succeeding to win points. When a round ends, the played Action cards are set aside, and new cards are dealt to the players. Agencies must therefore adapt their strategy based on their position in the game, keeping in mind that two out of three players don't know who the double agent is. The agency with the most victory points from Mission cards after six rounds is declared the winner. At the end of the 6 rounds, each team must vote for who they think the secret agent is. Guessing them right will enable the team to win more points.

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<sup>3</sup> Web page on the BGG website: <https://boardgamegeek.com/boardgame/156430/agents-secrets>.

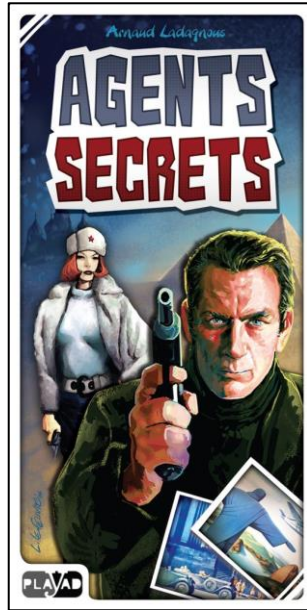


Figure 2. *Agents Secrets (French) game box.*

### 2.1.2 Managerial Concept presentation

The central concept of our paper is group decision-making. Before explaining how the presented game can positively influence it, we will briefly present the concept itself. In simple words, group decision-making is a process where several people (usually, three or more) discuss together a question or a problem and discover all the possible solutions and choices to make. By the group evaluation, the final decision is usually made. Several studies show that, on average, group decisions tend to be more effective than those made by individuals acting alone. One of the reasons why groups can be more effective than individuals may be the group's capacity to fulfil individuals' need for social belonging. This mechanism is supported by multiple theories: starting from Maslow's pyramid (1943), where the social aspect plays an important role, following the Social Identity Theory of Tajfel and Turner (1979), which proves the increase of commitment of the members with the growth of the feeling of belonging to the group. Group decision making is a logical continuation of a vigilant interaction theory, introduced by Hirokawa (1992). The theory implies that group interaction affects the decision-making process and final performance by directly shaping the quality of critical thinking that leads to a final group choice. From the perspective of vigilant interaction theory, high-quality group decisions emerge when group addresses several key components that at the end will lead to effective results:

- Goal clarity (the degree to which the group is aware of the end states that need to be achieved for successful task completion)

- Goal-path clarity (the degree to which the group is cognizant of the proper means to achieve desired end states)
- Goal-path mechanics (the number of operations or steps that need to be performed to achieve desired end states)
- Goal-path obstacles (the number of barriers that may hinder a group's efforts to achieve its desired end states).

It is essential not to skip any of the mentioned steps. By assuming that the problem is obvious and by skipping the shared problem framing, the group might reduce the efficiency of its decision. The explicit definition of the issue and the clarification of the constraints and context is crucial. The research done by Hirokawa and Rost (1992) indicates there is a direct relation between the group decision performance and group's efforts to analyze (as a group, not individually) and understand its objectives, identify positive and negative qualities of alternatives. However, both articles highlight that more interaction doesn't automatically lead to better outcomes: there's no direct relation between time and frequency of group interaction and the final performance. The time spent on brainstorming decision alternatives seems to be the least significant of all five functions (Problem analysis, Establishment of evaluation criteria, Generation of alternative solutions, Positive evaluation of solution consequences, Negative evaluation of solution consequences) examined by the authors in the article "To err is human, to correct for it divine" Orlitzky & Hirokawa, 2001, pp. 332-333). – the number of alternatives does not explain or predict group decision-making effectiveness. Wasting too much time on brainstorming reduces the group's time spent on the four other functions. Generation of solution alternatives, sometimes detracts from group decision-making effectiveness because group members' resources are not being invested in the other functions – it is critical not to remove the group's attention from critical positive and negative solution consequences. Another aspect of group decision-making is a choice shift, a phenomenon according to which group decisions diverge systematically from the average of members' initial individual preferences. Paese & Bieser (1993) prove in their article, that group decisions not just aggregate individual judgments but amplify, neutralize, or even reverse individual risk tendencies, particularly when a shared decision frame is present before discussion. Moreover, group choice shifts may be shaped by novel arguments and context-specific normative considerations that emerge during discussion. This fact indicates that group decisions are influenced by both cognitive framing and social dynamics. In the next part, we will look closer into integrating the reviewed concept to pedagogical framework together with the game *Secret Agents*.

### **2.1.3 Game-oriented learning framework**

#### Game Integration to the Concept

*Secret Agents* helps to develop team decision-making skills in the context of a corporation. The moment when team decision-making is used is at the beginning of each round when the members of an agency have to define a strategy together, and at the end when they have to decide who they think is the double agent. The participants have to discuss their priorities and decide on what risks they are willing to take while knowing that they have incomplete information. This situation can be compared to real life working situations where teams have one same goal but they must still align with their individual point of view. Here the only way to achieve success is by making collective choices that will supposedly benefit the team. The individual decisions will have a meaning and a positive effect only if the rest of the team is coordinated. They share the responsibility on the path to victory. A lot of uncertainty is also created by the presence of a hidden double agent. As a result, the teams have to evaluate the elements more carefully and have to try to make agreements based on facts. The game also highlights the phenomenon of choice shifting because group discussions can sometimes tend to lead to decisions that are different from the average of individual preference. With this setup, the game aims to integrate the elements of vigilant interaction theory : the teams have to have some clarity on their goals, identify possible paths to achieve them, evaluate constraints and obstacles, and adjust their strategy accordingly.

#### Practical Session

By integrating the concept and the game itself, we aim to propose a team-building event for organizations (both public and private) (Covert et al., 2017). The event will be hosted offline and will present a two hour session (perhaps, repeated several times – depending on the number of employees). This team-building is created specifically for companies with flat (horizontal) organizations (Spector, 1999) , where the number of levels between the staff and the executives is rather limited, and for those who implement a project-based approach in their organizational structure. The team-building might be extremely useful for those who are in the process of switching to a less hierarchical system. The best timing to play the game is after a break (Christmas or summer) when employees haven't communicated much with each other for sometime and might be more open to the new methods. The employees, participating in the activity, already know each other. Before the beginning of the session, we will ask the HRs (or other relevant executives) to divide the employees into groups of a maximum of 12 people,

based on with whom they work together more often. Depending on the size of the company, we will play one or more sessions of the game (2-4 groups per session).

Step	Details
1	At the beginning, we will introduce the rules of the game and ask each group to randomly divide into two teams. Without any further explanations, we will launch the game.
2	When the first tour (6 rounds) is finished, we will have a discussion: <ul style="list-style-type: none"> <li>• How did they like the game?</li> <li>• What was the most difficult point?</li> <li>• How was their group discussion built: did everyone just share their ideas, or did they take turns, or use any other method?</li> <li>• What points did they discuss most during the group interaction?</li> </ul>
3	After this, we will briefly introduce the group decision-making concept and will distribute a printed checklist of five components of successful group decision-making (Problem analysis, Establishment of evaluation criteria, Generation of alternative solutions, Positive evaluation of solution consequences, Negative evaluation of solution consequences).
4	We will ask if the employees want to switch the groups and launch the second tour, but this time insist on them following the checklist.
5	By the end of this tour, we will have another discussion around what changed between the first and the second tours. If they found their communication more effective and structured with the second tour.
6	Finally, we will ask if they have any questions and close the session.

## 2.2 UNANIMO ET LA COMMUNICATION PERSUASIVE

### 2.2.1 Présentation du jeu

*Unanimo* est un jeu de société des années 1990 réédité en 2009 par Cocktail Games<sup>4</sup> pour 3 à 12 joueurs de tous âges, qu'ils aient une grande expérience ou qu'ils soient totalement débutants dans l'univers des jeux de société (Figure 3). Contrairement à un jeu de connaissances, pour réussir à *Unanimo*, il faut privilégier les mots les plus communs et largement acceptés. Une carte est posée au centre de la table. Elle comporte une illustration. Tous les joueurs doivent

<sup>4</sup> Page du jeu *Unanimo* sur le site BGG : <https://boardgamegeek.com/boardgame/12157/unanimo>.

alors secrètement écrire 8 mots ou expressions relatives à cette carte, en essayant de trouver les réponses qui seront les plus fréquentes parmi tous les joueurs. Lorsque tous les joueurs ont écrit leurs huit réponses, on passe au décompte. Les réponses les plus évidentes sont généralement les meilleures. Le décompte des points est effectué comme suit :

- chaque réponse rapporte à ses auteurs autant de points que de joueurs l'ayant inscrite,
- lorsqu'un joueur est seul à avoir écrit une réponse, il ne marque pas de point.

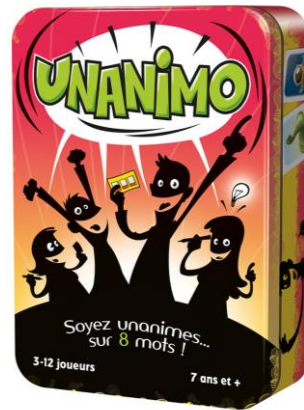


Figure 3. Le jeu Unanimo.

### 2.2.2 Présentation du concept managérial

Le concept managérial mis en avant grâce au dispositif ludopédagogique est la théorie de la communication persuasive. Grâce à notre revue de littérature nous avons pu identifier plusieurs auteurs qui définissent et conceptualisent le terme. D'après Benoit (2005), la communication persuasive n'est pas une spécificité de la communication, mais plutôt « *la communication envisagée dans sa globalité à travers ses impacts* ». En d'autres termes, toute communication a un caractère persuasif dès qu'elle influence les pensées, les actions ou les postures, qu'elle soit délibérée ou pas, consciente ou pas, verbale ou non-verbale (ibid., 2005). Dans une perspective proche, selon Dacheux, « *la communication persuasive est une volonté humaine d'établir des relations sociales non violentes dont l'objectif premier est de provoquer un changement dans la manière de penser ou dans le comportement d'autrui* » (1994, p.29). Prakken porte un intérêt particulier aux dialogues de persuasion qu'il définit en déclarant : « *In such dialogues two or more participants aim to resolve a difference of opinion, each trying to persuade the other participants to adopt their point of view* » (2006, p.1). Autrement dit, le discours persuasif se fonde sur une discordance d'opinions préalable et l'interaction verbale vise principalement à atténuer ou à résoudre ce différend par le biais de l'argumentation. Chaque intervenant ne se limite pas à partager son point de vue, mais déploie des arguments dans le but de persuader les autres et de les conduire à adopter sa perspective. Cette approche est complétée par Wallis qui

indique que « *la communication persuasive est un processus délibéré de communication où un émetteur tente d'influencer les attitudes ou de provoquer une action chez un récepteur* », en modifiant le contenu et la présentation du message afin d'atteindre cet objectif (1984, p. 348). Les textes sélectionnés nous permettent donc de définir la communication persuasive comme un process visant à élaborer un message pour influencer les attitudes ou décisions d'autrui. L'objectif de la communication persuasive est d'influencer les personnes, que cette influence soit délibérée ou pas, consciente ou implicite, et qu'elle s'effectue via des moyens verbaux, non verbaux ou visuels. Elle se base tant sur le raisonnement, en particulier dans des situations de désaccord ou de conflit d'idées, que sur des ressorts émotionnels ; surtout lorsque les messages font appel à des visuels, des standards sociaux et des principes communs. Ainsi, la communication persuasive peut être décrite comme un processus de formulation du message conçu pour faire évoluer positivement les attitudes, les choix ou les actions d'autrui, en alliant des aspects rationnels et émotionnels dans le cadre d'interactions sociales pacifiques. Dans le monde du travail, la communication persuasive est primordiale dans divers secteurs tels que la gestion, le marketing, la négociation, la gestion du changement ainsi que la communication à l'intérieur et à l'extérieur de l'entreprise. Elle sert à guider les choix, à orienter les actions, à rassembler des groupes autour d'objectifs partagés et à résoudre des désaccords de façon pacifique. Ainsi, comprendre les dynamiques de la communication persuasive est une compétence stratégique, essentielle pour interagir de manière efficace avec divers auditoires et s'ajuster à des environnements professionnels complexes.

### **2.2.3 Dispositif ludopédagogique**

Le concept de notre dispositif ludopédagogique est de détourner le jeu initial pour permettre de développer la communication persuasive des équipes de marketing (le manager et son équipe). Notre thème est le suivant : « *Soyez unanimes sur 8 mots et persuader-moi du projet !* ». Le dispositif a pour objectif d'aider les participants à renforcer leur aptitude à élaborer un pitch commun et à choisir des arguments pertinents et à présenter un projet de façon persuasive. Il permet de simuler les pratiques typiques de la négociation interne (Lewicki et al., 2016) et de prise de décision collective propres à ce genre d'organisation. Le manager supervise le dispositif, sa mission est de veiller au bon déroulement des manches, d'exposer le thème à aborder, de gérer le temps et de s'assurer que les règles sont respectées. Les participants jouent le rôle des membres du département marketing, tandis qu'un d'entre eux, souvent le directeur, est choisi pour être le porte-parole du projet à promouvoir. À chaque manche, le manager suggère un sujet professionnel (introduction de produit, repositionnement de marque, nouvelle

campagne, innovation de service) et révèle une carte qui sera le support visuel partagé. Cette image vise à faciliter la projection mentale et à activer l'émotion. De plus, Selon Mucchielli « *L'émotion joue un rôle important [...] bien des explications des conduites d'achat tournent autour du fait que l'émotion a été sollicitée par les images ou les textes publicitaires* » (2008, p.48). Les images publicitaires suscitent des émotions en activant de manière implicite des normes sociales et des valeurs. C'est cette stimulation émotionnelle qui rend la communication persuasive efficace. C'est pourquoi nous avons choisis de permettre au maître du dispositif (**l'animateur du jeu**) de présenter deux cartes-images aux équipes. Dans une première étape, chaque participant suggère individuellement les termes qu'il considère les plus appropriés pour persuader un public spécifique. Ces termes doivent à la fois coller au sujet imposé et être capables de gagner l'adhésion du plus grand nombre possible de personnes. L'équipe se réunit ensuite pour sélectionner collectivement huit termes consensuels parmi les suggestions proposées. Cette phase représente l'élément central de notre dispositif ludopédagogique, car elle oblige les participants à confronter leurs visions, à discuter du sens des termes et à penser aux arguments principaux du projet. Dans la phase suivante, le responsable du projet bénéficie d'un délai limité pour présenter le projet oralement, en se basant obligatoirement sur la carte image et les huit termes unanimes. Les autres participants jouent donc les rôles de décideurs ou de clients et jugent la force de persuasion du discours. La partie se termine par un vote pour déterminer si le projet a réussi à persuader la majorité du groupe ou pas. Ce vote agit comme un *feedback* instantané, qui aide par la suite les joueurs à reconnaître les points forts et les faiblesses de leur communication. D'un point de vue éducatif, ce dispositif encourage donc l'apprentissage par le biais de l'action et de l'expérimentation. Il offre aux participants l'occasion de renforcer leurs aptitudes cruciales en communication persuasive, comme le choix d'arguments appropriés, l'ajustement du discours à un public spécifique, la maîtrise de l'expression orale et l'élaboration d'un message collectif homogène. Le contexte de ce concept fournit un environnement sûr où l'erreur est autorisée et se transforme en opportunité d'apprentissage. Le dispositif s'avère donc être un outil didactique ludique efficace pour soutenir les équipes marketing dans le renforcement de leur pouvoir d'influence et l'amélioration de leurs méthodes professionnelles.

## **2.3 LOVE LETTER ET ASYMETRIE D'INFORMATION (TEXTE EN ANGLAIS)**

### **2.3.1 Presentation of the game**

*Love letter* is one of the simplest games with specific rules and quick turns. It is a worldwide sensation and an essential addiction to any game library (Figure 3). It combines tactical and

strategic ways to read the opponent's moves. It can be played by at least 2 to 4 players and with 20 minutes playing time. It contains only 16 cards and 13 tokens. It consists of a mix of 8 characters with different abilities and its value for each. For instance, Princess, countess, King, Prince, handmaid, baron, priest and guard. Moreover, the more of a value card the closer that character is to the Princess. The story of the game is that Princess Annette is locked herself in the palace. The player needs to find someone to deliver a message to her. The goal is to be the cleverest person to get a love letter to Princess. As our experimentation, we simply summarise that the player draws a card, then selects one to use its ability and to eliminate the opponents until the last round. The player who has the highest-value card will win and receive a token. Then, it repeats another round again and again. Therefore, the player with the highest tokens is the winner. The reason that we chose this game is because it plays with risks and considerations while playing. This game taught us to have nuanced skills. As the players will be looking for a new angle to gameplay, and will rifle through every possible card the opponents may have held. This logical tactic comes to make a decision about what to keep or discard.



*Figure 4. Love Letter boardgame.*

### **2.3.2 Managerial Concept presentation**

The concept that we will be using in our study is the concept of information asymmetry which is defined as a situation where one party in a transaction possesses more information than its competitor. Akerlof (1970) was the first to introduce the concept in his research paper “the market for lemons”. He mentioned that information asymmetry relies on variations in the capacity to evaluate the quality of inputs or outcomes. Regarding the value-in-use of the products, services, or resources they exchange with one another. Certain market players might know more than others. Information asymmetry is a cornerstone of management research and often considered a source of uncertainty. This concept is central to several sub-disciplines, for instance, strategic management (e.g., Bergh, Johnson, & DeWitt, 2008), organizational

behavior (e.g., Brodbeck, Kerschreiter, Mojzisch, & Schulz-Hardt, 2007), and human resource management (e.g., Gomez-Mejia & Balkin, 1992). As an example of this could be when a used car is sold, the seller is likely to have a much better understanding of the car's condition and hence its market value than the buyer, who can only estimate the market value based on the information provided by the seller and their own assessment of the vehicle.

### **2.3.3 Game-oriented learning framework**

Our objective is to teach the managers about the importance of decision making under information asymmetry. We will begin with 4 managers players simulating that they are competing to win a promotion. We have cards which represent power from 1 to 8. Based on the game rules the player will be in a different situation: Reveal the card, Protect the card, some challenges based on the ability “Power of each Card”. The game will be launched for 4 rounds. Each player holds private information (their card) while attempting to guess the actions and intentions of the others. There are cards that help you to gain the advantage of information, and to protect your information. You will observe how the information affects each one's strategy and decision. We will keep the base of the Love Letter, but for each card we will point out if the player can lie or not. In the first round we keep the game rules as they are. But starting from the second round, for each turn, the player can choose one person to ask a yes/no question to gain more information, and they can either tell the truth or lie based on the card that they are holding. So that, the players can have the vision of how information can affect their strategies and decisions. From round 2 onwards, at the end of each round, we will have a small debrief to talk about the perceptions and tactics of the players. Here are some typical questions to ask:

- Who had the most information in this round?
- How has the information affected your decision?
- Do you think the information brings you an advantage/ disadvantage in this round?

This phase aims to summarise what has happened during the game and then draw lessons from each other to develop strategy for the next round. By playing this game, managers will get information from others. It is either fake or truth information. The goal is to make them realize how the information has power to control or it can be used for betrayal at the end once they collect it. Secret or private goals are another well-known form of asymmetrical information. That being said, in the marketing context, holding more information than others (asymmetric information concept) represents how uneven knowledge among different parties distorts markets, leading to inefficiency and even market failure. In summary, managers can adapt this

strategic game in real-world situations where other companies have more information regarding an issue than others in a transaction. Managers will reinforce their skills in interactive content marketing, negotiating, and strategic editorial planning for collecting the database of clients. Because the customer's information is the new gold for this digital business.

### 3 SYNTHÈSE DU SEMINAIRE

La journée consacrée à la ludopédagogique a constitué une expérience à la fois enrichissante et formatrice pour l'ensemble des groupes. Au-delà de la découverte de pratiques liées aux serious gaming (aspect principal du projet EdUTeam), cette immersion nous a amenés à adopter une posture créative, en nous incitant à sortir des schémas de pensée traditionnels et à envisager des approches innovantes pour des tâches pourtant ordinaires. Malgré la qualité de cette expérience, chaque groupe a été confronté à des défis spécifiques. Certains ont su identifier rapidement le jeu à développer, mais ont rencontré des difficultés lors de la phase de conceptualisation, notamment pour cadrer le concept et prendre des décisions finales dans un contexte marqué par l'absence de lignes directrices strictes et de réponses objectivement correctes ou incorrectes. La session s'est caractérisée par une interactivité très riche, qui a permis l'émergence d'idées novatrices et le développement d'une véritable pensée collective.

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