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THE ROLE OF PEDAGOGICAL PRACTICES IN PROMOTING A DEI CULTURE IN THE CORPORATE ENVIRONMENT

In today's market conditions, developing a DEI corporate culture is critical for innovation and employee retention, while traditional training methods are often ineffective. The aim of the study was to evaluate the impact of active teaching practices (role-playing games, facilitation, mini-sessions) on the implementation of DEI principles and sustainable changes in employee behavior. A mixed method was used: quantitative analysis of pre- and post-tests (awareness level, tolerance and inclusive thinking indices, HR metrics) and qualitative analysis of interviews and observations. The series of activities included a two-day training, thematic workshops, facilitation sessions, role-playing cases, and weekly mini-facilitations for a month; the control group did not undergo similar interventions. The assessment was conducted immediately after the course completion, which allowed recording immediate changes. In addition, a qualitative analysis of participant interactions and a comparison of HR metrics confirmed the comprehensiveness of the effect. The experimental group (80 IT, HR, and marketing employees) showed a more than twofold increase in awareness ($p < 0.001$), an increase in tolerance (from 2.30 to 4.00) and inclusive thinking (from 2.15 to 3.95), a decrease in

turnover (from 12 % to 7 %), and an increase in DEI satisfaction (from 3.00 to 4.50). The correlation between awareness and participation in DEI projects was r = 0.65; qualitative data confirmed the independent initiative of employees. The results substantiate «learning by doing» as an effective format for sustainable transformation of organizational culture and provide a basis for adapting DEI training in Kazakhstan.

Keywords: Diversity, Equity, Inclusion, KPI, teaching practices, personnel, organizational culture, Kazakhstan.

Introduction

In the context of accelerated transformation of the economic environment and increased competitive pressure, organizations are increasingly implementing strategies aimed at forming cohesive internal communities and increasing employee commitment to corporate values. The Diversity, Equity, Inclusion (DEI) culture is currently recognized as one of the key factors contributing to the innovative development of a company and the retention of highly qualified personnel. At the same time, standard formal DEI programs often lack interactivity, and short-term trainings do not provide a long-term effect without systematic support. Empirical observations indicate that active learning methods – role-playing games, facilitation sessions and short facilitation practices in the work team – contribute to deeper assimilation and consolidation of inclusive practices. In this regard, it seems necessary to conduct a detailed empirical study of the effectiveness of pedagogical methods in the context of developing a corporate DEI culture.

The purpose of this study is to comprehensively assess the impact of pedagogical methods on promoting the culture of Diversity, Equity, Inclusion (DEI) in the corporate environment and to identify the main mechanisms that ensure the sustainability of behavioral and value changes in employees. To achieve this goal, it is assumed that: describe the forms of training used – trainings, facilitation sessions, role-playing case games and short-term facilitation; conduct a quantitative analysis of changes in the levels of awareness, tolerance and involvement based on the results of pre- and post-tests and key indicators of corporate culture; perform a qualitative analysis of perception through semi-structured interviews and observation of the sessions; and compare the results of the experimental and control groups in order to verify the effectiveness of pedagogical approaches and develop recommendations for scaling DEI training, taking into account the organizational characteristics and local cultural context of Kazakhstan.

Existing research in the field of DEI training is mostly limited to short-term observations (usually 3-6 months), which does not allow for a reliable assessment of the long-term sustainability of the achieved results. Moreover, the vast majority

of empirical data is based on the experience of Western companies or large Russian corporations, while the specifics of the organizational and cultural context of Kazakhstan require an independent analysis. Another significant drawback is the insufficient detailing of the description of pedagogical methods: often only general training formats are mentioned without specifying those elements of facilitation or role-playing games that have the greatest impact on behavior transformation. Finally, comparative studies involving experimental and control groups are rarely conducted, which limits the possibility of an objective comparison of the effectiveness of DEI training and traditional teaching methods.

This study aims to fill these gaps by integrating quantitative and qualitative methods to develop a comprehensive understanding of the impact of teaching practices on corporate DEI culture and to develop tailored recommendations for organizations in Kazakhstan.

Materials and methods

To quantify the impact of teaching practices on DEI culture, the following indicators were used: awareness level (standardized test including testing of terminological competence, perception of DEI importance and readiness to participate), tolerance and inclusive thinking indices (7-point scale), engagement indicators (participation in DEI initiatives, open meetings and working groups) and key corporate culture KPIs (staff turnover rate, average DEI satisfaction score). Data sources included DEI pre- and post-test results, tolerance-inclusion questionnaires, engagement and satisfaction questionnaires, semi-structured interviews with 20 employees, direct observation of facilitation sessions and role-playing case studies, and internal HR reports (turnover data, meeting minutes, and reports on implemented DEI initiatives).

The study involved 80 employees from IT, HR, and marketing departments who underwent a sequence of DEI activities: a two-day in-person training on the basics of DEI (including an introduction to terminology, theoretical framework, and introductory exercises), followed by workshops on active listening and facilitation (1–2-hour sessions with analysis of conflict cases and provision of feedback), then regular facilitation sessions (2–3-hour moderated discussions of real production problems), case studies in the format of role-playing games (simulation of discrimination situations followed by group reflection), and weekly mini-facilitations within teams (30-minute meetings led by designated DEI "ambassadors" to share best practices).

The sequence of events that is being built – training → workshop → facilitation session → role-playing case → mini-facilitations – illustrates the step-by-step logic of integrating these methodological tools.

Four methods were used to comprehensively assess the DEI pedagogy:

Questionnaires - conducting standardized pre- and post-tests on DEI, questionnaires on "tolerance-inclusion" and tools for measuring engagement and satisfaction. Measurements were taken before the training, two weeks after its completion and then quarterly in order to quantitatively record changes in the levels of knowledge, attitudes and motivation of employees.

Semi-structured interviews - after the completion of the program, interviews were conducted with 20 participants according to a pre-compiled guide with audio recording and subsequent transcription. The task was to obtain qualitative data on the perception of DEI, identify key reactions and barriers.

Observation - during facilitation sessions and role-playing cases, field notes were taken, recording the manifestations of DEI skills in real time and the degree of active interaction of participants at each practical stage.

Analysis of internal HR reports – Monthly and quarterly collection of data on employee turnover, meeting minutes, and DEI initiative reports (number of projects, complaints, and praise) to monitor key organizational culture KPIs.

The use of this combined approach ensured the collection of both quantitative (questionnaire studies, HR reports) and qualitative (interviews, observation) data, which made it possible to obtain a comprehensive picture of the impact of pedagogical practices on behavioral changes in employees and key indicators of organizational culture.

Results and discussion

In recent years, corporate structures have increasingly been implementing Diversity, Equity, Inclusion (DEI) practices, which is confirmed by a number of empirical studies demonstrating their positive impact on the innovative potential and sustainability of organizations [1]. At the same time, attention is increasing to pedagogical methods as the main tool for transforming organizational culture and optimizing the results of DEI initiatives [2; 3].

The DEI concept includes three interrelated elements: diversity, equity, and inclusion. Morand and Merriman [1] showed that a diverse workforce can enhance an organization's creative potential and accelerate the process of making innovative decisions. They note that ensuring equity involves not only formal equality of access to resources, but also taking into account the individual needs of employees, which is the foundation for building long-term trust in the team.

Pedagogical methods are considered as a means of «learning through practice»: King et.al. [2] indicates that active educational techniques (role-playing games, mini-facilitations) are superior to traditional lecture formats in terms of the effectiveness of forming inclusion values. At the same time, their work demonstrates that setting up conflict scenarios followed by group discussion allows participants to gain a deeper understanding of the barriers to unacceptable

behavior and develop skills for constructive interaction. In the Russian context, Farkhutdinov [3] describes the experience of a construction company, where after a series of DEI master classes, the rate of internal conflicts decreased by 15 %, and the level of staff engagement increased by 20 %.

Among foreign approaches, the Social Learning Theory (Thyer [4]) should be highlighted. Bennett focuses on the step-by-step formation of intercultural competence through a systemic analysis of empirical cases, while Bandura emphasizes the role of learning through observation and imitation in a group environment. In the Russian interpretation, Shapovalova [5] formulated the Learning Loop model, in which the central role belongs to the exchange of feedback in small groups and cyclical correction of behavior.

A number of studies confirm the positive impact of DEI training on employee behavior. For example, Itam and Bagali [6] found that after role-playing games, the average level of inclusive behavior of participants increased by 25 %. Baker [7] demonstrated that two months after facilitation sessions, the number of biased statements decreased by 30 %. In the Russian banking sector, Shcherbakova [8] showed that a two-stage DEI training program (online module and face-to-face block) increased the DEI satisfaction index by 1.2 points on a five-point scale over the course of a quarter. Despite the accumulated body of empirical data, a number of authors emphasize the lack of longitudinal studies that allow us to assess the long-term effects of DEI practices.

In the Kazakhstani context, Berikkhanova et al. [9] adapt the Action Learning method for small working groups, demonstrating their ability to independently conduct mini-facilitations and strengthen an inclusive climate. Kuzhabekova and Algakhtani [10], studying global perspectives of DEI in Kazakhstan and Saudi Arabia, show the role of DEI in reducing employee turnover and increasing employee satisfaction index, which highlights the need for regionally focused longitudinal studies.

The conducted literature review revealed that pedagogical practices are an effective mechanism for promoting DEI in the corporate environment: they not only help raise awareness and correct attitudes, but also ensure sustainable behavioral changes and improve key strategic indicators. At the same time, the need for long-term monitoring and development of adaptive models that take into account the specifics of cultural and organizational contexts, including for small and medium-sized enterprises in Kazakhstan, was identified.

To assess the dynamics of awareness and understanding of DEI principles, participants completed an identical testing procedure before the training (pre-test) and two weeks after its completion (post-test). The study included 80 employees from various departments of the company (N = 80). The assessment tool consisted

of three main scales: knowledge of DEI terminology, perception of the importance of inclusion principles, and readiness to participate in DEI initiatives. A paired t-test was calculated for each scale at a significance level of $\alpha = 0.05$. As can be seen from the data presented in Table 1, a statistically significant increase in mean values after the training is observed for all three indicators (Mpre and Mpost; $p < 0.001$).

Table 1 – Comparison of mean values of pre- and post-test on key scales

Category	Mpre	SDpre	Mpost	SDpost	t-value	p-value
Knowledge of DEI terminology	2.10	0.48	4.25	0.52	23.14	< 0.001
Perceptions of the Importance of DEI Principles	2.45	0.55	4.15	0.50	20.87	< 0.001
Willingness to participate in DEI initiatives	2.00	0.60	4.00	0.58	22.05	< 0.001
Note: Mpre and SDpre denote the mean score and standard deviation of the pre-test; Mpost and SDpost denote the mean score and standard deviation of the post-test.						

According to the table data, after the implementation of pedagogical practices, the average indicators for knowledge of DEI terminology increased from 2.10 to 4.25; for perception of the importance of inclusion principles – from 2.45 to 4.15; and for readiness to participate in DEI initiatives – from 2.00 to 4.00. The calculated values of the t-statistics significantly exceeded the critical threshold, which confirms the presence of a statistically significant learning effect.

Figure 1 shows a histogram of the change in mean values for the three scales from pre-test to post-test. All indicators demonstrated more than a two-fold increase after completion of the program.
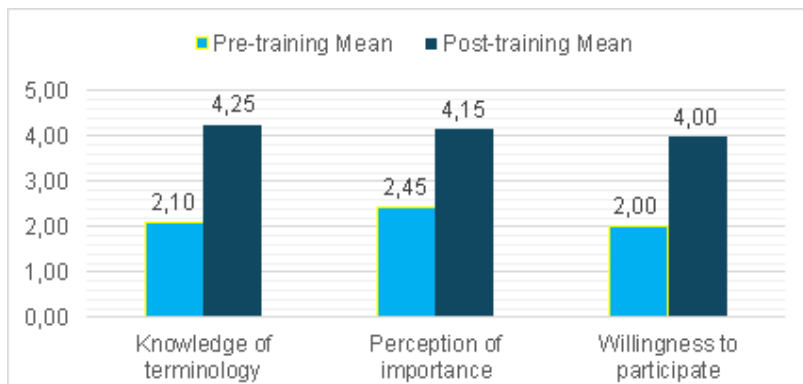
Figure 1 – Dynamics of average pre- and post-test scores by DEI categories

To study in detail the participants' perception of the DEI concept, a semi-structured interview was conducted with 20 employees who had completed the relevant training program. The analysis procedure included the following stages:

– Transcription of recordings and initial coding of interviews;

– Classification of fragments into thematic categories with subsequent assessment of the reliability of coding: two researchers independently performed coding and agreed on the identified discrepancies;

– Identification of key quotes that clearly demonstrate the essence of each identified category;

– Quantitative counting of the number of mentions of each category to assess their relative frequency.

Based on the analysis results, five central thematic categories of perception of DEI principles in the corporate context were identified. Table 2 presents the names of these categories, illustrative excerpts from the interviews, and the quantitative frequency of their mentions (N = 20; each interview could contain several references to one category).

Table 2 – Key thematic categories of perception of the DEI concept

Perception category	Examples of key quotes	Frequency of mentions
1 Awareness of the need for inclusion	«I had no idea before that a colleague could be discriminated against solely because of his regional affiliation. After completing the training, I began to formulate my thoughts in work letters more carefully.»	16
2 Recognition of the value of diversity of opinions and experiences	«The success of our project was ensured by an employee with international experience – I was convinced that diversity of views stimulates the emergence of innovative solutions».	14
3 Skepticism or caution when implementing DEI initiatives	«From my point of view, all this is more related to «politics» than to real business tasks… There is a fear that this is just a fashionable trend, not supported by concrete actions».	8
4 Readiness for personal responsibility and active participation	«The training provided good basic tools, but to really understand how to respond to conflicts, there are not enough cases. I would like to see more and more in-depth materials»	12
5 Need for further practice and continuous learning	«The training provided good basic tools, but to really understand how to respond to conflicts, there are not enough cases. I would like to see more and more in-depth materials»	10

The results of the qualitative analysis indicate that the overwhelming majority of employees have changed their motivation and attitude towards DEI: respondents are beginning to understand its importance and perceive the practical value of diversity (categories 1 and 2), while some participants remain skeptical (category 3), which emphasizes the need to study applied cases. Categories 4 and 5 reflect the formation of readiness for independent initiatives and a request for further educational materials. These findings will serve as the basis for developing recommendations for adjusting the next training modules and increasing their practical focus.

To quantitatively analyze changes in employees' attitudes toward DEI principles, standardized questionnaires were used to assess tolerance and inclusive thinking indices. The study included the same 80 employees who had completed

the training. Data were collected at two time points: one week before the training (pretest) and two weeks after its completion (posttest). The indicators for each index were determined as the average score on a seven-point Likert scale. Table 3 presents the obtained means (M) and standard deviations (SD) for each category before and after the training.

Table 3 – Indicators obtained from the assessment of tolerance and inclusive thinking indices

Category	Mpre	SDpre	Mpost	SDpost
Tolerance	2.30	0.52	4.00	0.45
Inclusive Thinking	2.15	0.60	3.95	0.50

Figure 2 shows a graphical comparison of the average values of both indices before and after training.
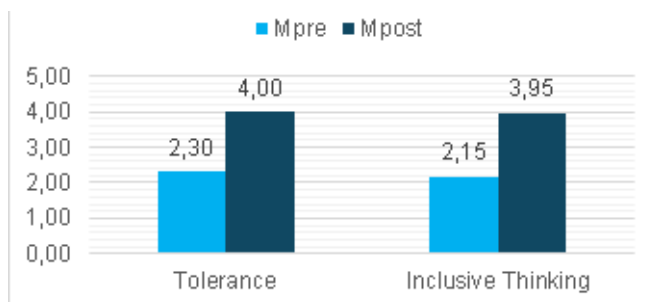

Figure 2 – Comparative analysis of the values of the indices
«Tolerance» and «Inclusive Thinking» before and after the training.

The diagram shows a significant increase in both indicators after the staff completed pedagogical practices. Particularly noteworthy is the qualitative shift in the recognition of the need for an inclusive approach (an increase in the inclusive thinking index by 1.80 points), which indicates the high effectiveness of the training formats used (trainings, workshops, facilitation sessions).

To analyze the relationship between the increase in DEI awareness indicators and employee activity, Pearson correlation coefficients (r) were calculated. The difference in individual scores post-test minus pre-test was used as the «increase in awareness» metric. Engagement indicators were assessed according to three criteria: frequency of participation in initiatives, participation in open meetings, and engagement in internal projects. The results are presented in Table 3.

Table 3 – Correlation coefficients between changes in DEI awareness and employee engagement indicators.

Engagement rate	r
Frequency of participation in initiatives	0.65
Participation in open meetings	0.58
Participation in internal projects	0.62

The analysis revealed that the highest correlation was between increased DEI awareness and frequency of participation in initiatives ($r = .65$). Moderately high correlations were also found with activity in internal projects ($r = .62$) and attendance at public meetings ($r = .58$). These results indicate that increased knowledge and understanding of DEI principles directly contributes to increased employee engagement in related initiatives.
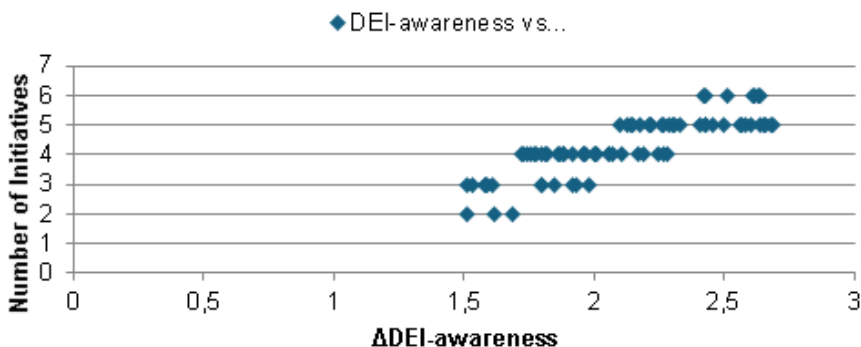

Figure 3 – Increase in DEI awareness and frequency
of participation in initiatives

The results of the correlation analysis support the hypothesis that employees who show a more pronounced increase in DEI knowledge and motivation are more active in corporate initiatives. These data demonstrate the practical effectiveness of training activities: along with a deeper understanding of DEI principles, there is a real increase in employee engagement.

During the behavioral change analysis, examples of employees' practical application of DEI knowledge and skills were selected and documented. For each case, the following indicators were recorded: the context of the situation, the participant's actions, the achieved result, and comments from the mentor or project manager. Table 4 presents four of the most illustrative examples.

Table 4 – Examples of practical implementation of DEI knowledge and skills

Case Title / Context	Participant Action	Result	Mentor Commentary
Inclusive IT recruitment revealed that the vacancy wording failed to attract candidates from diverse social groups.	The team leader revised the job description, removing gendered language and highlighting an inclusive culture and flexible hours for parents.	After the changes, responses from women and regional specialists rose by 35%, and underrepresented groups made up 40% of the team	Awareness of neutral language boosted recruitment diversity, showing how minor text tweaks can impact results
In the mentoring program for regional hires, an engineer from Kaspiysk struggled to adapt to corporate procedures and local business etiquette.	The support specialist held individual meetings with the new hire to explain informal norms, introduce corporate culture, and assign a buddy group	In the first month, the new hire completed onboarding smoothly, boosted productivity by 25%, and proposed three backend optimizations implemented in the next sprint.	The individualized mentoring model enabled effective onboarding and support, showing that DEI principles enhance both working conditions and productivity
Mediation revealed that marketing and sales disagreed due to a misinterpretation of the campaign's goals	The project manager held a facilitation session where both teams used active listening and a "60-second rule" per speaker	In one meeting, teams agreed on unified campaign KPIs and cut creative approval time from three to one day, boosting trust and cutting interface complaints by 40%.	Active listening and constructive dialogue reduced cross-functional tension, fostering mutual understanding and shared goals
DEI Day in the Aktobe branch revealed consistently low employee participation in corporate initiatives	The HR specialist launched a monthly DEI Day with presentations, seminars, and roundtables where employees propose inclusivity projects	In six months, participation rose from 120 to 350, satisfaction scores climbed from 3.2 to 4.4, and four flexible-hours projects launched	Regular thematic events foster openness, and management support accelerated idea implementation

The reviewed cases illustrate that the use of DEI practices contributes to objectively recorded changes in corporate behavior : an expansion of the talent pool and acceleration of adaptation of new employees, a reduction in the number of conflicts and an increase in the level of engagement are observed. In all cases, the decisive role was played by the interaction methods developed during the trainings (effective communication, dialogue facilitation and a systematic approach to the formation of an inclusive environment). Feedback from mentors confirms that such initiatives, implemented with the active support of management, are becoming integral and critically important elements of organizational culture.

To quantify the transformation of team interactions, two fundamental metrics were used:

– monthly dynamics of the number of DEI initiatives for the period 2015;

– distribution of feedback by departments, including the number of suggestions, complaints and praise related to DEI.

Figure 4 shows a line chart showing the gradual increase in the number of DEI initiatives by month during the reporting period.
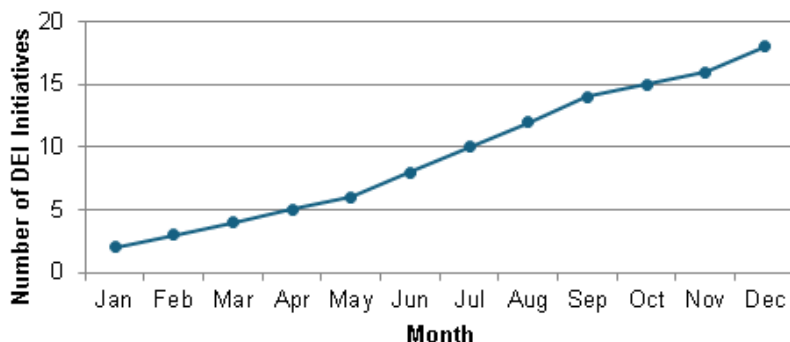

Figure 4 – Dynamics of the monthly number of DEI initiatives during 2024

It is clear that in the first quarter (January–March) the number of initiatives increased slightly (from 2 to 4), but from April to June there was a sharper rise (from 5 to 8), which coincided with the completion of the basic block of training sessions. Subsequently, the dynamics maintained a stable upward trend: by December, employees had initiated 18 projects related to the development of a culture of inclusion.

To examine the mechanisms of DEI feedback, Table 5 presents its structure across four company departments (HR, IT, sales, marketing). The table reflects the number of DEI-related suggestions, complaints, and praises for the corresponding period.

Table 5 – Distribution of DEI Feedback Types by Department

Department	DEI Proposals	DEI Complaints	DEI Praises
HR	12	3	10
IT	8	1	6
Sales	5	2	4
Marketing	7	2	5

The presented data shows that the HR department demonstrates the highest activity in generating suggestions and positive feedback (12 and 10, respectively), which indicates a high level of employee engagement in DEI initiatives. The IT department ranks second in the number of suggestions (8) and praise (6) with a minimum number of complaints (1), which indicates rapid adaptation and adoption of DEI methods. The Sales and Marketing departments show a moderate level of feedback: Sales – 5 suggestions, 4 positive reviews, and 2 complaints; Marketing – 7 suggestions, 5 praise, and 2 complaints. In general, all departments are characterized by a predominantly positive reaction to the implementation of DEI practices and active initiation of relevant ideas by employees.

Thus, the given indicators indicate not only a quantitative increase in the number of DEI initiatives over time, but also qualitative employee engagement through feedback: there is an active interest in developing a culture of inclusion, which is reflected in an increase in the number of constructive suggestions and a minimal level of complaints.

To assess the impact of the implementation of DEI practices on the company's organizational culture, employee turnover rates and the results of internal employee satisfaction surveys were analyzed by quarter. The study covers one quarter before the training course (Q1) and three quarters after its launch (Q2–Q4). Table 6 shows the dynamics of the turnover rate and average DEI satisfaction scores for each quarter (where Q1 corresponds to the period before the training, and Q2–Q4 correspond to the periods after its implementation).

Table 6 – Turnover rates and average DEI satisfaction scores

Quarter	Employee Turnover (%)	Dei Satisfaction Avg. (M)	Satisfaction SD
Q1 (before training)	12.0	3.00	0.60
Q2	10.0	3.80	0.50
Q3	8.0	4.20	0.45
Q4	7.0	4.50	0.40

The analysis shows that after completing DEI training, employee turnover rates dropped from 12 % in Q1 to 7 % in Q4, while the average satisfaction with DEI initiatives increased from 3.00 to 4.50. These results indicate increased employee loyalty and a more positive assessment of the company's inclusion and equal opportunity policies.

Figure 5 shows a line chart illustrating the dynamics of the employee turnover rate during the reporting period.
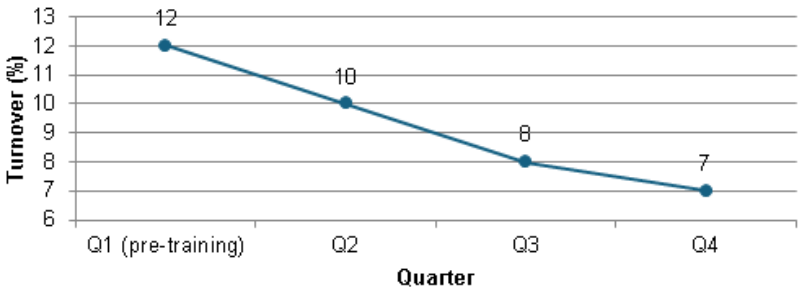

Figure 5 – Dynamics of the staff turnover rate for the reporting period

Consequently, the implementation of DEI initiatives had a positive impact on key business metrics: the employee turnover rate decreased significantly, and the level of satisfaction with DEI activities demonstrated a steady increase, which confirms the strategic importance of DEI pedagogical practices for increasing employee retention and improving the corporate environment.

To assess the impact of DEI training on key performance indicators, data from the experimental group (training participants) and the control group (employees who did not undergo training) were compared. The following KPIs were used:
– staff turnover rate (%);
– average DEI satisfaction score on a seven-point scale;
– average engagement score on a seven-point scale.

Table 7 shows the average values of key performance indicators for the experimental and control groups.

Table 7 – Average KPI values

KPI	Experiment	Control
Employee Turnover (%)	7.0	12.0
DEI Satisfaction (M)	4.5	3.0
Engagement (M)	4.2	2.8

Note: Data are averaged across all employees (n≈80 in each group) at the end of the reporting period.	

The averaged scores reveal significant differences: the experimental group had almost half the turnover rate, and satisfaction and engagement levels were significantly higher than those in the control group, indicating a positive impact of DEI training on strategic metrics.

Figure 6 shows grouped boxplots illustrating the distribution of KPI values in the experimental and control groups: for each indicator, two boxplots are presented – with a dark fill for the experimental group and with a light fill for the control group.
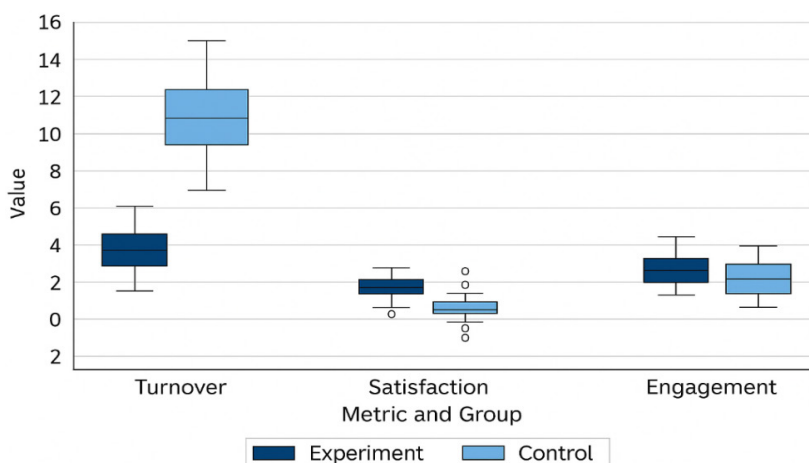

Figure 6 – Comparison of KPI distribution in the experimental and control groups

Consequently, the analysis showed that, compared with the control group, employees who received DEI training had more positive performance indicators: their turnover was lower, their level of engagement in organizational processes was higher, and their satisfaction with equal opportunities policies increased significantly. Active «learning by doing» methods (facilitation sessions, role-playing games) increased knowledge of DEI terminology from 2.10 to 4.25 and perceived importance from 2.45 to 4.15, while mentor modeling of inclusive practices contributed to engagement ($r = 0.65$; Bandura). Although the 6-8 month time frame coincides with calls for longitudinal monitoring, local cases show

that adapting Western models to the collective culture of Kazakhstan ensures a sufficiently high level of engagement. «Learning by doing» practices (facilitation sessions and role-playing games) turned out to be the most effective, providing an awareness of inclusion and emotional motivation to change behavior. Participants applied the lessons learned to adjust job postings and organize mentoring groups. Working in small groups increased feedback and accelerated the revision of established stereotypes.

Traditional lectures proved least effective: about 15 % of employees reported that, without follow-up exercises, theory is quickly forgotten and skills aren't consolidated. Formats without group interaction (e.g., webinars without discussion) showed virtually no improvement in participation readiness or inclusive thinking.
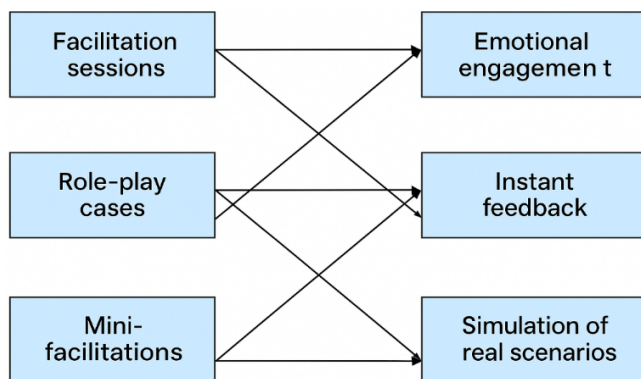

Figure 7 – Interaction of pedagogical methods with determinants that enhance their effectiveness

The arrows show that each practice engages all three factors simultaneously, creating synergy. Practical exercises immerse participants in realistic scenarios, deliver immediate feedback, and foster emotional engagement, which deepens DEI internalization and speeds behavioral change.

Teaching practices must be viewed in context, with active management engagement essential. Where senior leaders opened sessions and reinforced inclusion goals, employees saw DEI as strategic rather than a one-off initiative. In units where leaders treated training as merely an HR task, motivation fell-subsequent DEI participation was 20 % lower than in groups with engaged management.

Company structure also influenced outcomes: in flat teams with collegial decision-making, facilitation and case studies rolled out quickly as any employee

could propose initiatives. In hierarchical departments, lacking clear manager support, adoption lagged and participation remained low despite employee interest.

Corporate values framed DEI perception: when missions stressed respect and equality, programs felt like a natural cultural extension; when inclusion rhetoric clashed with traditional HR practices, skepticism and resistance arose. Sustainable DEI implementation therefore depends on active leadership, flexible team structures and genuinely upheld values rather than mere formal statements.

Form a core of ambassadors trained in facilitation and role-play to lead departmental mini-sessions and coaching, building listening skills and modeling work scenarios. Hold a «DEI day» or monthly meeting with line managers to review initiatives and challenges, and track mini-facilitations, department coverage, and feedback volume to gauge scaling success.

The curriculum should alternate short practical blocks (mini-facilitation) and longer case sessions with group analysis, which will enhance reflection and reinforcement of skills. Adapt content modules to local conditions, including examples of regional practice and taking into account cultural and ethno-confessional characteristics, in order to increase relevance and reduce resistance to «Western» methods. Introduce long-term monitoring: participants keep a personal observation log, and the HR department collects data on the application of skills (initiated projects, interdepartmental interactions, feedback) on a quarterly basis. Finally, add a three-month mentoring module, assigning each participant to an experienced curator for continuous support and sustainable cultural transformation.

The study's small sample (80 participants across three divisions), reliance on self-administered questionnaires and interviews, short observation period (6–8 months) and potential confounders (other HR initiatives, restructuring, pandemic effects) limit generalizability, yet DEI awareness more than doubled, satisfaction rose by 1.5–2 points, turnover fell from 12 % to 7 % and a strong correlation ($r = 0.65$) linked awareness gains to initiative participation driven by facilitation, role-play and mentoring. To strengthen findings, extend observation to 12–24 months with repeated KPIs and interviews, broaden the sample to healthcare, education, finance and services (including CIS comparisons) and pilot hybrid formats (online platforms, AI simulations, mobile challenges and peer coaching).

Active «learning by doing» formats (facilitation sessions and role-play) proved most effective in forming sustainable DEI competencies; Bennett's intercultural sensitivity model was confirmed as employees shifted from ethnocentrism to acceptance; Bandura's observational learning occurred when mentees reproduced mentor behaviors; accordingly, facilitators' and managers' efforts-especially team-level mini-facilitations – are key to embedding an inclusive culture, and adapting Western methods to Kazakh values and traditions further boosts engagement and program impact.

Conclusions

The conducted study demonstrated that the use of active teaching practices («learning by doing»: role-play, facilitation sessions, mini-facilitations within teams) has a statistically significant effect on the DEI competencies of employees. Quantitative analysis of pre- and post-tests showed a more than twofold increase in average scores in key categories («knowledge of DEI terminology», «perception of the importance of DEI principles», «willingness to participate in DEI initiatives») at $p < 0.001$; the tolerance and inclusive thinking indices increased from 2.30 to 4.00 and from 2.15 to 3.95, respectively; the correlation coefficients between the increase in DEI awareness and activity in initiatives were in the range of $r = 0.58–0.65$. In the experimental group, staff turnover was 7 % versus 12 % in the control group, and satisfaction and engagement indicators (4.50 and 4.20) exceeded the control ones (3.00 and 2.80).

A qualitative analysis of the interviews identified five categories of DEI perceptions, where an awareness of the need for inclusion and recognition of the value of diversity predominated, but skepticism about the practical applicability of the theory remained, which underscores the importance of regular case studies and support. Practical cases showed a significant increase in responses from underrepresented groups (+35 %), a decrease in conflicts, an acceleration of new employee onboarding, and an increase in the number of voluntary initiatives from 120 to 350 over a six-month period. The sustainability of the results was enhanced by management support (in departments with involved managers, there were 20 % more initiatives) and a horizontal team structure. The limitations of the study – a small sample (80 participants from three departments), a short observation period (6–8 months), and the possible influence of parallel HR initiatives – require further monitoring over 12–24 months, an expansion of the sample, and testing of a hybrid training format.

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КОРПОРАТИВТІК ОРТАДА DEI МӘДЕНИЕТІН ДАМЫТУДАҒЫ ПЕДАГОГИКАЛЫҚ ТӘЖІРИБЕЛЕРДІҢ РӨЛІ

Бүгінгі нарықта DEI мәдениетін дамыту инновациялар мен қызметкерлерді ұстап тұру үшін өте маңызды, ал дәстүрлі оқыту әдістері көбінесе тиімсіз болып табылады. Зерттеудің мақсаты белсенді оқыту тәжірибесінің (рөлдік ойын, фасилитация, шағын сессиялар) DEI қағидаттарын енгізуге және қызметкерлердің мінез-құлқындағы тұрақты өзгерістерге әсерін бағалау болды. Аралас әдіс қолданылды: алдын ала және қорытынды тесттердің сандық талдауы (хабардарлық деңгейі, төзімділік және инклюзивті ойлау индекстері, HR метрикалары) және сұхбаттар мен бақылаулардың сапалық талдауы. Іс-шаралар сериясы екі күндік тренингті, тақырыптық семинарларды, фасилитация сессияларын, рөлдік ойындарды және бір ай ішінде апта сайынғы шағын фасилитацияларды қамтиды; Бақылау тобы мұндай араласулардан өтпеді. Бағалау курс аяқталғаннан кейін бірден жүргізілді, бұл дереу өзгерістерді тіркеуге мүмкіндік берді. Сонымен қатар, қатысушылар арасындағы өзара әрекеттесудің сапалы талдауы және HR көрсеткіштерін салыстыру әсердің жан-жақтылығын растады. Эксперименттік топ (80 IT, HR және маркетинг қызметкері) хабардарлықтың екі еседен астам жоғарылауын (p <0,001), төзімділіктің жоғарылауын (2,30-дан 4,00-ге дейін) және инклюзивті ойлаудың (2,15-тен 3,95-ке дейін), айналымның төмендеуін (12 % -дан 7 % -ға дейін) және infa. 4.50). DEI жобаларына қатысу мен хабардарлық арасындағы корреляция r = 0,65; Сапалы деректер қызметкерлердің тәуелсіз бастамасын растады. Нәтижелер ұйымдық мәдениетті тұрақты түрлендірудің тиімді форматы ретінде «іс-әрекет арқылы оқытуды» негіздейді және Қазақстанда DEI оқытуды бейімдеуге негіз береді.

Keywords: Diversity, Equity, Inclusion, KPI, оқыту тәжірибесі, персонал, ұйымдық мәдениет, Қазақстан.

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РОЛЬ ПЕДАГОГИЧЕСКИХ ПРАКТИКИ
В РАЗВИТИИ КУЛЬТУРЫ DEI В КОРПОРАТИВНОЙ СРЕДЕ

В современных рыночных условиях развитие корпоративной культуры DEI имеет решающее значение для инноваций и удержания сотрудников, в то время как традиционные методы обучения часто оказываются неэффективными. Целью исследования была оценка влияния активных практик обучения (ролевые игры, фасилитация, мини-сессии) на внедрение принципов DEI и устойчивые изменения в поведении сотрудников. Использовался смешанный метод: количественный анализ предварительных и итоговых тестов (уровень осведомленности, индексы толерантности и инклюзивного мышления, HR-метрики) и качественный анализ интервью и наблюдений. Серия мероприятий включала двухдневное обучение, тематические семинары, фасилитационные сессии, ролевые игры и еженедельные мини-фасилитации в течение месяца; контрольная группа не подвергалась подобным вмешательствам. Оценка проводилась сразу после окончания курса, что позволило зафиксировать немедленные изменения. Кроме того, качественный анализ взаимодействия участников и сравнение HR-метрик подтвердили комплексность эффекта. Экспериментальная группа (80 сотрудников ИТ, HR и маркетинга) показала более чем двукратное увеличение осведомленности (p < 0,001), рост толерантности (с 2,30 до 4,00) и инклюзивного мышления (с 2,15 до 3,95), снижение текучести кадров (с 12 % до 7 %) и рост удовлетворенности DEI (с 3,00 до 4,50). Корреляция между осведомленностью и участием в проектах DEI составила r = 0,65; качественные данные подтвердили самостоятельную инициативу сотрудников. Результаты обосновывают «обучение на практике» как эффективный формат для устойчивой трансформации организационной культуры и дают основу для адаптации обучения DEI в Казахстане.

Ключевые слова: Diversity, Equity, Inclusion, KPI, практики обучения, персонал, организационная культура, Казахстан.