



## Conceptualising an Inclusive Mindset: A Scoping Review and Framework for Engineering Education

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## CONCEPTUALISING AN INCLUSIVE MINDSET: A SCOPING REVIEW AND FRAMEWORK FOR ENGINEERING EDUCATION

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### ABSTRACT

Engineers have a particular role in fostering an inclusive society since engineering solutions can either advance or hinder inclusion. Educating engineers about inclusivity involves not only teaching inclusive principles but also fostering an inclusive mindset. However, the concept of an 'inclusive mindset' lacks a universally agreed-upon definition and conceptual framework. To address this gap, we conducted a scoping review of existing literature that discussed an inclusive mindset as their main theme to explore and clarify the concept of an 'inclusive mindset'. Our review encompassed 47 papers from diverse global regions and research domains, including education and organisation research. Data extraction and coding were conducted systematically, focusing on research areas, types of inclusivity addressed, definitions, related attributes, and factors influencing an inclusive mindset. Through numeric and thematic analysis, we provided insights into the prevalent themes and concepts surrounding an inclusive mindset. We then developed an inclusive mindset model to conceptualise our scoping review findings. This model offers a conceptual framework to identify factors influencing inclusivity and guide interventions aimed at educating inclusive mindsets among engineering students.

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## 1 INTRODUCTION

Engineers have a particular role in fostering an inclusive society since engineering solutions can either advance or hinder inclusion. Notably, inclusive design innovations not only provide products, services, and built environments that are accessible to all but also offer business opportunities to expand into new markets and cultivate long-term customer loyalty (Dong et al. 2004). Conversely, biased technology as shown in predictive software (Angwin et al. 2016), medical implants (Hutchison 2019), and facial recognition systems (Taati et al. 2019) perpetuates inequalities and exacerbates exclusion. These examples underscore the importance of educating an inclusive mindset and inclusive principles in engineering education.

Currently, the primary approach to teaching inclusivity in engineering education is through inclusive and universal design (Blaser et al. 2015; Clarkson et al. 2003; Valgeirsdottir 2021). These approaches not only teach students how to design inclusively but also aim to motivate them to do so. Some scholars (e.g., Nezafati et al. 2022; Valgeirsdottir 2021; Zallio and Clarkson 2021) refer to this latter process as fostering an 'inclusive mindset'. However, despite being widely discussed, the term 'inclusive mindset' lacks a universally agreed-upon definition. Existing definitions, such as Forsberg's (2022) workplace-oriented conceptualisation, may not fully encapsulate the nuances of inclusivity within engineering education. To better nurture an inclusive mindset in engineering students, we need first to clarify the constructs of an inclusive mindset.

Therefore, this study aims to develop an inclusive mindset model to represent various constructs underlying an inclusive mindset. We first explored the concept of an 'inclusive mindset' through a scoping review of existing literature. Since the overall societal context can influence engineering solutions (Kille-Speckter and Nickpour 2022), the reviewed literature extends beyond engineering education research. The findings from the review then inform the development of the inclusive mindset model, encapsulating the diverse dimensions and implications of an inclusive mindset. Ultimately, this study seeks to provide a framework that guides the enhancement of the interventions, tools, and methods for promoting inclusivity within engineering design research, education, and practice.

## 2 METHODOLOGY

This study is part of a larger research project aimed at enhancing inclusive mindset educational strategies (e.g., workshops, courses, and learning materials) in engineering education. Following an iterative approach of Educational Design Research (McKenney and Reeves 2019), this study is situated in the analysis/orientation phase. To clarify an 'inclusive mindset' concept, we employed Arksey and O'Malley's (2005) five-stage framework for scoping reviews.

### 2.1 Identifying the Initial Research Questions

The focus of this review was to identify the key constructs of an 'inclusive mindset' and its related attributes. The research questions guiding this inquiry were:

RQ: How might we conceptualise the constructs of an inclusive mindset?

- 1.1 In which research areas or disciplines has the concept of an inclusive mindset been discussed, and to what extent?

- 1.2 What kind of inclusivity (e.g., disability, gender, age) are addressed?
- 1.3 What are the definitions and conceptualisations of an inclusive mindset?
- 1.4 What are the related attributes of 'inclusive mindset'?
- 1.5 What influences an inclusive mindset?

## **2.2 Identifying Relevant Studies**

A systematic search was conducted across three major databases: Scopus, Web of Science, and Google Scholar. The search strategy focused exclusively on identifying studies that explicitly discussed the search terms "inclusive mindset" or "inclusive mind-set" as their primary theme, whether in the title, abstracts, or keywords. As societal context can influence engineering solutions (Kille-Speckter and Nickpour 2022), we did not limit our search to engineering education papers alone. This broader scope allowed us to capture diverse perspectives on the inclusive mindset concept, thereby enhancing the current understanding and practices of inclusivity in engineering education. Both published and unpublished literature were considered for inclusion. This search yielded 65 results in total (38 from Scopus, 12 from Web of Science, and 15 from Google Scholar). After duplicate records were removed, 47 relevant papers were identified.

## **2.3 Study Selection**

Studies were included if they addressed the concept of an inclusive mindset in any context or domain in the title, abstracts, or keywords.

## **2.4 Charting the Data**

We conducted data extraction from the reviewed studies to gather bibliographic details, such as authors, title, year of publication, and document types, along with responses to the five guiding research questions. The extracted data was manually coded and organised using Microsoft Excel.

The coding process followed an inductive approach, where key information from the studies was systematically categorised to facilitate further analysis. The categories included research areas and related terms, types of inclusivity addressed, definitions of an inclusive mindset, related attributes of an inclusive mindset, and factors influencing an inclusive mindset. As part of this iterative approach, the coding categories were continuously developed, revised, and refined over time to accommodate new insights emerging from the data. This iterative process allowed for a comprehensive exploration of coding categories, ensuring a thorough understanding of the reviewed literature (Thomas 2003).

To ensure the reliability and validity of the coding process, a subset of the papers was independently coded by the second author. The second author conducted the coding process without access to the initial codes generated by the first author to minimise potential bias. Following the completion of coding, a comparison was made between the codes. Discrepancies were identified and resolved through collaborative discussion and consensus-building. This process aims to enhance the consistency and accuracy of the coding process and validate the reliability of the findings.

## 2.5 Collating, Summarising, and Reporting the Results

We conducted a numerical and thematic analysis of the coded data (Levac et al. 2010). The numerical analysis involves frequency counts to quantify the occurrence of different categories and concepts within the data. Meanwhile, thematic analysis qualitatively searches for themes or patterns within the dataset concerning research questions (Braun and Clarke 2006). Detailed findings from these analyses are reported in the next section.

## 3 FINDINGS

The scoping review comprised 47 papers from diverse geographical regions, reflecting a global engagement with an inclusive mindset concept. The literature encompassed various publication types, including journal articles, conference proceedings, book chapters, and theses.

Temporal analysis revealed an increasing trend in scholarly engagement with an inclusive mindset concept. While the earliest paper was from 2002, the major contributions were published post-2020 (see *Figure 1*).

The key findings according to each guiding research question are presented below.

### 3.1 Research Areas or Disciplines

The concept of an inclusive mindset has been mentioned across various research areas and disciplines, with a predominant focus on education and organisation contexts (see *Figure 2*).

Over two-thirds of the papers (n=32) discussed an inclusive mindset in educational settings, covering topics such as inclusive pedagogy, educational policy, and curriculum development. Within this category, higher education emerged as the most prominent sub-discipline, comprising 20 papers. These studies addressed an inclusive mindset in multiple disciplines including engineering education (n=7), teacher education (n=4), and management education (n=2). Additionally, other education levels (e.g., primary and secondary education), and areas (e.g., special and music education), were also represented.

Organisational contexts accounted for approximately one-third of the literature (n=11). Among these papers, four addressed the role of inclusive mindsets in fostering diverse and inclusive workplace environments. An additional four papers focused on inclusive leadership, highlighting the significance of leaders' attitudes and behaviours in shaping inclusive organisational cultures. The remaining studies discussed inclusive mindsets within the context of recruitment processes, emphasising the necessity for unbiased and inclusive hiring approaches.

A small subset of the literature (n=3) discussed the concept of an inclusive mindset within the realm of accessibility, addressing issues related to web accessibility, museum design, and architectural accessibility.

Lastly, a few papers explored inclusive mindset within other domains such as AI, tourism, and social quality. Notably, several studies addressed more than one research area, demonstrating the multifaceted nature of the inclusive mindset concept across diverse contexts.

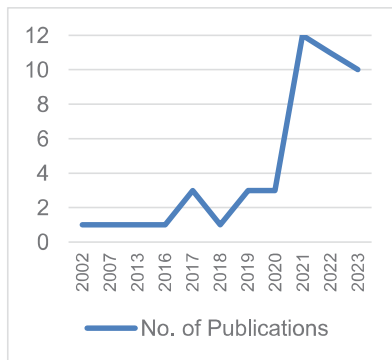


Fig. 1. Publications per year

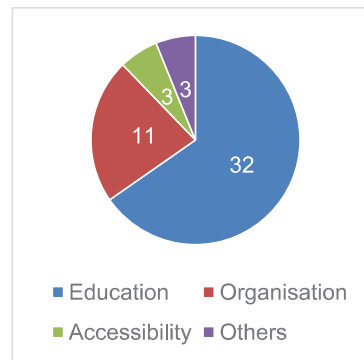


Fig. 2. Research area

### 3.2 Types of Inclusivity

An analysis of the reviewed literature uncovered various types of inclusivity and beneficiary groups when discussing an inclusive mindset.

Slightly more than half of the papers (n=25) focused on a specific dimension of inclusivity or targeted groups. Disabilities emerged as a prevalent theme in these papers, with 14 studies centring their discussions on individuals with disabilities (e.g., physical impairments, learning disparities, and neurodiversity). Additionally, the remaining 11 papers in this category addressed various types of inclusivity including genders, sexual orientations, races, cultural and sociological backgrounds, opinions, and individuals with criminal records. While these studies emphasised specific forms of inclusivity, many also acknowledged other kinds of inclusivity in their papers.

Conversely, another half of the papers (n=22) adopted a broader perspective. They discussed multiple types of inclusivity or the general concept of inclusion. These types of inclusivity included, but were not limited to, disabilities, gender, sexuality, age, generation, ethnicity, culture, region, socioeconomic status, physiological differences (e.g., left-handed, obese), organisational tenure, political view, and academic background. Some studies explored general inclusion principles, referring to terms such as 'under-represented groups', 'different social identities', 'team inclusivity', and 'diverse learners'. Besides, two papers did not explicitly state the types of inclusivity they addressed but referred to an 'inclusive mindset' as part of an Essential Skill (Chan et al. 2023) and a trait of Generation Z (Seibert 2021).

### 3.3 Inclusive Mindset Definition

Among the 47 papers reviewed, only one study by Forsberg (2022) provided an explicit definition of an inclusive mindset. Derived from the concept of workplace inclusion, her definition emphasised actions that conveyed perceptions of value and respect for different perspectives. Additional 10 papers implied that an inclusive mindset involved learning and embracing differences (Eadens and Eadens 2016), providing flexibility (Wiebusch 2013; Young Jones 2022), embracing social justice (Cherrez et al. 2023), respecting diversity (Cohen Carrus 2017; Purwanto et al. 2019), designing with accessibility in mind (Altinier et al. 2022), serving all stakeholders (Prasad et al. 2019), pursuing diversity and equity (Bosio 2023), and thinking inclusively (Valgeirsdottir 2021).

Nevertheless, most papers did not offer explicit definitions of an inclusive mindset. This absence may have stemmed from an assumption that the term is widely understood; however, our review demonstrated a diverse range of interpretations among scholars. This dissimilarity underscores the complexity of the concept and the necessity for further clarification and exploration of its related attributes.

### **3.4 Related Attributes of an Inclusive Mindset**

A content analysis of the 47 reviewed papers exposed a wide range of attributes associated with an inclusive mindset. These attributes can be classified into two intertwined categories: invisible and visible.

#### **3.4.1 Invisible Attributes**

Invisible attributes encompassed cognitive facets such as motivations, awareness, emotions, attitudes, and viewpoints that exist within an individual's mind. They are essential components of an inclusive mindset as they constitute the internal mechanisms that propel inclusive behaviour. These invisible attributes included open-mindedness, awareness of biases and social issues, self-reflection, empathy for diverse individuals, inclusive competencies and knowledge, inclusion and diversity value, positive attitudes and feelings towards inclusion and diversity, respect, sensitivity, compassion, and acceptance.

#### **3.4.2 Visible Attributes**

Visible attributes are observable actions or behaviours that demonstrate inclusivity. They serve as tangible indicators of an individual's inclusive mindset. These visible attributes included designing with accessibility in mind, providing flexibility, involving others, challenging current approaches, creating supportive relationships, using inclusive language, going beyond legal requirements, and treating others with respect.

### **3.5 Factors Influencing an Inclusive Mindset**

An analysis of the literature revealed that an inclusive mindset is influenced by both internal and external factors.

#### **3.5.1 Internal Factors**

Internal factors encompass individuals' attributes and characteristics, such as self-reflection and awareness, attitude and beliefs, understanding, intention and motivation, competency, personality traits, bias and assumptions, feeling, relationship, learning, experience, and sense-making.

#### **3.5.2 External Factors**

On the other hand, external factors include broader societal influences, such as learning intervention, social and work environment, standard and dominant practice, social norms, regulatory framework, resources and barriers, interaction with diverse individuals, global trends, and communication.

A table summarising the references to those related attributes and factors can be found in the appendix.

## 4 AN INCLUSIVE MINDSET MODEL

We developed an inclusive mindset model to conceptualise the findings of the scoping review. The model intends to identify the factors influencing the development of an inclusive mindset and its translation into inclusive behaviours. While the model is still a work in progress, the initial draft is presented below.

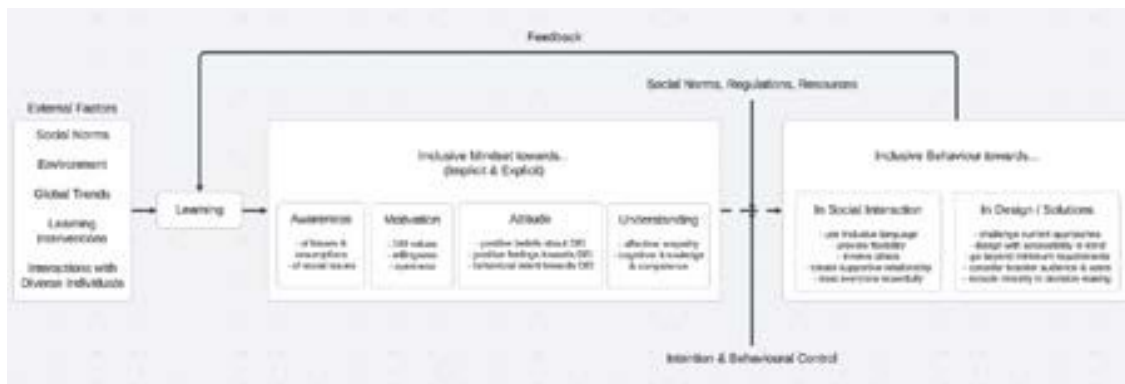


Fig. 3. An inclusive mindset model (version 1)

The model is structured into three main sections: the factors influencing an inclusive mindset, the constructs of an inclusive mindset, and the manifestation of inclusive behaviour.

### 4.1 The Factors Influencing an Inclusive Mindset

According to the findings in *section 3.5*, an inclusive mindset is shaped by various external factors, including social norms, cultural influences, global trends, learning interventions (e.g., training or education programmes), as well as interactions with individuals with diverse backgrounds and abilities. Learning from these experiences and surroundings, people form a mindset that either supports or opposes inclusion. We define the mindset that supports inclusivity as an inclusive mindset.

### 4.2 The Constructs of an Inclusive Mindset

An inclusive mindset consists of awareness, motivation, attitude and understanding. These constructs are informed by the findings presented in *section 3.4.1*.

Awareness refers to individuals being aware of their biases and social issues. Motivation involves valuing diversity and demonstrating a willingness to learn about differences (i.e., openness). Attitude has three main components: cognitive, affective and behavioural (Eagly and Chaiken 1998). Thus, attitudes within an inclusive mindset comprise positive beliefs about DEI and people with different backgrounds, positive feelings towards them, and intention to behave accordingly. Understanding encompasses both affective empathy and cognitive knowledge and competence in inclusion principles and practices.

An inclusive mindset can exist implicitly or explicitly. One may believe that they value inclusiveness but have an implicit bias towards some minority groups. Additionally, an inclusive mindset varies depending on the population under consideration. Individuals may exhibit inclusivity towards certain groups but not others.



### 4.3 The Manifestation of Inclusive Behaviour

While an inclusive mindset lays the foundation for inclusive behaviour, its translation into action is influenced by external and internal factors. External factors include social norms, cultural expectations, regulatory frameworks, and resources. Meanwhile, internal factors encompass intentions and behavioural control.

Based on the findings in *section 3.4.2*, inclusive behaviour can manifest in both social interactions and design solutions. Examples of inclusive behaviour in social interaction include using inclusive language, accommodating diverse needs, treating others respectfully, and actively involving individuals from different backgrounds. Inclusive behaviour can also be observed in design solutions, such as products, innovations, learning interventions, and policies. This inclusive behaviour often impacts broader audiences and involves challenging conventional approaches, prioritising accessibility, going beyond minimum requirements, and including under-represented groups in a decision-making process.

Lastly, feedback received from engaging in inclusive behaviours further reinforces or prohibits the development of an inclusive mindset.

## 5 DISCUSSION AND CONCLUSION

This study explored the concept of an 'inclusive mindset' through a scoping review of existing literature. Our primary objective was to conceptualise an inclusive mindset and provide a structured framework for enhancing interventions, tools, and methods promoting inclusivity within engineering education.

To our knowledge, this is the first study that provides a conceptual framework of an inclusive mindset based on a systematic literature search. As our literature search did not focus exclusively on engineering education, it aids in understanding the concept of an inclusive mindset from a broader perspective. We found discrepancies in the meaning of an inclusive mindset even within engineering education literature. Therefore, we took a broader approach to define an inclusive mindset as a mindset that supports inclusivity. This definition differs from Forsberg's (2022) definition of an inclusive mindset as it covers contexts beyond workplace interpersonal relationships. In engineering education, an inclusive mindset is needed in both interpersonal interactions and design practices (Nezafati et al. 2022).

While our inclusive mindset definition is broad, our inclusive mindset model offers a structured framework for identifying the constructs of an inclusive mindset, its influencing factors, and its translation into inclusive behaviours. Educators can use this model to analyse and enhance their pedagogical approaches, measurement frameworks, and related policies. For example, they can examine whether their learning programmes address all four constructs (awareness, motivation, attitude, and understanding) of an inclusive mindset or identify specific areas for improvement. It can also serve as a guideline for setting learning objectives and developing measurement tools.

The model also calls for attention to other factors influencing an inclusive mindset. Six of the seven papers that discussed an inclusive mindset in engineering education in our review attempted to foster an inclusive mindset through interventions including learning programmes (Nezafati et al. 2020; Nezafati et al. 2021; Nezafati et al. 2022,

Wu 2021), learning materials (Valgeirsdottir 2021), and virtual reality (Vignola et al. 2019). However, factors beyond these learning interventions, such as social norms, regulatory frameworks, and institutional resources, also play a crucial role in shaping an inclusive mindset. Furthermore, even with the successful adoption of an inclusive mindset, its translation into inclusive behaviour depends largely on external factors. For instance, Moriarty (2007) found that lack of time and resources are significant barriers for STEM faculty members in adopting inclusive pedagogy. Thus, to successfully promote inclusivity in engineering education, it is important to consider environmental factors such as social norms, regulatory frameworks, and resources that facilitate or hinder an inclusive mindset. More research is needed in this area.

In conclusion, our research offers valuable insights for both theory and practice. Through a comprehensive scoping review, we have clarified the multifaceted nature of an inclusive mindset, highlighting its various dimensions and the factors that shape its development. By synthesising this knowledge into an inclusive mindset model, we provide a practical framework for stakeholders to understand and promote inclusivity within engineering education. This research lays the foundation for future studies aimed at validating the model and exploring diverse dimensions of inclusivity within engineering education. By implementing this model, engineering educators can enhance the inclusivity of their teaching practices and learning environment to better prepare students to develop accessible and equitable technologies.

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## APPENDIX

Table 1. References of the related attributes of an inclusive mindset

Related Attributes		Papers Addressed the Attributes
Invisible Attributes	Open-mindedness	(Altinier et al. 2022) (Bosio 2023) (Bradford et al. 2021) (Cherrez et al. 2023) (Cohen Carrus 2017) (Culp and Jones 2023) (Forsberg 2022) (Jones Young 2022) (Japar et al. 2023) (Moriarty 2007) (Ochrach et al. 2022) (Owen 2021) (Purwanto et al. 2019) (Seibert 2021) (Wagemans 2022) (Weaver 2002) (Wu 2021)
	Awareness of Biases and Social Issues	(Adams 2021) (Blake-Beard et al. 2021) (Brown and Clark 2021) (Doe et al. 2023) (Garcia et al. 2021) (Green and Patel 2021) (Harris 2022) (Israel et al. 2023) (Jones Young 2022) (Lee and Thompson 2020) (Lopez 2021) (Massouti 2021) (Miller 2022) (Parker 2020) (Smith and Liu 2023) (Wright 2021))
	Self-reflection	(Blake-Beard et al. 2021) (Doe et al. 2023) (Jones Young 2022) (Kumar 2021) (Lopez 2021) (Lopez 2021) (Miller 2022) (Moore 2022) (Parker 2020) (Wright 2021)

	Empathy for Diverse Individuals	(Eadens and Eadens 2016) (Garcia et al. 2021) (Green and Patel 2021) (Israel et al. 2023) (Johnson et al. 2023) (Jones Young 2022) (Miller 2022) (Parker 2020) (Smith et al. 2021) (Williams 2020)
	Inclusive Competencies and Knowledge	(Alvarez 2021) (Blake-Beard et al. 2021) (Brown and Clark 2021) (Chen 2022) (Garcia et al. 2021) (Johnson et al. 2023) (Kumar 2021) (Lee and Thompson 2020) (Taylor et al. 2022)
	Inclusion and Diversity Value	(Brown and Clark 2021) (Doe et al. 2023) (Eadens and Eadens 2016) (Martinez 2022) (Nguyen et al. 2022) (Walker 2021) (Williams 2020) (Wilson 2022)
	Positive Attitude and Feelings towards Inclusion and Diversity	(Chen 2022) (Israel et al. 2023) (Johnson et al. 2023) (Lee and Thompson 2020) (Massouti 2021) (Moore 2022) (Smith and Liu 2023)
	Respect	(Ahamad et al. 2022) (Bennett 2021) (Davis 2023) (Jones Young 2022) (Martinez 2022) (Nguyen et al. 2022) (Williams 2020)
	Sensitivity	(Alvarez 2021) (Collins 2021) (Massouti 2021) (Nguyen et al. 2022) (Williams 2020)
	Compassion and Acceptance	(Ahamad et al. 2022) (Davis 2023) (Green and Patel 2021) (Lee and Thompson 2020) (Massouti 2021)
Visible Attributes	Designing with Accessibility in Mind	(Alvarez 2021) (Doe et al. 2023) (Garcia et al. 2021) (Kumar 2021) (Lopez 2021) (Miller 2022) (Parker 2020) (Smith et al. 2021) (Wright 2021) (Young 2022)
	Providing Flexibility	(Alvarez 2021) (Brown and Clark 2021) (Eadens and Eadens 2016) (Evans 2023) (Harris 2022) (Jones Young 2022) (Massouti 2021) (Rodriguez 2023) (Smith and Liu 2023) (Wilson 2022)
	Involving Others	(Blake-Beard et al. 2021) (Davis 2023) (Lopez 2021) (Miller 2022) (Rodriguez 2023) (Smith et al. 2021) (Williams 2020)
	Challenging Current Approach	(Blake-Beard et al. 2021) (Doe et al. 2023) (Harris 2022) (Jones Young 2022) (Kumar 2021) (Parker 2020)
	Creating Supportive Relationships	(Brooks and Strunc 2022) (Eadens and Eadens 2016) (Forsberg 2022)
	Using Inclusive Language	(Eadens and Eadens 2016) (Forsberg 2022) (Thomas et al. 2021)
	Going Beyond Legal Requirements	(Dodge 2017) (Ochrach et al. 2022)
	Treating Others with Respect	(Massouti 2021) (Wagemans 2022)

Table 2. References of the influencing factors of an inclusive mindset

Influencing Factors		Papers Addressed the Attributes
Internal Factors	Self-reflection and Awareness	(Arinaitwe and Ahumuza 2023) (Bandyopadhyay et al. 2022) (Blake-Beard et al. 2021) (Blaskova and Gibson 2023) (Bradford et al. 2021) (Cherrez et al. 2023) (Eadens and Eadens 2016) (Jones Young 2022) (Lowy et al. 2023) (Malhotra and Pingali 2020) (Massouti 2021) (Moriarty 2007) (Nezafati et al. 2020) (Nezafati et al. 2022) (Ochrach et al. 2022) (Owen 2021) (Valgeirsdottir 2021) (Vignola et al. 2019) (Wagemans 2022) (Weber-Lewerenz and Vasiliu-Feltes 2022) (Wiebusch 2013) (Zallio and Clarkson 2021)
	Attitude, Belief and Perception	(Bandyopadhyay et al. 2022) (Bosio 2023) (Bradford et al. 2021) (Cohen Carrus 2017) (Culp and Jones 2023) (Emmers et al. 2021) (Forsberg 2022) (Kopmann and Zeinz 2018) (Lowy et al. 2023) (Massouti 2021) (Moriarty 2007) (Ochrach et al. 2022) (Owen 2021) (Steinthorsson 2021) (Thomas et al. 2021) (Vignola et al. 2019) (Weber-Lewerenz and Vasiliu-Feltes 2022) (Zallio and Clarkson 2021)
	Understanding	(Altinier et al. 2022) (Bandyopadhyay et al. 2022) (Cohen Carrus 2017) (Dodge 2017) (Jones Young 2022) (Lowy et al. 2023) (Massouti 2021) (Moriarty 2007) (Nezafati et al. 2022) (Owen 2021) (Thomas et al. 2021) (Valgeirsdottir 2021) (Vignola et al. 2019) (Wiebusch 2013) (Zallio and Clarkson 2021)
	Intention and Motivation	(Altinier et al. 2022) (Bandyopadhyay et al. 2022) (Bosio 2023) (Brooks and Strunc 2022) (Chitra and Chandra 2017) (Forsberg 2022) (Massouti 2021) (Moriarty 2007) (Nezafati et al. 2022) (Ochrach et al. 2022) (Steinthorsson 2021) (Thomas et al. 2021) (Vignola et al. 2019) (Zallio and Clarkson 2021)



Influencing Factors		Papers Addressed the Attributes
	Competency	(Altinier et al. 2022) (Arinaitwe and Ahumuza 2023) (Cohen Carrus 2017) (Lowy et al. 2023) (Massouti 2021) (Nezafati et al. 2020) (Nezafati et al. 2022) (Owen 2021)
	Personality Trait	(Altinier et al. 2022) (Ashton-Hay and Williams 2023) (Bandyopadhyay et al. 2022) (Bradford et al. 2021) (Forsberg 2022) (Wiebusch 2013) (Wu 2021)
	Bias and Assumption	(Blaskova and Gibson 2023) (Jones Young 2022) (Moriarty 2007) (Nezafati et al. 2022) (Vignola et al. 2019) (Zallio and Clarkson 2021)
	Feeling	(Altinier et al. 2022) (Emmers et al. 2021) (Forsberg 2022) (Jones Young 2022) (Owen 2021) (Wagemans 2022)
	Relationship	(Altinier et al. 2022) (Eadens and Eadens 2016) (Nezafati et al. 2022) (Wagemans 2022) (Zallio and Clarkson 2021)
	Learning	(Bandyopadhyay et al. 2022) (Cohen Carrus 2017) (Eadens and Eadens 2016) (Owen 2021)
	Experience	(Emmers et al. 2021) (Kopmann and Zeinz 2018) (Nezafati et al. 2022)
	Sense-making	(Forsberg 2022) (Jones Young 2022)
<b>External Factors</b>	Learning Intervention	(Altinier et al. 2022) (Bandyopadhyay et al. 2022) (Blaskova and Gibson 2023) (Brooks and Strunc 2022) (Chan et al. 2023) (Cherrez et al. 2023) (Cohen Carrus 2017) (Israel et al. 2023) (Japar et al. 2023) (Kopmann and Zeinz 2018) (Lowy et al. 2023) (Malhotra and Pingali 2020) (Massouti 2021) (Nezafati et al. 2020) (Nezafati et al. 2021) (Nezafati et al. 2022) (Owen 2021) (Prasad et al. 2019) (Thomas et al. 2021) (Vignola et al. 2019) (Wagemans 2022) (Weber-Lewerenz and Vasiliu-Feltes 2022) (Wiebusch 2013) (Wu 2021)
	Social or Work Environment	(Bandyopadhyay et al. 2022) (Blake-Beard et al. 2021) (Brooks and Strunc 2022) (Chitra and Chandra 2017) (Chng et al. 2020) (Cohen Carrus 2017) (Eadens and Eadens 2016) (Emmers et al. 2021) (Forsberg 2022) (Japar et al. 2023) (Jones Young 2022) (Kopmann and Zeinz 2018) (Lowy et al. 2023) (Massouti 2021) (Moriarty 2007) (Ochrach et al. 2022) (Prasad et al. 2019) (Thomas et al. 2021) (Vignola et al. 2019) (Wagemans 2022) (Weber-Lewerenz and Vasiliu-Feltes 2022) (Zallio and Clarkson 2021)
	Standard and Dominant Practice	(Altinier et al. 2022) (Blake-Beard et al. 2021) (Chan et al. 2023) (Cohen Carrus 2017) (Dodge 2017) (Jones Young 2022) (Kopmann and Zeinz 2018) (Massouti 2021) (Moriarty 2007) (Nezafati et al. 2022) (Ochrach et al. 2022) (Thomas et al. 2021) (Vignola et al. 2019) (Wagemans 2022) (Weber-Lewerenz and Vasiliu-Feltes 2022) (Zallio and Clarkson 2021)
	Social Norms	(Altinier et al. 2022) (Arinaitwe and Ahumuza 2023) (Blaskova and Gibson 2023) (Cherrez et al. 2023) (Cohen Carrus 2017) (Culp and Jones 2023) (Dodge 2017) (Emmers et al. 2021) (Jones Young 2022) (Kopmann and Zeinz 2018) (Lowy et al. 2023) (Massouti 2021) (Moriarty 2007) (Zallio and Clarkson 2021)
	Regulatory Framework	(Altinier et al. 2022) (Bradford et al. 2021) (Chan et al. 2023) (Massouti 2021) (Ochrach et al. 2022) (Wagemans 2022) (Weber-Lewerenz and Vasiliu-Feltes 2022) (Zallio and Clarkson 2021)
	Resources and Barriers	(Brooks and Strunc 2022) (Moriarty 2007) (Nezafati et al. 2022) (Thomas et al. 2021) (Valgeirsdottir 2021) (Wagemans 2022) (Zallio and Clarkson 2021)
	Interaction with Diverse Individuals	(Ashton-Hay and Williams 2023) (Blake-Beard et al. 2021) (Cohen Carrus 2017) (Kopmann and Zeinz 2018) (La Fors 2022) (Valgeirsdottir 2021) (Wagemans 2022)
	Global Trends	(Arinaitwe and Ahumuza 2023) (Bandyopadhyay et al. 2022) (Moriarty 2007) (Ochrach et al. 2022) (Wiebusch 2013)
	Communication	(Chng et al. 2020) (Emmers et al. 2021) (Jones Young 2022) (Ochrach et al. 2022)