

YES, SIR! (APPRENTICESHIP MODEL) IMPLICIT ASSOCIATIONS OF INTELLIGENCE AND USES FOR SUBMISSIVE DE-ESCALATION TRAINING

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The current call to action by UNESCO (Dennler et al., 2024) concerning the lack of female representation in social robotics and the assumed consequential stereotypical presentation of women as a result (Dennler et al., 2024; Topić, 2023) has led to the creation of this study. As initial measures of submissiveness (Eraslan-Çapan et al., 2020; Gao et al., 2024; Huang et al., 2025; Janson et al., 2022; Krumhuber et al., 2025; Mandal, 2024; Masuyama, 2025; Odacı et al., 2019; Vekarić et al., 2025) emerge in social robotics (Andriella, 2022; Arora, et al., 2024; Bjornsdottir et al., 2024; Maj et al., 2024; Pochwatko et al., 2024) and submissive robots who can show empathy are measured (Balle, 2022; Ratajczyk, 2024) this paper's focus on the construct submissive, as it relates to benefits for police and military like crisis de-escalation (Anikin et al., 2024;; Heward et al., 2024; Norman, & Ricciardelli, 2023; Ruiz Moreno et al., 2021; Teixeira, et al., 2024), autism (Cano, 2021; Lockett, 2024; Oleynik, 2024; Reutlinger et al., 2025; Rizvi, 2024) and challenges for stereotypes (Dennler et al., 2024; Topić, 2023) is of an urgent need for Ontario schools. The announcement from UNESCO (2025) has proven to be a timely occurrence for Ontario's Guidance Counselling to present a focus on decolonization (Ali, 2021; Buyserie et al., 2019; Calado Barbosa, 2021; Gurung, 2020; Nemi Neto, 2018; Oware, 2018; Reidy et al., 2018), ethical considerations (Ostrowski, et al., 2022; Renger, 2018; Winkle et al., 2023; Zhu et al., 2024) and sustainable employment directions (Cakmakci et al., 2025; Casey et al., 2022; Hartley et al., 2023; Hood, 2025; Yolgormez et al., 2022) with benefits for intergroup (van Zomeren et al., 2024) and well-being found reviewing literature showcasing emerging research social robotics for adolescents entering the workforce through Guidance and Career Counselling in Ontario, Canada. Further, by participating in questionnaires, and discussions about cognitive biases, students can grow in their awareness of their identities and person-job fits best suited to their values. An analysis of the literature provided visual markers of submissive identities such as a submissive face, voice, and response. An analysis of the literature revealed previously recorded negative responses to submissive stimuli found in IAT associations (Kanters et al., 2016) and with words presented in other studies associated with submissive behaviour such as eating disorders (Troop et al., 2003).

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