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**EXPLORING THE POTENTIAL CONNECTIONS AND DISTINCTIONS  
BETWEEN THE CEEING MODEL AND CURRENT APPROACHES  
TO DIVERSITY TRAINING**

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**A Research Project  
Presented to the Faculty of  
The Graziadio Business School  
Pepperdine University**

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**In Partial Fulfillment  
of the Requirements for the Degree  
Master of Science  
In  
Organization Development**

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**by  
Desirae Mahs**

**July 2023**

This research project, completed by

DESIRAE MAHS

under the guidance of the Faculty Committee and approved by its members, has been submitted to and accepted by the faculty of The Graziadio Business School in partial fulfillment of the requirements for the degree of

MASTER OF SCIENCE  
IN ORGANIZATION DEVELOPMENT

Date: July 2023

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## **Abstract**

Despite the widespread use of diversity training, research suggests that diversity training does not change biased behaviors. This paper explores the application of the CEEing model, which provides a novel perspective on the challenge of valuing diverse perspectives. The CEEing model, which stands for Coherent, Effortless Experiences, sheds light on the neurological processes that govern our perception and how we make sense of reality. Furthermore, it puts forth a point of view on the fundamental causes behind our innate struggle to truly value and embrace diverse perspectives. The study gathers data from leaders specializing in D&I to investigate the potential connections and distinctions between the CEEing model and current approaches to diversity training. The identified themes for further exploration suggest that the CEEing model may have the potential to enhance self-awareness and challenge the prevailing narrative of victimhood, particularly in relation to our lack of control over unconscious biases.

*Keywords:* CEEing model, neurology, diversity, self-awareness, bias

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## Chapter 1: Introduction

Diversity in the workplace has the power to galvanize teams and make organizations stronger (Dobbin & Kalev, 2016). However, for organizations to fully unlock the advantages of a diverse workforce, it becomes imperative that employees genuinely embrace and value diverse perspectives (Dobbin & Kalev, 2016; Kim & Roberson, 2021). This presents a significant challenge for organizations, as it requires them to reshape how their employees see the world and, at times, guide them through the process of shifting their values (Alhejji et al., 2016; Bezrukova et al., 2012; Ferdman & Brody, 1996; Lindsay, 1994; Pendry et al., 2007).

Diversity scholars studying organizations perceive unconscious bias as the primary issue hindering employees from valuing diverse perspectives (Banaji et al., 2015; Cuellar, 2017; Kim & Roberson, 2021). To address the issue of unconscious bias, organizations deliver diversity training programs to raise awareness of hidden biases and empower employees to recognize and overcome their blind spots (Dobbin & Kalev, 2016; Kim & Roberson, 2021). The underlying assumption is that through such training, organizations can effectively reshape their employees' worldviews, beliefs, and values; essential constructs that are linked to their identity and the way they make sense of reality.

## Chapter 2: Literature Review

Despite investments of time and money in diversity training programs, many organizations continue to struggle to achieve their diversity goals (Dobbin & Kalev, 2016). This is particularly evident in the lack of diversity in management positions. For instance, some evidence can be found in the slow increase in the percentage of white women in management (22% to 29% between 1985 and 2015), and the marginal increase of black men's representation in management from 3% to 3.3% over the same period (Dobbin & Kalev, 2016). These statistics suggest that the current approach to diversity training is not entirely effective and alternative approaches may be helpful.

The field of neuroscience is continuously advancing, shedding new light on the underlying reasons behind human behavior. One emerging theory is known as the CEEing model, which offers a novel perspective on the challenge of valuing diverse perspectives (Lieberman, 2021). The CEEing model, which stands for Coherent, Effortless Experiences, elucidates the neurological processes that govern how we see and make sense of reality (Lieberman, 2021) and puts forth a point of view on the fundamental causes behind our innate struggle to truly value and embrace diverse perspectives. Recognizing that the creation of a diverse workforce often necessitates a transformation in how employees see the world, the CEEing model emerges as the first theoretical framework to explain the underlying mechanisms. Consequently, it has the potential to bring new value to the field of diversity training. This study aims to initiate an investigation by examining the possible connections and distinctions between the CEEing model and existing approaches to diversity training. Through this exploration,



the goal would be to uncover the potential new value that can be generated through the integration of the CEEing model into diversity training programs.

### **What is Unconscious Bias?**

Unconscious bias encompasses automatic and ingrained biases and stereotypes that operate beneath our conscious awareness, influencing our perceptions, judgments, and decisions (Banaji et al., 2015; Cuellar, 2017; Kim & Roberson, 2021). These biases, which are formed based on societal and cultural influences, personal experiences, and learned associations, impact how we interpret and engage with the world (Banaji et al., 2015; Cuellar, 2017; Kim & Roberson, 2021). Unconscious biases, characterized by their involuntary nature, occur spontaneously and operate outside of our awareness and control (Banaji et al., 2015; Kim & Roberson, 2021). They can have significant effects on various aspects of our lives, including our interactions with others, hiring practices, and overall behavior, often resulting in unintended discrimination or unfair treatment (Emerson, 2017; Kim & Roberson, 2021).

### **What is Diversity Training?**

The phrase diversity training is often used as a broad term encompassing any training that seeks to raise awareness about individual differences, reduce biases in decision-making, and enhance skills related to communication and conflict resolution (Devine & Ash, 2022; Onyeador et al., 2021; Roberson et al., 2003; Wentling & Palma-Rivas, 1999). Consequently, search terms for diversity training include a range of related terms such as diversity education, multicultural training, implicit/unconscious bias training, sensitivity training, racial sensitivity training, and diversity management training, among others (Devine & Ash, 2022; Ivancevich & Gilbert, 2000; Kim &

Roberson, 2021). The ultimate aim of any diversity initiative is to enhance diverse representation and foster a culture of inclusion among different groups (Pendry et al., 2007; Wentling & Palma-Rivas, 1999). To accomplish this objective, organizations rely on diversity training as the primary tool for behavior change within their diversity initiatives (Hite & Mc Donald, 2006; Kalinoski et al., 2013; Pendry et al., 2007; Wentling & Palma-Rivas, 1999). Training is favored as the primary mechanism because Diversity and Inclusion (D&I) practitioners see it as an effective means of disseminating key messages and instilling new behaviors (Ferdman & Deane, 2013).

Over the past two decades, diversity training has been centered around the notion that unconscious biases act as a significant obstacle to embracing diversity (Kim & Roberson, 2021). As a result, many diversity training programs concentrate on raising awareness about unconscious bias and providing employees with tools to mitigate its impact on decision-making (Kim & Roberson, 2021). Moreover, the concept of unconscious biases has served as an equalizer, as it communicates that everyone has biases that they are not aware of and therefore cannot control (Cuellar, 2017; Kim & Roberson, 2021).

When it comes to formal learning objectives for diversity training programs, they can be complex and vary greatly from one organization to another (Ferdman & Brody, 1996). When organizations define the learning objectives for their diversity training programs, they typically do not begin with a standard needs assessment (Hays-Thomas et al., 2012; Roberson et al., 2003). Instead, organizations often choose to provide diversity training for one of three reasons: they view it as a critical factor for enhancing innovation and performance, they see it as a moral obligation, or they view it as a way to reduce the

risk of legal action (Alhejji et al., 2016; Chavez & Weisinger, 2008; Ferdman & Brody, 1996). Regardless of the reason, the motive behind the training becomes a fundamental design element of the program, serving as the framework and underlying narrative for the training (Alhejji et al., 2016; Ferdman & Brody, 1996).

After executives agree on the training's purpose, they can move on to defining other key elements of the program, such as how diversity is defined within the organization (Bezrukova et al., 2012). Organizations may decide to tailor the training to specific differences, such as race or gender, or opt for a more comprehensive approach that includes all groups and cultures (Bezrukova et al., 2012; Holladay & Quiñones, 2008). These decisions can impact the training's content, methodology, and outcomes, and may influence how participants perceive the program's relevance to their work and personal lives.

The design of a diversity training program is also influenced by several key factors, including the type of training chosen and who the program is designed for. There are two main types of diversity training: Awareness training and Behavior-based training (Alhejji et al., 2016; Bezrukova et al., 2012; Lai & Kleiner, 2001; Pendry et al., 2007; Roberson et al., 2001; Roberson et al., 2003; Wentling & Palma-Rivas, 1999). Awareness training is focused on raising awareness of other people's experiences, educating participants about unconscious bias, and how it affects decision-making (Alhejji et al., 2016; Bezrukova et al., 2012; Kim & Roberson, 2021; Pendry et al., 2007). Behavior-based training is aimed at improving the quality of human interactions, and providing tools to help participants monitor their biased behaviors (Bezrukova et al., 2012; Kim &

Roberson, 2021). These types of training are often used in combination to achieve the desired outcomes (Bezrukova et al., 2012; Lai & Kleiner, 2001).

Additionally, the design of the program is influenced by the diverse attributes of the participants, such as cultural, racial, religious, age, sex/gender, and sexual orientation and the context in which they operate (Ferdman & Brody, 1996). This includes whether they work together daily or are a random group of employees. Once these factors are considered, the organization can determine the appropriate learning objectives, training methods, and evaluation measures for the program (Ferdman & Brody, 1996)

When it comes to the delivery of diversity training, it can either be didactic or experiential (Ferdman & Brody, 1996). Didactic training involves a lecture-style approach and is suitable for programs aimed at sharing information or educating individuals about diversity. Experiential training, on the other hand, utilizes role-playing, simulations, and group discussions. The duration of the training is also a critical element of the design and is determined by whether the program is viewed as a "check the box" exercise or part of a broader cultural transformation initiative (Bezrukova et al., 2016; Ferdman & Brody, 1996). Organizations that view diversity training as part of a larger cultural shift will typically hold multiple sessions over an extended period, while those that do not seek to transform their culture will usually end the training after one short session (Bezrukova et al., 2016; Ferdman & Brody, 1996).

### **Is Diversity Training Effective?**

The positive effects of diversity training tend to be short-lived, disappearing within a day or two (Dobbin & Kalev, 2016). To understand this phenomenon, a meta-analysis of 236 articles (which comprised 260 eligible studies with 29,407 participants)

was conducted and revealed that only certain aspects of the training result in lasting change (Bezrukova et al., 2016). The study found that cognitive learning, which measures the acquisition of new knowledge about diversity, remained stable over time. This means that employees who attend diversity training will retain the concepts and knowledge learned during the program. However, attitudinal and affective learning, which measure changes in trainees' attitudes about diversity, tend to decline over time (Bezrukova et al., 2016). The authors of the meta-analysis attribute this decline to the possibility that pre-existing attitudes about diversity could resurface from sources like friends, family, media, or politics. Therefore, diversity training may not be an effective means of fostering a genuine appreciation for diversity among employees, as it does not result in sustained changes in beliefs and attitudes.

### **Why is Diversity Training Not Working?**

Organizations have not been able to come to a consensus on the reasons why diversity training programs are not always effective due to the variety of factors that are involved in their design (Hite & McDonald, 2006). However, researchers have proposed several theories to explain why organizations may not be achieving the desired outcomes. One theory suggests that the use of negative messages in the training may be counterproductive (Dobbin & Kalev, 2016; Holladay et al., 2003). Approximately 75% of companies incorporate negative messages into their diversity training, such as threats of legal action and large lawsuits (Dobbin & Kalev, 2016; Holladay et al., 2003). These messages may suggest that the training is being implemented to address existing issues rather than as a proactive measure to enhance diversity and inclusion, which can undermine the perceived value of diversity. Another theory posits that diversity training

may be too focused on controlling manager behavior, leading to feelings of lost autonomy and potential backlash, thereby exacerbating bias rather than reducing it (Dobbin & Kalev, 2016; Rock, 2008).

Other theories point to the issue being a result of poor planning and implementation (Hite & Mc Donald, 2006). For example, given that organizations do not typically start the design of diversity training programs with a proper needs assessment means they are not clear on current reality, readiness or the gap they are trying to solve with the training (Hays-Thomas et al., 2012; Hite & McDonald, 2006; Roberson et al., 2003). Additionally, researchers have noted that the quality of the trainer is also an important variable and can lead to an ineffective training program (Hite & McDonald, 2006; Holladay & Quiñones, 2008). Another perspective is that organizations can tend to put too much emphasis on the training and that in order for diversity initiatives to be successful, it would require a much more comprehensive solution (Chavez & Weisinger, 2008; Ferdman & Deane, 2013; Hite & McDonald, 2006).

However, despite the different theories, the literature points to two foundational flaws in the overall approach to diversity training. Firstly, persuading people to change their biased behavior is a challenging task, as these behaviors are often rooted in incorrect assumptions and beliefs about others, and they do not change by simply sharing accurate information in training program (Pendry et al., 2007). Secondly, while much of diversity training is designed to reduce unconscious bias, a meta-analysis of nearly 500 studies with over 87,000 participants found that changes to unconscious biases did not lead to changes in biased behaviors (Forscher et al., 2019). This result is problematic for the unconscious bias account, as reducing unconscious bias should, in theory, lead to a

reduction in biased behaviors. Understanding that unconscious bias may not be the source of biased behavior there is a chance that we have had wrong all along.

### **What is the CEEing Model?**

The CEEing model is an emerging theory in neuroscience that explains the underlying mechanisms by which humans make sense of and construct their subjective perception of reality (Lieberman, 2021). Diverging from traditional psychological science's dichotomy of conscious and unconscious processes, the CEEing model introduces experiencing (the liminal space between pure non-conscious information processing and reflective conscious thought) as a third category of human processing. This novel perspective suggests that the act of experiencing is more fundamental and widespread in our nature compared to both conscious awareness and unconscious associations, indicating that humans spend most of their time in this state.

The theory suggests that seeing is the most predominant form of experiencing and that even though there are unconscious contributions to the process of seeing, seeing itself is, by definition a conscious process (Lieberman, 2021). Meaning that when humans see and experience the world, they are conscious and have more control than we previously understood.

The theory explains that humans take in the physical, psychological, and semantic worlds to create our one coherent understanding of reality (Lieberman, 2021). These diverse ways of seeing undergo neural processing within the Gestalt cortex, the cerebral domain responsible for constructing our comprehension of reality. When we participate in the process of constructing our understanding of reality, we depend on the act of CEEing. The CEEing model delineates three distinct domains: Coherent, Effortless,

Experiences. Coherence denotes the brain's capacity to amalgamate and synthesize available information, culminating in a unified and coherent understanding (Lieberman, 2021). The process of sense-making, or construing reality appears effortless, effortlessly emerging without conscious exertion. Moreover, the resulting construal is a consciously experienced phenomenon for humans.

Nevertheless, it is crucial to acknowledge that our interpretation of reality is not an objective representation but rather a subjective reflection of our individual set of salient dimensions or lenses (Lieberman, 2021). These lenses are shaped by diverse factors, including biology, past experiences, motivations, and expectations. They form our personal operating system, enabling us to construct our experiences based on what holds significance to us in a particular moment.

While CEEing equips us with the ability to swiftly and effectively navigate reality, it also imposes limitations on our capacity to perceive beyond our current set of lenses (Lieberman, 2021). The act of CEEing restricts alternative ways of seeing, allowing us to efficiently process our experiences with minimal effort. While this aspect of our biology shapes our familiar human experience, it can also give rise to phenomena like naive realism and other conflict-inducing outcomes.

### **How the CEEing Model Addresses the Current Gaps in Diversity Training**

Traditional diversity training often fails to bring about behavioral change because it primarily focuses on sharing information and attempting to persuade individuals to feel differently (Bezrukova et al., 2016; Pendry et al., 2007). However, the CEEing model helps us understand why mere persuasion is insufficient, as it explains the presence of a cognitive bottleneck (Lieberman, 2021). The act of CEEing involves seeking coherence



while grappling with diverse viewpoints that challenge our existing understanding. To see and make sense of reality, our brains must inherently constrain alternative viewpoints. Biologically, the brain's primary objective is to synthesize external and internal information into a coherent reality for efficient functioning (Lieberman, 2021). However, this need for coherence can hinder our ability to consider diverse perspectives that may conflict with our current understanding of a problem or situation. Consequently, divergent viewpoints pose difficulty for individuals, as they challenge the brain's efficiency and go against its natural functioning. Gaining insight into the mechanics of this cognitive process could provide a valuable understanding of human interactions, enabling significant improvements in communication and alignment.

Traditional diversity training primarily targets unconscious bias reduction, but research has shown that altering unconscious associations does not necessarily translate into a reduction in biased behavior (Forscher et al., 2019). Application of the CEEing model would offer a different approach by emphasizing that we actively construct our reality based on what we choose to pay attention to in each moment. It highlights the conscious nature of our experiences and challenges the belief that humans are passive victims of their unconscious biases (Kim & Roberson, 2021; Lieberman, 2021).

By integrating the CEEing model into diversity training, individuals may gain new insights into their conscious experience and the construction of their reality (Lieberman, 2021). They may also become aware that they have the power to shape their perceptions and do not have to remain influenced by unconscious patterns. This shift in perspective could potentially empower individuals to take personal responsibility for creating an inclusive environment.

Education on the CEEing model could also potentially serve as a primer for self-reflection, introspection, and self-inquiry. For example, individuals could be prompted to answer questions such as:

- Why am I making sense of reality this way?
- What are the origins of my beliefs?
- What are the stories I am telling myself that influence what I pay attention to and how I make sense of the data?

This process of introspection would enable individuals to assess whether their beliefs align with who they want to be and the impact they aspire to create for themselves and those around them.

If organizations leveraged the CEEing model in diversity training it could potentially help individuals recognize their ability to consciously shape their perception reality. It could potentially help cultivate self-awareness, personal growth, and empower individuals to challenge and transform their beliefs, resulting in a more inclusive and empathetic perspective. The CEEing model could also potentially help illuminate a deeper understanding of the mind and promote positive behavioral transformations in the context of diversity training.

### **Chapter 3: Research Methodology**

The primary objective of this study was to collect data from D&I professionals to explore the potential connections and distinctions between the CEEing model and current approaches to diversity training. This chapter outlines the research methodology, participant selection process, and the proposed data collection and analysis procedures that will be employed throughout the study.

This study adopts a grounded theory approach, employing a series of interviews to gather data and identify central themes (Creswell & Creswell, 2018). Grounded theory involves the inductive development of theories based on participants' perspectives using the interview data (Maxwell, 2013). The research process will commence with a comprehensive review of the CEEing model. Subsequently, I will create a 10-minute presentation that explains the model. This presentation aims to inform the participants about the CEEing model, enabling them to discuss its connections and distinctions from their current practices in diversity training.

The participant selection for this study utilized a purposeful sampling method, deliberately choosing individuals based on their professional background and positions within organizations (Maxwell, 2013). The participants primarily included D&I professionals, leadership development professionals (such as HR, learning and development leaders), and OD professionals. Additionally, the sample will encompass some external consultants specializing in content creation for the field.

The sample size for this study was 10 professionals, comprising a diverse range of participants who actively design and/or deliver diversity training programs within organizations. The selection criteria prioritized individuals with substantial industry

experience and tenure of five or more years in their respective job functions and several of the interviewees were c-suite level executives. This intentional approach ensured that the study captured insights from seasoned professionals in the field.

To initiate the recruitment process, I sent an introductory email to an initial group of 50 potential participants, inviting them to voluntarily take part in the study. The proposed content of the introductory email can be found in Appendix A. Subsequently, I shared a consent form that outlines the interview procedures, seeks permission for audio recording using Otter AI, and ensures the confidentiality of all shared information. The interviews proceeded once all participants were comfortable, agreed to the protocol, and all questions regarding the consent form were addressed. Prior to commencing the interviews, I provided participants with a comprehensive understanding of the study's objectives and confirmed the consent form was signed.

In accordance with prior research, an interview protocol (Appendix B) has been developed to investigate the connections and distinctions between the CEEing model and current diversity training approaches. The study will employ qualitative methods, specifically face-to-face interviews with each participant, to gather data. The target population for the interviews will consist of well-informed D&I professionals with a deep understanding of diversity training practices.

## Chapter 4: Results

### CEEing Model Connected to Current Approaches to Diversity Training

Table 1 outlines three suggested themes for further exploration. The three themes are as follows:

1. The CEEing model and current approaches to diversity training generate self-reflection and increase self-awareness among participants.
2. The CEEing model and current approaches to diversity training provide education on the limitations of the human mind and the need to actively address biases.
3. The CEEing model and current approaches to diversity training acknowledge the power of human experiences to create change.

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INSERT TABLE 1 ABOUT HERE

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#### *Generate Self-Reflection and Increase Self-Awareness*

The data appears to show that both the CEEing model and current approaches to diversity training foster self-reflection and increase self-awareness. For example, one participant said, "I see it as the same because you can't have any sort of diversity training without a self-awareness component, and the idea of CEEing brings a significant parallel to the table." While this theme may not come as a surprise, it highlights that practitioners see the potential for the CEEing model to foster self-reflection and deepen self-awareness: a fundamental objective of any diversity training program.

### ***Education on the Limitations of the Human Mind and Bias***

The data seems to indicate that the CEEing model and current approaches to diversity training provide education on the limitations of the human mind and the need to actively address biases. Based on the conversations with participants, education on the mind's limitations is primarily achieved through learning about unconscious bias content. According to the CEEing model, we possess control over how we make sense of reality, but it requires awareness that we are actively creating our reality in real time based on what we choose to pay attention to and how we interpret that information. Additionally, the CEEing model acknowledges the existence of a cognitive bottleneck that constrains alternative ways of perceiving reality. Despite their differences, both approaches appear to educate and emphasize the importance of deliberately slowing down our thought processes to make more accurate and fair decisions. For example, one participant said, "Both CEEing and unconscious bias content provide insight into our limitations and call us to slow down our thought processes so that we can uncover potential blind spots." This observation suggests that the CEEing model could serve as an effective tool for educating individuals about their cognitive processes and assisting them in slowing down their thought processes, an additional essential objective within diversity training programs.

### ***Acknowledge the Power of Human Experiences as a way to Create Change***

The CEEing model explains that our human experience is shaped by the data we take in and our beliefs about that data. Although diversity training programs do not explicitly educate on this today, practitioners recognize the potential for change when individuals pay attention to their experiences. For example, a participant said, "In diversity training today, we spend a lot of time trying to get people to recall experiences

when they felt excluded as a way to facilitate change in their behavior - even if it means we need to get them thinking about a time back in middle school when they felt excluded – it’s about making it real for them because when they see it they experience it.” This statement seems to indicate that diversity practitioners, even without a deep theoretical understanding of the CEEing model, possess an intuitive awareness that altering individuals' experiences can impact their self-perception and worldview. This data could indicate that through a deeper understanding of the CEEing model, practitioners could gain even more insight into how to create change.

### **How the CEEing Model is Different**

Table 2 outlines four suggested themes for further exploration. The four themes are as follows:

1. The CEEing model provides a more comprehensive understanding of the underlying mechanisms that shape our subjective human experience.
2. The CEEing model reveals we are conscious when we are making sense of reality, which means we can be held accountable for our behavior.
3. The CEEing model fosters agency among participants, empowering them to take proactive and meaningful action to drive diversity efforts.
4. The CEEing model introduces concepts such as self-leadership and sensemaking which are novel to diversity training.

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INSERT TABLE 2 ABOUT HERE  
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### *The CEEing Model and our Subjective Human Experience*

Participants who were introduced to the CEEing model seemed to notice its potential to provide a deeper understanding of the science behind our subjective experiences. For example, one participant said, "The CEEing model delves into areas that were previously overlooked in diversity training, such as the subjective nature of our reality. It provides a richer understanding of the scientific underpinnings that support these concepts." This feedback could suggest that current approaches to diversity training lack explicit education about the subjectivity inherent in human experiences and CEEing could help improve that.

Another participant seemed to highlight the CEEing model's ability to shed light on the creation of our subjective experiences, an aspect that is often overlooked in current diversity training. They said, "The CEEing model effectively explains why we have subjective experiences and how they are influenced by our life events and upbringing. These aspects, such as our selective filter and schema, are not deeply explored in current D&I training." This may indicate that the CEEing model is unique in that it provides comprehensive insights into the formation of subjective experiences, aspects that seem to be absent or under-explored in current approaches to diversity training.

In addition to offering a deeper understanding of the science behind our subjective experiences, participants seemed to recognize the CEEing model's capacity to provide a comprehensive understanding of the cognitive processes underlying biases. For example, one participant said,

It feels like CEEing is an antecedent to unconscious bias – for instance, I've created my unconscious bias through what I've chosen to see or through what I have experienced, and so now I've created these unconscious biases – and so



CEEing feels like an explanation of what's actually happening – and therefore seems like a solution for it.

This may indicate that CEEing has the potential to bring additional clarity to the underlying processes.

### *The CEEing Model and Accountability for Our Behavior*

Participants seemed to observe a fundamental distinction between the CEEing model and current diversity training approaches. It appears that the CEEing model stands out by emphasizing that we are in fact conscious when we are making sense of reality, thereby holding us more accountable for how we perceive and experience the world. As one participant aptly expressed, "The main difference here is that CEEing acknowledges we are conscious, which means we are ultimately being told that we are more responsible for our discriminatory behavior." This perspective was like another participant who said,

We used to believe that we couldn't do anything about our unconscious biases, but I agree that we are conscious. We always have a choice in what we say and do, what we don't say and don't do. The current narrative around unconscious bias lets us off the hook from our responsibility, but with the CEEing model, it's interesting to see that we can indeed shift our mindset and behaviors if we put in the effort.

Furthermore, participants noted the prevailing narrative within current diversity training programs that diminishes individual accountability and seemed to recognize the fresh perspective offered by the CEEing model. It appears that the CEEing model reveals that we are not mere victims of our subconscious minds; rather, we actively shape our experiences in real time. One participant eloquently described it as "shifting the model from feeling helpless and victimized by our own brains to realizing that we have lenses through which we filter information." Another participant emphasized, "The shift occurs from 'yes, we all have biases, tough luck, deal with it' to 'you have to reflect on your own thinking patterns if you want to change them.'" These quotes may suggest that the

CEEing model could prompt a shift in narrative, emphasizing personal accountability and empowering individuals to consciously influence their thoughts and actions.

### ***The CEEing Model and Proactive and Meaningful Action***

The CEEing model seems to go beyond mere acknowledgment of biases and appears to stand out for its ability to foster agency among participants. It seems to offer a fresh perspective that emphasizes the individual's active role in shaping their reality, as highlighted by one participant who said, "In diversity training, I say if you have a brain, you're biased, and you're not negating that, but you're also saying you have an opportunity to play a much more active role than you think in shifting the reality by shifting your perception and the way you integrate new information."

A distinguishing factor of the CEEing model seems to be a strong emphasis on the control we have in how we behave. Participants seemed to notice that it provides a framework for individuals to step above their experiences, enabling them to observe what they see and experience and compare it to the reality they aspire to create. As one participant eloquently explained, "I think what's different is the focus on control. It's like here's a way for you to step above and look and see what you're seeing and experiencing and how that differs from the reality you're trying to create. And then it's a little more actionable than just talking about the idea that you have these biases."

The CEEing model also seems to illuminate the inherent power individuals possess to shape their own experiences. This notion appears to foster a more positive and hopeful outlook, that could inspire people to act in a new and empowered manner. As one participant insightfully remarked, "I think the CEEing model illuminates that people have the power to create their own experience, and that idea alone offers a more positive and

hopeful view of things, which I think can really help inspire people to take action in a new way."

### ***The CEEing Model and Self-Leadership and Sensemaking***

The CEEing model appears to introduce concepts of self-leadership and sensemaking to the field of diversity training, which may provide a fresh perspective that goes beyond traditional approaches. As one participant noted,

It's funny because I don't actually think it's [principles of self-leadership & sense-making] super inherent in the diversity training, but I do think it is incorporated in a lot of leadership development stuff. So, I guess I would say the whole idea of like constructing your own point of view and your paradigm, it may be a good word to use, is not exactly what we talk about in the diversity training today.

By tapping into principles of self-leadership, the CEEing model may encourage participants to take ownership of their experiences and construct their own understanding of the world. As another participant said,

The CEEing model is tapping into principles of self-leadership, which I feel like I'm very familiar with, and the concept of sense-making is something I've known about for a long time. But it is very much not in the DEI training space, and I feel like it's possible that some people might resist the personal responsibility required to accept the framework.

It appears that traditional diversity training focuses on external factors and increasing awareness, whereas the CEEing model seems to emphasize more of an inside-out approach. It seems to invite individuals to explore their internal landscape and take responsibility for their own perceptions and biases. As one participant described,

I would describe a lot of the diversity training today as being sort of outside-in, like I am unaware and I'm trying to increase my awareness of external things that make me better internally. Whereas the CEEing model feels like this or I am noticing this is a little bit more inside-out. I'm sure unconscious bias probably attempted to do that and unsuccessfully.

**Integration into Practice**

Table 3 outlines three suggested themes for further exploration. The three themes are as follows:

- 1. CEEing model would replace traditional unconscious bias content in diversity training.
- 2. If we educated people about the CEEing model, we would need to address the potential emotional discomfort and pain that may arise as individuals engage with CEEing and confront their biases.
- 3. The CEEing model can be embedded into technology to drive behavior change.

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 INSERT TABLE 3 ABOUT HERE  
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***The CEEing Model Replaces Traditional Unconscious Bias***

It appears that the CEEing model could offer a replacement for traditional unconscious bias content within diversity training programs. One participant said, “I think it's pretty widely accepted that unconscious bias training doesn't work. And so, I think CEEing could quite seamlessly replace it.” Additionally, it appears the CEEing model could potentially even help rebrand diversity training altogether and could help HR professionals secure more funding for these initiatives. For example, one participant said, "I see it as a new branding for unconscious bias content and something that will be additive in helping Human Resource professionals continue to get resource and funding for these projects." Lastly, it appears that the integration of the content would not only be seamless, but potentially more empowering all together, as another participant said, "I see

the CEEing model fitting in very organically, and I can see the framing being a more empowering version of unconscious bias content. Like it's more empowering to show people that they are, in fact, in control."

### ***The CEEing Model and Emotional Discomfort***

It seems that the implementation of the CEEing model could potentially create emotional discomfort and pain as individuals confront their biases. To this, the recommendation from participants was that there would need to be some kind of support to help people with this. For example, participants noted the need to incorporate elements of compassion and forgiveness into the CEEing model. One participant stated,

What I can see needing to kind of be fleshed out or added to it would be something around the compassion piece or something around the forgiveness piece. As we educate people that they are, in fact, agents of their subjective experience and they are in control of their schema, I can see the big backlash to that and a sense of like, I actually don't want to know that. I don't want to have that responsibility pinned on me because it's really uncomfortable.

This perspective suggests that there may be some resistance and discomfort that may arise as individuals become aware of their biases and assume personal responsibility for their actions.

The process of confronting one's biases can be emotionally challenging and may lead to psychological discomfort. As another expert points out,

If I'm suddenly being shown that I've actually been a racist and a sexist, homophobe my entire life, and this is my job to fix these ways of thinking inside myself - That's pretty horrible. So, I can see the psychological safety of that being compromised, and I can see the pushback or, you know, people not wanting to do that.

This insight highlights the potential impact on individuals' psychological well-being and underscores that it may be important to create a supportive and safe environment as people start to deeply understand the CEEing model.

### *The CEEing Model and Technology*

It seems that the CEEing model could be integrated into technology platforms to further drive behavior change. As one participant envisions,

I could imagine a world where it is integrated into Outlook or Gmail - and there are coaching questions embedded into the technology. For example, why did you see that email as negative? Because you're in a negative mood or you had something negative happen and or something like that. Getting people to check in on how they are seeing and making sense of things within how they are developing their communications.

This perspective suggests that there is an opportunity to integrate CEEing into daily work interactions, prompting individuals to reflect on their cognitive biases and develop greater self-awareness.

Furthermore, there seems that there is synergy between the CEEing model and emerging technologies such as virtual reality (VR). For example, another participant said, "There's actually potentially a lot of synergies between what we learn through the CEEing model and the idea of having people experience a different reality. We are thinking a lot about VR training, and I could imagine this model informing the approach." There may be an opportunity to incorporate the principles of CEEing into VR experiences that challenge biases and provide individuals with a new perspective on diversity and inclusion.

By embedding the CEEing model into technology platforms, organizations could potentially facilitate ongoing reflection and behavioral change. Integrating coaching questions into email systems or other communication tools might allow individuals to constantly evaluate their interpretations and sense-making processes. Moreover, leveraging VR technology could provide individuals with powerful experiences that promote empathy, understanding, and a deeper appreciation for diverse perspectives.

## Chapter 5: Discussion

The primary objective of this study was to collect data from D&I professionals to explore the potential connections and distinctions between the CEEing model and current approaches to diversity training. By examining the connections and distinctions, this research aims to contribute to the development of innovative and impactful strategies for diversity training. Based on the suggested themes for further exploration, the CEEing model and current approaches to diversity training have three potential connections and four potential distinctions.

The themes related to the connections are that the CEEing model and current approaches to diversity training are connected in that they both generate self-reflection and increase self-awareness, provide education on the limitations of the human mind and the need to actively address biases, and acknowledge the power of human experiences as a way to create change. These themes may suggest that the CEEing model could be used to deepen self-awareness and educate people about their mind and its limitation. Additionally, it appears that the CEEing model could potentially offer insights on how to leverage the human experience to create even deeper behavior change.

As for the four themes related to the distinctions, CEEing model and current approaches to diversity training are different in that the CEEing model provides a more comprehensive understanding of the underlying mechanisms that shape our subjective human experience, reveals we are conscious when we are making sense of reality which means we can be held accountable for our behavior, fosters agency among participants, empowering them to take proactive and meaningful action, and introduces concepts such as self-leadership and sense-making which are novel to diversity training. These themes

suggest that the CEEing model has new value to add to the field of diversity training. For example, if the CEEing model indeed offers a more comprehensive understanding of our subjective experience, participants could potentially gain greater clarity about their own minds and the underlying processes by learning about this model. Furthermore, if CEEing successfully reveals that we are conscious during the process of making sense of reality, this realization may foster a stronger sense of personal accountability. Consequently, it could challenge the traditional narrative of victimhood and promote empowerment, encouraging individuals to take responsibility for their own biases and contributions to fostering inclusive environments. Ultimately, this shift in values could lead to more behavioral changes stemming from diversity training programs.

In addition to the potential connections and distinctions, the research explored potential directions for the integration of the CEEing model into future practice. To this, the three suggested themes for exploration that emerged from the data were that the CEEing model would replace traditional unconscious bias content in diversity training, we would need to address the potential emotional discomfort and pain that may arise as individuals engage with CEEing and confront their biases, and the CEEing model could be embedded into technology to drive change. These themes indicate that the CEEing could be integrated into practice. For example, learning about CEEing and helping people question their underlying beliefs and assumptions may result in them needing help generating self-compassion and self-forgiveness.

The research results go beyond my initial expectations as I hypothesized that the CEEing model was unique and could potentially generate new value, but I was surprised to learn that some practitioners believe that you could potentially replace traditional



unconscious bias content with the CEEing model content altogether. Additionally, it was intriguing to observe practitioners highlighting the potential emotional discomfort and pain associated with engaging in CEEing and confronting biases. This aspect was not initially considered, but the research emphasizes the importance of integrating self-compassion and self-forgiveness into the CEEing process. It becomes apparent that raising awareness and fostering personal growth through CEEing can be a challenging and emotionally demanding journey, necessitating significant emotional work. Acknowledging and addressing these aspects within the integration of CEEing may help mitigate risk of push back or resistance.

In addition to the numerous benefits offered by the CEEing model, the research suggests that it has the potential to address some of the underlying issues that contribute to the ineffectiveness of traditional diversity training. One such issue is the perceived lack of autonomy and potential backlash experienced by managers, which can exacerbate bias instead of reducing it (Dobbin & Kalev, 2016; Rock, 2008). While participants may still feel a sense of mandated participation in a CEEing program, the understanding fostered by the model promotes greater agency, potentially mitigating the lack of autonomy they perceive. Furthermore, another challenge identified in the literature is the presence of negative messages in diversity training. The themes indicate that the CEEing model may convey a more positive message, suggesting that it may help alleviate such challenges.

### **Limitations**

It is important to recognize and address the limitations associated with the data collected in this study. One primary limitation pertains to the sample size, which may restrict the generalizability and validity of the conclusions due to the relatively low

number of participants. It is crucial to interpret the potential suggestions for further exploration with caution. Furthermore, another limitation arises from my serving as the sole interviewer. Despite diligent efforts to minimize any subconscious biases, it is essential to acknowledge that different interviewers may ask questions or employ different approaches, potentially influencing the responses. I did make diligent attempts to mitigate biases and maintain consistency throughout the interview process. Acknowledging and understanding these limitations is crucial for providing a comprehensive interpretation of the study's findings and recognizing the boundaries within which the conclusions can be drawn.

### **Directions for Future Research**

Based on the themes for further exploration, a potential next step could be to develop a comprehensive learning module on CEEing and conduct impact assessment to further understand its effectiveness. Based on the information that emerged from the themes, I could imagine the training module on CEEing including four key elements:

1. Content on the theoretical framework and principles of the CEEing model.
2. A series of coaching questions to guide participants in observing their attentional focus and initiating an exploration of the underlying reasons for their attention patterns.
3. Content on self-compassion and self-forgiveness to facilitate emotional well-being and resilience throughout the process.
4. The module should be delivered in a safe and inclusive space for participants to engage in open discussions, particularly regarding beliefs closely tied to their personal identities.

Future research could be conducted to understand the effectiveness of the module for both individuals and organizations.

### **Conclusion**

In conclusion, this research study explored the potential connections and distinctions between the CEEing model and current approaches to diversity training. It also aimed to understand how the CEEing model could potentially be integrated into practice. Based on the suggested themes for further exploration it appears that the CEEing could potentially create new value and there may be some added benefits of integrating the CEEing model into practice.

First, the study suggests that the CEEing model may also foster self-awareness and provide education on the cognitive limitations of the human mind which appear to be core objectives of current diversity training initiatives. Second, the study suggests that the CEEing model may be a potential alternative to current approaches. For example, it appears to offer a more comprehensive understanding of the underlying mechanisms behind our subjective human experience, emphasizing the subjectivity of perception, the role of attention, and the neural processes involved. This comprehensive perspective may allow for a more concrete and tangible exploration of diversity-related concepts, enhancing self-awareness and the ability to drive personal and interpersonal change.

Moreover, the identified themes for further exploration emphasize that the CEEing model has the potential to initiate a paradigm shift by highlighting personal agency, accountability, and the conscious nature of sense-making. This shift challenges the conventional narrative of victimhood and fosters a sense of empowerment, motivating individuals to assume responsibility for their own biases and their role in cultivating

inclusive environments. However, it is crucial to acknowledge that engaging with the CEEing model may also evoke emotional discomfort and pain as biases are confronted. Hence, integrating components of self-compassion and self-forgiveness may need to become crucial component of the training process.

Based on these insights, future directions could involve developing a CEEing model training module that incorporates the identified key elements, such as theoretical content, coaching questions, self-compassion, and safe spaces for identity-related discussions. Testing the impact of the module on participants' attitudes, behaviors, and organizational dynamics would provide valuable evidence for the effectiveness of the CEEing model as an alternative to traditional diversity training approaches.

Overall, this research study contributes to the growing body of knowledge on diversity training by highlighting the potential of the CEEing model as a transformative tool. By fostering self-awareness, promoting personal agency, and addressing the limitations of traditional approaches, the CEEing model offers a promising avenue for driving meaningful change and cultivating inclusive environments.

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## Tables

### Table 1

Theme	Quotes
<p>1. The CEEing model and current approaches to diversity training generate self-reflection and increase self-awareness among participants</p>	<p>"I see it as the same because you can't have any sort of diversity training without a self-awareness component, and the idea of CEEing brings a significant parallel to the table."</p> <p>"One thing that's in common with unconscious bias training is the idea that it is really about doing the self-reflection necessary to be more effective."</p> <p>"The whole point of shining light on our bias was about bringing awareness to the issues - awareness is half the battle of everything, right? If I'm self-aware, then I can shift my behavior."</p> <p>"Diversity training to me, it's about bringing awareness to the blind spots, and beginning to solve for them in a way that overrides the subjective experience- and that's what CEEing does."</p>
<p>2. The CEEing model and current approaches to diversity training provide education on limitations of the human mind and the need to actively address biases</p>	<p>"Both CEEing and unconscious bias content provide insight into our limitations and call us to slow down our thought processes, so that we can uncover potential blind spots."</p> <p>"Well, I think ultimately, no matter what you subscribe to in terms of <i>why</i> people in organizations may feel disconnected or not seen or not valued, it's clear there is something about the human mind that inhibits us from seeing each other's value – and that's what we teach in diversity training programs today."</p> <p>"It is similar to the idea that our brains are fundamentally biased and so to mitigate it you have to think of biases like signposts right ?- let's slow down and check our thinking so that we can mitigate more automatic ways of thinking – and that is what CEEing is saying"</p>
<p>3. The CEEing model and current approaches to diversity training acknowledge the power of human experiences as a way to create change</p>	<p>"I see it as the same because when you think about the application of CEEing from a learning theory perspective. For example, the idea that if you can experience something you're going to have a much different, honest, deeper relationship to the topic than just reading about it and understanding it on a cognitive level – and that is the kind of thing we do to try and create change in diversity training today."</p> <p>"I see the CEEing model as highlighting the need for experiential learning and that is something we do quite often in diversity training."</p> <p>"In diversity training today, we spend a lot of time trying to get people to recall experiences when they felt excluded as a way to facilitate change in their behavior - Even if it means we need to get them thinking about a time back in middle school when they felt excluded – it's about making it real for them because when they see it they experience it."</p>



Table 2

Theme	Quotes
<p>1. The CEEing model provides a more comprehensive understanding of the underlying mechanisms that shape our subjective human experience</p>	<p>"The CEEing model delves into areas that were previously overlooked in diversity training, such as the subjective nature of our reality. It provides a richer understanding of the scientific underpinnings that support these concepts."</p> <p>"The CEEing model effectively explains why we have subjective experiences and how they are influenced by our life events and upbringing. These aspects, such as our selective filter and schema, are not deeply explored in current D&amp;I training."</p> <p>"It feels like CEEing is an antecedent to unconscious bias – for instance, I've created my unconscious bias through what I've chosen to see or through what I have experienced, and so now I've created these unconscious biases – and so CEEing feels like an explanation of what's actually happening – and therefore seems like a solution for it."</p> <p>"The CEEing model makes the concepts more tangible and easier to grasp because it provides a scientific explanation."</p> <p>"It is like the CEEing model provides the science behind Plato's allegory of the cave – and this idea that human perception is limited – we aren't seeing the whole picture. We can only take in what our program allows us to see. Now through the CEEing model we understand why."</p>
<p>2. The CEEing model reveals we are conscious when we are making sense of reality which means we can be held accountable for our behavior</p>	<p>"The main difference here is that CEEing acknowledges we are conscious, which means we are ultimately being told that we are more responsible for our discriminatory behavior."</p> <p>"We used to believe that we couldn't do anything about our unconscious biases, but I agree that we are conscious. We always have a choice in what we say and do, what we don't say and don't do. The current narrative around unconscious bias lets us off the hook from our responsibility, but with the CEEing model, it's interesting to see that we can indeed shift our mindset and behaviors if we put in the effort."</p>

	<p>“I feel like this framework will require people to take more personal responsibility.”</p> <p>"It's like shifting the model from feeling helpless and victimized by our own brains to realizing that we have lenses through which we filter information. We may not be aware of it in the moment, but we selectively pay attention to specific things that are personally relevant."</p> <p>"The shift occurs from 'yes, we all have biases, tough luck, deal with it' to 'you have to reflect on your own thinking patterns if you want to change them.'"</p>
<p>3. The CEEing model fosters agency among participants, empowering them to take proactive and meaningful action</p>	<p>"In diversity training, I say if you have a brain, you're biased, and you're not negating that, but you're also saying you have an opportunity to play a much more active role than you think in shifting the reality by shifting your perception and the way you integrate new information."</p> <p>"I think what's different is the focus on control. It's like here's a way for you to step above and look and see what you're seeing and experiencing and how that differs from the reality you're trying to create. And then it's a little more actionable than just talking about the idea that you have these biases."</p> <p>"I think the CEEing model illuminates that people have the power to create their own experience, and that idea alone offers a more positive and hopeful view of things, which I think can really help inspire people to take action in a new way."</p> <p>"I can see the framing really helping to create a more empowering diversity training. It's more empowering to show people that they have more control than they previously thought."</p>
<p>4. The CEEing model introduces concepts such as self-leadership and sense-making which are novel to diversity training</p>	<p>“It's funny because I don't actually think it's super inherent in the diversity training, but I do think it [principles of self-leadership &amp; sense-making] is incorporated in a lot of leadership development stuff. So, I guess I would say, the whole idea of like, constructing your own point of view and your paradigm, it may be a good word to use is not exactly what we talk about in the diversity training today.”</p>

	<p>“The CEEing model is tapping into principles of self-leadership, which I feel like that I'm very familiar with and the concept of sense making is something I've known about for a long time and but it is very much not in the DEI training space, and I feel like it's possible that some people might say they might resist the personal responsibility required to accept the framework.”</p> <p>“I guess I would describe a lot of the diversity training today as being sort of outside in like, I am unaware and I'm trying to increase my awareness of external things that make me better internally, whereas they made me feel like this or I am noticing this is a little bit more inside out – and I am sure unconscious bias probably attempted to do that and unsuccessfully.”</p>
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Table 3

Theme	Quotes
<p>1. The CEEing model would replace traditional unconscious bias content in diversity training</p>	<p>"I see it as a new branding for unconscious bias content and something that will be additive in helping Human Resource professionals continue to get resource and funding for these projects."</p> <p>"I think it's pretty widely accepted that unconscious bias training doesn't work. And so, I think CEEing could quite seamlessly replace it."</p> <p>"I see the CEEing model fitting in very organically, and I can see the framing being a more empowering version of unconscious bias content. Like it's more empowering to show people that they are, in fact, in control."</p>
<p>2. If we educated people about the CEEing model we would need to address the potential emotional discomfort and pain that may arise as individuals engage with CEEing and confront their biases</p>	<p>"What I can see needing to kind of be fleshed out or added to it would be something around the compassion piece or something around the forgiveness piece. As we educate people that they are, in fact, agents of their subjective experience and they are in control of their schema, I can see the big backlash to that and a sense of like, I actually don't want to know that. I don't want to have that responsibility pinned on me because it's really uncomfortable."</p> <p>"If I'm suddenly being shown that I've actually been a racist and a sexist, homophobe my entire life, and this is my job to fix these ways of thinking inside myself - That's pretty horrible. So, I can see the psychological safety of that being compromised, and I can see the pushback or, you know, people not wanting to do that."</p> <p>"There would need to be some kind of genuine mechanism to help people develop self-compassion and help them see that you can actually take that information and move forward with it empowered as opposed to feeling a victim again."</p> <p>"I feel like without incorporating something on how to process fear, grief, and loss into it, people will max out their capacity for change."</p>

<p>3.The CEEing model could be embedded into technology to drive behavior change</p>	<p>“I could imagine a world where it is integrated into outlook or gmail - and there are coaching questions embedded into the technology. For example, why did you see that email as negative? Because you're in a negative mood or you had something negative happened and or something like that. Getting people to check in on how they are seeing and making sense of things within how they are developing their communications.”</p> <p>“There's actually potentially a lot of synergies between what we learn through the CEEing model and the idea of having people experience a different reality. We are thinking a lot about VR training and I could imagine this model informing the approach.”</p>
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## **Appendix A: Invitation to Interview Participants**

Dear [Name]

It is great to connect with you! My name is Desirae Mahs, and I am a Masters of Organization Development Student at the Graziadio Business School at Pepperdine University. I am conducting a research study to explore the potential connections between the CEEing model (an emerging theory in neuroscience) and current approaches to diversity training, and I need your help!

You've been identified as someone who has worked in the field of Diversity and Inclusion for at least five years and is involved in designing or delivering diversity training to your organization. I would like to invite you to participate in a 1-hour interview on Zoom [recorded via Otter ai] to discuss your background and experience.

During the interview, I will aim to understand a bit about what diversity training looks like at your organization. From there, I will share a high-level overview of a new theory from neuroscience called the CEEing model, which explains how humans see and make sense of their reality. Lastly, I will aim to understand how you see this theory connected to and different from what you're already doing in your diversity training program.

Participation in this study is voluntary, and your identity as a participant will be protected before, during, and after the time that study data is collected. You may withdraw from the study at any time without penalty. The results of our interviews will be confidential and reported at the aggregate summary level only.

Please respond to this email confirming or declining your interest in participating in this study. If you have any questions or concerns, please contact me directly via email or phone at (609) 685-2544.

Thank you in advance for your participation and support!

Sincerely,  
Desirae Mahs

Pepperdine University  
Graziadio Business School  
Masters in Organization Development  
(609) 685 2544  
Desirae.Mahs@pepperdine.edu

## **Appendix B: Interview Protocol**



## Introduction

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### Overview of Process:

- Thank you so much for your willingness to participate in this research study.
- Today, we will be talking about diversity training and exploring how an emerging theory from neuroscience is connected to and different from what you're already doing within your diversity training program today.
- This interview will be divided into three parts.
- In part one, I will ask you a few questions to understand a bit about your background and experience. I will also aim to understand a bit about what diversity training looks like at your organization today (i.e., what theories you're drawing on, content you've included in the program, length of the training program (s), async or instructor lead, etc.)
- In part two, I will share a 10-minute overview of the CEEing model via a short slide presentation.
- Finally, in part three, I will ask a few more questions to understand how you see the CEEing model connected to and different from what you're already doing in your diversity training program today.

### Our meeting today:

- We secured a total of 45 minutes for our time together today.
- You can ask for a break at any time during the interview.
- The data collected from the interviews will be used to understand how the CEEing model is connected to and different from current approaches to diversity training.
- Everything you say is confidential, and at no time will I share the specifics of what you've said. I aim to summarize themes that emerge across multiple interviews like this one, and all information will be reported at the aggregate level only.
- May I record this session via Otter ai?
- Do you have any questions before we get started?

## Interview Questions

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### Part one:

1. Please state your job title and your role within your organization.
2. Please share a brief overview of your experience & tenure within the field of diversity & inclusion
3. Can you share a bit about what diversity training looks like at your current organization?
4. Does it include training on unconscious bias?
5. Does it include behavior-based training or just awareness training?

6. Can you share a bit about the theories and content you have in your diversity training program?
7. What kind of activities do you have in the diversity training program?
8. How long is the diversity training program?

Part two:

- Share a 10-minute slide presentation on the CEEing model

Part three:

9. How do you see the CEEing model connected to what you're already doing in diversity training?
10. How do you see it as different or separate from what you're doing today, in your diversity training program?
11. Imagine it's five years from now, and Diversity trainers widely accept this neuroscience research; how might it be integrated into practice?

Close:

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- Thank you for your candid feedback and participation. We have completed the interview
  - Is there anything else we haven't discussed that you'd like to bring up?
  - Do you have any other questions I can answer or thoughts you'd like to share?