Références

1. Kalra M. Managing Difficult Conversation. J Soc Health Diabetes. 2018;6(2):104–5. doi: **https://doi org/10.1055/s-0038-1675677**

2. Difficult Dialogues National Resource Center (DDNRC). Strategies for current challenges in dialogue facilitation [Internet]. Ann Arbor: DDNRC; 2020 [repéré le 8 mai 2025]. Disponible à : **https://d3n8a8pro7vhmx.cloudfront.net/ddnrc/ pages/20/attachments/original/1603824545/Strategies_for_Dialogue__%285%29.pdf?1603824545**

3. Priftanji D, Hill JD, Ashby DM. Managing Difficult Conversations. Am J Health Syst Pharm. 2020;77(21):1723–6. doi: **https://doi.org/10.1093/ajhp/zxaa149**

4. Kardas M, Schroeder J, O'Brien E. Keep talking: (Mis)understanding the hedonic trajectory of conversation. J Pers Soc Psychol. 2022;123(4):717–40. doi: **https://doi.org/10.1037/pspi0000379**

5. Pan DST, Chua MT, Soh CHW, Lau TP, Koh PL, Yap ES, Yeo CHX, Chan GWH. Examining barriers and motivations to speak up on medical errors in a simulated clinical emergency: a mixed-methods study. Teach Learn Med. 2023;37(1):41–55. doi: **https://doi.org/10.1080/10401334.2023.2290611**

6. Wu QL, Street RL Jr. How communicative environments affect college students' mental health help-seeking during COVID-19: a cross-sectional study. J Am Coll Health. 2023;73(1): 380-9. doi: **https://doi.org/10.1080/07448481.2023.2224435**

7. Gallo A. How to master conflict resolution [Internet]. Harvard Business Review;2024 [repéré le 22 mai 2025]. Disponible à : **https://hbr.org/2024/10/how-to-master-conflict-resolution**

8. Mazzone A, Karakolidis A, Pitsia V, Freeney Y, O'Higgins Norman J. Witnessing bullying at work: Employee silence in higher education institutions. High Educ Q. 2024;78(3):640-655. doi: **https://doi.org/10.1111/hequ.12472**

9. Bravely. Understanding the conversation gap: Why employees aren't talking and what we can do about it [Internet]. New York: Bravely; 2019 [repéré le 22 mai 2025]. Disponible à : **https://learn.workbravely.com/hubfs/Understanding-the-Conversation-Gap.pdf**

10. Scott S. GoodPractice Insights: The learning habits of leaders and managers [Internet]. Edinburgh: GoodPractice Ltd; 2012, juin [repéré le 22 mai 2025]. Disponible à : **https://s3-eu-west-1.amazonaws.com/goodpractice-marketing/GoodPractice+Insights+June+2012.pdf**

11. Lazor J, Talarico S. Optimizing the teaching and learning environment by creating psychological safety [Internet]. Toronto: Office of Faculty Development, Temerty Faculty of Medicine, University of Toronto; [date inconnue] [repéré le 22 mai 2025]. Disponible à : **https://meded.temertymedicine.utoronto.ca/sites/default/files/assets/resource/document/psychological-primer_0.pdf**

12. Drayton M. Anti-burnout: how to create a psychologically safe and high-performance organisation. Abingdon: Routledge; 2021.

13. Soares AE, Lopes MP. Are your students safe to learn? The role of lecturer's authentic leadership in the creation of psychologically safe environments and their impact on academic performance. Act Learn High Educ. 2020;21(1):65–78. doi: **https://doi.org/10.1177/1469787417742023**

14. Stone D, Patton B, Heen S. Difficult Conversations: How to Discuss What Matters Most. New York: Penguin Books; 2010.

15. Baker T, Warren A. The nine common barriers to communication. In: Conversations at Work: Promoting a Culture of Conversation in the Changing Workplace. London: Palgrave Macmillan; 2015. p. 54–74. doi: **https://doi.org/10.1057/9781137534187_5**