

**Experiences of diversity, inclusion and sense
of belonging in Dublin workplaces**

**“A research on the impacts of perceived levels of
diversity, inclusion and belonging in Dublin
workplaces for Argentinians, Brazilians, and
Chileans between 25 and 35 years of age residing
in Ireland.”**

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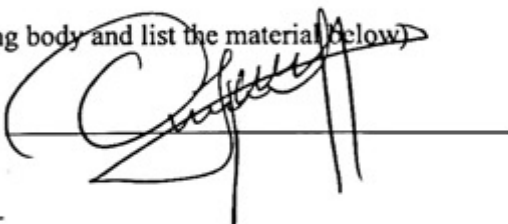
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List of definitions

Diversity – is a mixture. It is embracing all human differences and similarities.

Inclusion – facilitates the “mix”. It liberates the variety's potential. One may also differentiate between inclusion types: behavioural inclusion includes inclusive attitudes, skillsets, and connections, whereas structural inclusion focuses on fair and transparent structures, practises, regulations, and increasingly algorithms.

Equality – describes the promise of equal access to opportunity, promotion, support, and reward for all individuals. In practice, however, just a subset of the population is generally achieves equality. Many employees, consumers, and communities will not attain equality because their specific demands and obstacles have not been considered.

Equity – ensures equality for all, even the most marginalised communities. Equity action eliminates behavioural and structural obstacles to level the playing field, ensuring that companies develop processes, structures, experiences, and goods or services considering individuals' specific needs and situations.

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Abstract

Diversity and inclusion is an issue rarely addressed and acknowledged by employers, many workplaces have formal/informal D&I programmes, although it is of the highest significance for businesses and their employees. This study intends to investigate the effects of the perceived degree of diversity, inclusion, and belonging in Dublin workplaces on Argentinians, Brazilians, and Chileans residing in Ireland between the ages of 25 and 35.

The qualitative research was conducted using semi-structured interviews with individuals between the ages of 25 and 35 from Argentina, Brazil, and Chile. A total of nine individuals were invited, including 2 Argentinians, 4 Brazilians, and 3 Chileans. A phenomenological study was conducted in which the researcher first described his personal experiences, followed by the interviewees' direct remarks. After classifying the data into meaning units based on the study objectives, a narrative of what the participant experienced and how it occurred was created.

The study results add to a better understanding of the influence immigrants working in Dublin have on their employment's degree of diversity and inclusion, as well as how this impacts their levels of job satisfaction and performance.

In addition to perceiving high levels of diversity in Dublin, most employees also report feeling respected and involved at work. However, some responders report bad experiences and consequences.

Keywords: diversity, inclusion, performance, satisfaction, D&I, diversity and inclusion management, belonging, Argentina, Brazil, Chile, Dublin, and workplaces.

Introduction

Title

The title of the present study is: A research on the impacts of perceived levels of diversity, inclusion and belonging in Dublin workplaces for Argentinians, Brazilians, and Chileans between 25 and 35 years of age residing in Ireland.

Rationale

The rationale of this study is to determine whether there are differences in the manner in which staff working in Dublin are integrated, valued, and considered, comparing, on the one hand, employees from Ireland and Europe with those from non-European countries, with a particular focus on South American nations. Inclusion in the workplace involves sincerely appreciating people from diverse backgrounds and fostering a strong sense of connection and belonging (Business in the Community Ireland, 2021). In the research findings, little is known about how inclusive today's workplaces are in Dublin. Year after year, Ireland's population has become more diverse, and as a result, the country's workforce has also become more diverse. Consequently, Diversity, Equity, and Inclusion (DE&I) must be increasingly considered in the workplace.

Annually, racial bias in the workplace costs billions of dollars in lost productivity and turnover. Black employees are the most likely to encounter bigotry, followed by Latino and Asian workers worldwide. However, even individuals who do not personally suffer discrimination are negatively affected when they observe others receiving unjust treatment (S. Hirsch, 2021).

Gender, civil status, family status, sexual orientation, religion, age, disability, race (including colour, nationality, ethnicity, or national origin), and membership in the Traveller group are the nine discrimination categories protected by Irish law (Workplace Relations Commission, 2012).

Vast differences in income, wealth, and well-being erode social cohesiveness and faith in essential institutions, increase civil and political strife, endanger economic progress, and render

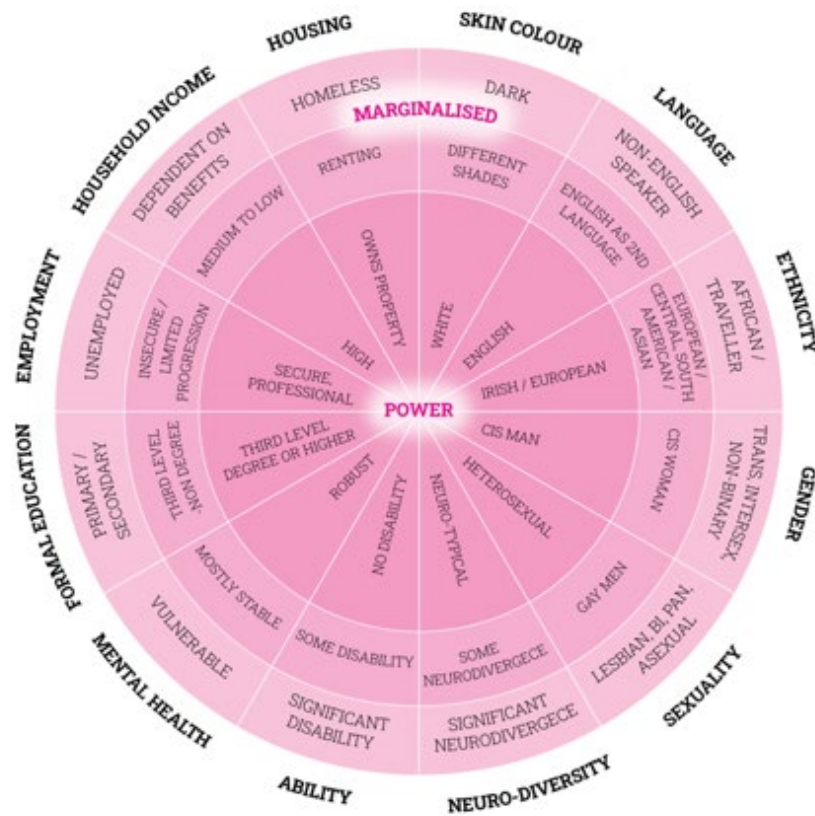
our communities incapable of addressing other vital concerns. Governments and corporations must act urgently to establish a society where everyone's dignity and rights are respected, their fundamental needs are satisfied, and they have equitable access to opportunities (WBCSD, 2022).

The Justification for the Research

The concept of Diversity, Equity, and Inclusion (DEI) is widely misunderstood, and the phrases are frequently used indiscriminately and without any attention being given to their meaning. Armstrong and Taylor (2020) define “diversity” as the variations between individuals; inclusion is the purposeful act of embracing variety and building an atmosphere conducive to the thriving and development of varied groups.

Diversity is a notion of relationships. It manifests itself in the makeup of teams and organisations, and it is evaluated based on the collective totality. Thus, diversity refers to “different” within a particular context. Therefore, a person is not “diverse”, but they may bring a variety of experiences. From physical appearance to cognition, preferences, and identity. Diversity of identity may involve socialised and observable ethnicity, gender identity, religion, nationality, bodily shape or size, age, or sexual orientation. It is not necessary to be inclusive for a company to be diverse, as diversity itself is not a prerequisite for inclusion. Creating a diverse workplace means there will be contrasts, and inclusion goes one step further to ask how everyone, from team members to end-users, could feel valued. People want to feel important, whether in a team, a business, or using a product or service. Access to resources and opportunities is typically more difficult for members of disadvantaged groups than for members of dominant or more privileged groups. In a diverse company, equity-inspired design detects barriers and injustices and assists in levelling the playing field for marginalised individuals. In order to achieve equity, we must acknowledge that each person's requirements, experiences, and opportunities are one of a kind (Saska, 2022).

Figure 1. The power wheel: the closer you are to the centre, the more privilege you have



Source: BITCI, Diversity and Inclusion in Focus Report

Having described the concepts of Diversity Equity and inclusion and the increasing importance of these concepts in Irish workplaces it is important now to consider how Ireland’s workforce has become inorganically more diverse.

In recent decades, Ireland has experienced a major shift in its migratory experience, moving from a state of net emigration to one of net immigration with an expansion in social and ethnic diversity (McGinnity et al., 2018a).

During the period 1990-1994, Ireland was the only EU-15 member with a negative net migration rate. In contrast, between 1995 and 1999, the nation had the second-highest average annual net migration rate among the EU-15 (MacÉinri and Walley, 2003).

Due to the abrupt inward migration that occurred concurrently with Ireland's economic growth in the late 1990s and early 2000s, the country's racial and national diversity has become more evident . Although Ireland has always been home to many nationalities and ethnic groups, the

country's population has become much more diverse due to fast immigration (McGinnity et al.,2018b).

Relevant Issues

Since the mid-1990s, when its strong economic growth made it one of the most popular locations to reside in Europe, Ireland has attracted people from all over the world. People from Latin American nations such as Brazil, Mexico, Chile, and Argentina are included in this category. As Ireland's economy increased exponentially, so did the number of people living and working in the country, resulting in a diverse population in terms of gender, sexual orientation, age, religion, and ethnicity (including colour/nationality/ethnic/national origin). In light of this, the purpose of this study is to gather information regarding the inclusiveness of the Dublin workplace for employees from South American countries such as Argentina, Brazil, and Chile. People from these three countries will be considered since they have several barriers that can make them susceptible to being excluded more easily, for example, language (Portuguese and Spanish), non-Europeans, and the significant difference in cultures, among others.

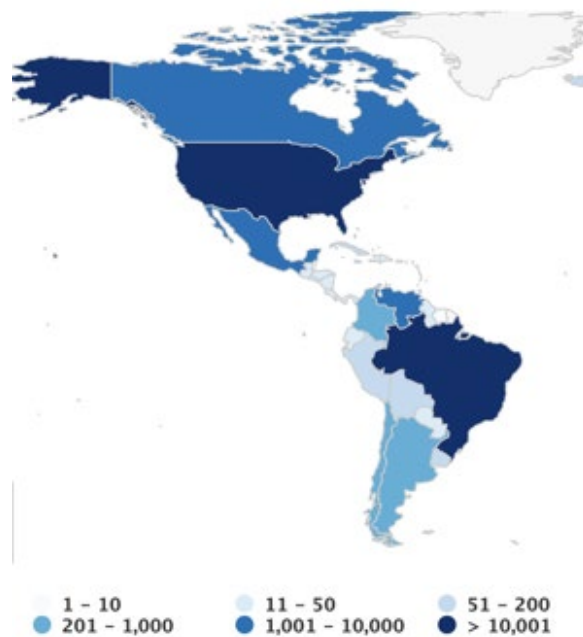
Table 1. It shows where they have classified by number of people Argentina, Brazil and Chile as countries of origin of the non-Irish national population.

Number of nationals					
1 - 10	11 - 50	51 - 200	201 - 1,000	1,001 - 10,000	Over 10,000
Andorra	Azerbaijan	Armenia	Albania	Afghanistan	America
Anguilla	Bahrain	Bolivia	Algeria	Australia	Brazil
Antigua/Barbuda	Barbados	Burma	Angola	Bangladesh	France
Bahamas	Benin	Burundi	Argentina	Belgium	Germany
Belize	Bhutan	Cuba	Austria	Bulgaria	India
Bermuda	Brunei	Cyprus	Belarus	Canada	Italy
British Indian Ocean territory	Chad	Eritrea	Bosnia	China	Latvia
Burkina Faso	Costa Rica	Guinea	Botswana	Congo	Lithuania
Cambodia	Dominica	Hong Kong	Cameroon	Croatia	Poland
Cape Verde	Dominican Republic	Iceland	Chile	Czech Republic	Romania
Cayman Islands	East Timor	Indonesia	Colombia	Estonia	Spain
Central African	Ecuador	Ivory Coast	Denmark	Hungary	UK
Faroe Islands	Equatorial Guinea	Jamaica	Egypt	Malaysia	
French Polynesia	Fiji	Jordan	Ethiopia	Mauritius	
Gibraltar	Gambia	Kazakhstan	Finland	Mexico	

Source: Census of Population 2016 – Profile 7 Migration and Diversity

In 2016, non-Irish nationals from 12 countries, with over 10,000 people, accounted for 73.6% of all non-Irish nationals. In the following group, 32 countries with between 1,001 and 10,000 citizens accounted for an additional 19.7 per cent of the total, while the remaining proportion was comprised of individuals from 156 different nations.

Figure 2. Map showing the classification by number of Argentinean, Brazilian and Chilean people living in Ireland.



Source: Census 2016 Profile 7 – Migration and Diversity Table.

Keeping a firm emphasis on DE&I makes perfect business sense. It has been demonstrated that diverse, equal, and inclusive organisations have a significant competitive edge.

Diversity, equity, and inclusion have a number of advantages in the workplace:

1. Greater creativity. According to Nathan and Lee's (2013) research, “businesses with diverse management are more likely to launch new product breakthroughs than those with homogenous ‘top teams’”.
2. Enhanced profitability. McKinsey (2018) discovered that organisations in the top quartile of gender diversity at the CEO level were 21% more likely to outperform those

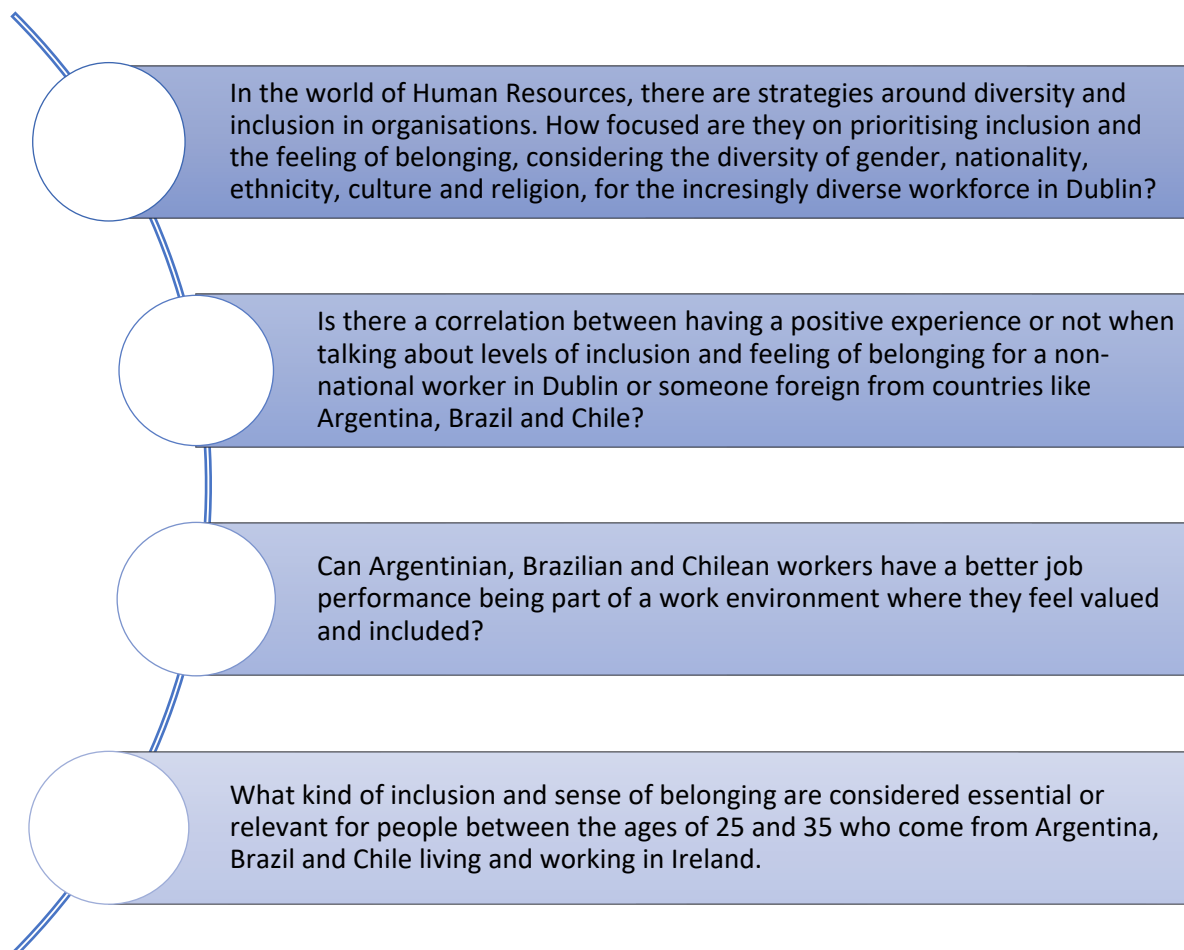
in the bottom quartile. Similarly, organisations with the most racially and ethnically diverse staff were 33% more likely to beat their competitors in terms of profitability.

3. Better decision-making. According to a report released by Cloverpop (2019), 87% of the time, diversity leads to better business decisions.

Building a world of work that is diverse, equitable, and inclusive has never been simple, but it is worth the effort to keep DE&I in the spotlight.

Research Questions

Figure 3. presents the major research topics that will serve as a framework for this body of work.



Aims and Objectives

Research Aim

The goal of the research is to evaluate the degree of diversity, inclusion clearly, and belonging in Dublin workplaces, using as sample persons who contribute to the variety of the workforce, in this case, immigrants from Argentina, Brazil, and Chile. The aim of this study is to determine, from the perspective of this group of workers, what kind of experiences they have had in their workplaces as members of a sector of workers with identity diversity, such as visible ethnicity, gender identity, religion, language, nationality, body shape or size, age, or sexual orientation.

According to research by Barrett and McCarthy (2007), the English language competency of immigrant workers in Ireland is directly correlated to the pay penalty they face. Discrimination is more likely to occur among those from non-English speaking countries of origin because of their cultural differences. As language is a differentiating characteristic and, at the same time, a barrier for people from Spanish (S) and Portuguese (P) speaking countries, Argentines (S), Brazilians (P) and Chileans (S) will be candidates to find out how valued and integrated they have felt in their workplaces in Dublin.

Also, foreign' at work is a vital baseline study of how non-nationals in Ireland deal with the job market. It should be used to track how this experience changes over time. It will hopefully encourage and help employers, people who run programmes for the job market, and policymakers to come up with new ways to deal with cultural differences in the job market (O'Connell and McGinnity, 2008).

Research objective

To investigate the underlying influences on employee engagement and satisfaction from Hispanic nations that are located in South America, such as Argentina, Brazil, and Chile, when their work environment is exclusive or does not make them feel appreciated or significant. This will allow us to understand better the factors contributing to employee dissatisfaction and disengagement.

Sub-objective:

1. To determine how an unsatisfactory implementation of DE&I affects the levels of commitment, work satisfaction, resignation intentions, and demotivation, resulting in poor performance.
2. To examine the influence that employment qualities such as assuring the representation of diverse and inclusive talent, creating belonging by unequivocal support for multidimensional diversity, and permitting equitable opportunities through fairness and transparency have on employee engagement.
3. To provide DE&I-related advice that organisations might apply to increase employee engagement.

The significance of the study

The driver of this research is to conduct a study that would identify the motivators and deterrents that influence employee engagement in situations where human resource management (HRM) has failed to develop a varied, inclusive work environment in which every member of the business feels appreciated. This study focuses on employees of Latin American origin from South America since they must face a series of barriers that may arise when bringing people with differences such as ethnicity, language, culture, and religion, among others, to Dublin. These immigrants are non-EU immigrants, therefore even legally their position differs from EU immigrants from, for example, Spain or Portugal, where the language and cultural barrier may be comparable. However, EU legislation guarantees immigrants from Spain and Portugal who work in Ireland the same job rights as Irish nationals. The results should aid in identifying areas where adjustments may be made to raise the levels of inclusion and belonging among all organisation employees.

Literature Review

Introduction

This literature study aims to analyse the published literature on diversity, inclusion, and belonging in Irish workplaces.

First, a chronological frame will be used to contextualise Ireland's demographic surge regarding the variety of races, languages, cultures, and foreigners residing in the nation to recognise the rise of a diversified workforce.

The literature will be explored to see how various academics approach diversity, inclusion, and a sense of belonging in the workplace and diversity and inclusion management to provide a clearer picture of the importance of D&I in the workplace, keeping in mind the increasing diversity in the workforce in Dublin.

It will continue making the search more specific by providing a picture of non-European employees in Dublin. This will be considered since workers who do not belong to the European Economic Area (EEA) may have fewer options than citizens or EEA members. Workers from outside the EEA can be subjected to discrimination or exclusion based on their nationality.

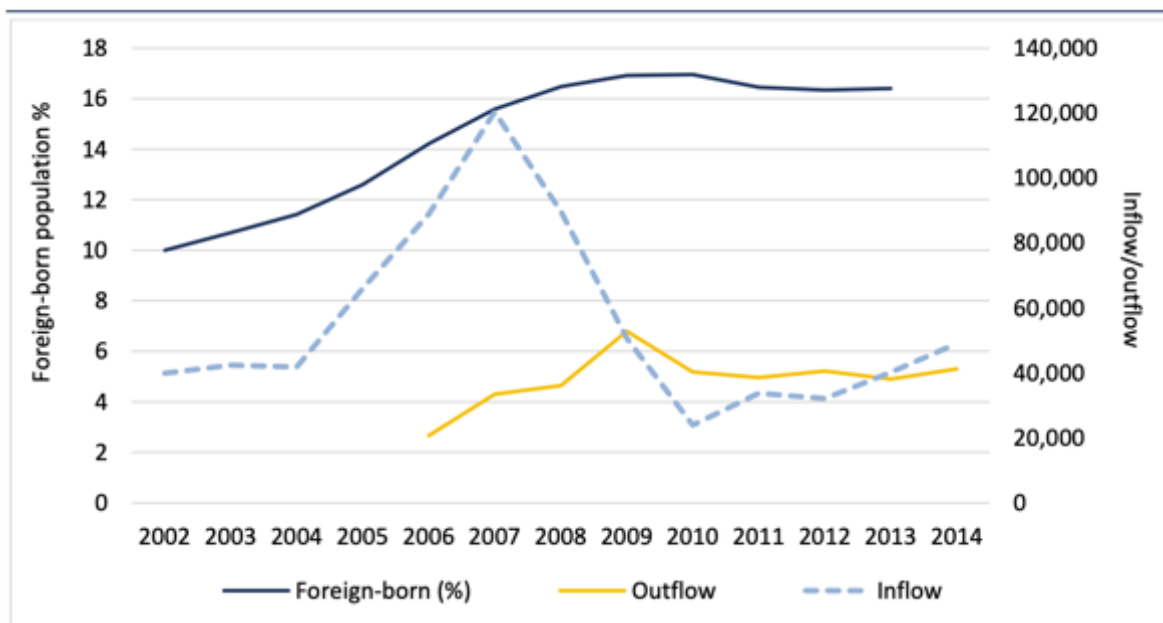
Finally, the value of employee engagement and satisfaction for a business will be considered. A lack of employee engagement and satisfaction may lower the likelihood that the organisation fulfils its objectives and, therefore, its road to success. D&I in the workplace will be connected to levels of engagement and satisfaction in the workforce to examine the effects that might occur when someone feels included/excluded or valued/unappreciated at work.

Diversity in Dublin, Theory and Data

As a prelude to examining the effects of perceived levels of diversity, inclusion, and belonging in Irish workplaces, this chapter examines the context of diversity in Ireland, theory and data, D&I and belonging in workplaces, non-European workers in Dublin, diversity and inclusion management, job experiences in Ireland, employee engagement, and employee satisfaction.

Different authors contend that immigrant flows and economic conditions impact attitudes towards diversity. One theory is that as more immigrants enter a nation, the native population becomes more resilient (Schneider, 2007). During the years 2000 to 2014, Ireland saw a wide range of immigration inflows. Figure 4 depicts the inbound flow (immigration), the outbound flow (emigration), and the percentage of the foreign-born population in Ireland between 2000 and 2014. Immigrant numbers rose dramatically between 2004 and 2007 as more EU member states joined the union and as the global economy expanded. Immigrant arrivals from outside Ireland peaked in 2007 at over 120,000 and fell slightly under 42,000 in 2010 before rebounding to 52,700 in 2012 (Figure 2.1). Ireland has a long history of emigration prior to the economic boom (Hughes et al., 2007)

Figure 4. Share of foreign-born population, and inflow and outflow in Ireland (OECD Data)



(McGinnity et al., 2018b)

Other academics emphasise the significance of the economic climate and job market in determining views toward immigration and diversity. Between 2000 and 2007, Ireland witnessed very robust economic growth: the building industry flourished, living standards reached all-time highs, and the jobless rate averaged 4.5 per cent per year (McGinnity et al., 2018b). However, the global economic crisis and the collapse of the banking and construction industries precipitated a severe recession in the Irish economy in 2008. The loss of jobs was coupled with dramatic cutbacks to government spending and substantial tax rises. The level and rate of unemployment climbed considerably when the recession began. By the fourth

quarter of 2010, 14% of the Irish labour force was jobless. In 2011, the Irish economy began to revive. After three consecutive years of declining GDP, Ireland achieved a positive GDP growth rate of 1.4% in 2011, and unemployment rates began to decrease in 2010 as the economy began to recover. In 2014, unemployment continued to decline, reaching about 11 per cent (McGinnity et al., 2018a).

Even though Ireland has traditionally been a country with a high rate of net emigration and a small number of immigrants, the “Celtic Tiger” economic boom and the expansion of the European Union to the east in 2004 helped make the population much more diverse (Fahey et al., 2019).

Over the previous three decades, 1990-2020, an average of 40,000 to 70,000 individuals have left Ireland each year, while less than 20,000 people entered the country. During the 1990s, emigration levels stabilised, and immigration climbed modestly, resulting in positive net migration by 1996, which continued to rise during the economic boom (from the mid-1990s to 2007). During the Great Recession (2008–2011), immigration declined substantially, and Ireland reverted momentarily to net external migration; however, this trend was reversed by 2015. (Fahey et al., 2019).

A modern phase of net immigration began in 1996. Mac Éinrí, Walley and Parkinson (2004) depicted a nation that was still substantially racially homogenous. The 1990s Celtic Tiger economic boom witnessed an increase in employment, the economy, and local multinational investment. The trickle of new immigrants must become a steady flow. Equally crucial is understanding the makeup of these immigration streams (McGinnity et al., 2018a).

Before the 1990s, few immigrants of origins other than Irish or British settled in Ireland. Apart from experts in the global industry, extra-community immigration was negligible (Mac Éinrí and White, 2008). Non-EU citizens were obliged to get work permits in Ireland, Prior to May 2004. With the entrance of 10 more members to the EU in May 2004, the work permit procedure was modified. On the one hand, the government offered free access to the Irish labour market to migratory workers from the new member nations. On the other hand, it sought to restrict immigration from outside the European Economic Area (EEA) by limiting the types of employment for which a work permit may be requested. As a result, the number of non-EEA workers decreased.

The non-EU category of migrants includes people from a diverse scope of nations. According to the results of the 2016 Census, inhabitants who were born in the United States made up the most significant non-EU sub-group with 28,650 members, followed by those who were born in India (20,969), Nigeria (16,569), and Brazil (15,769). Previous studies have shown that non-EU nationals tend to have employment rates that are comparable to those of Irish nationals, though this varies within the group; a high proportion of non-EU nationals have qualifications at the third level; however, non-EU nationals also have higher poverty and deprivation rates (McGinnity et al., 2018a).

Theory and Data

Much of the empirical study on people's views toward immigrants is grounded in the social identity theory (Ceobanu and Escandell, 2010). Individuals are said to compare their own "in-group" to other "out-groups" and then selectively see good features of their own "in-group" while simultaneously perceiving negative traits of the out-groups, following the social identity theory.

Ethnic competition theory is an extension of social identity theory based on the idea that groups struggle for limited resources in society (Quillian, 1995). There are two distinct categories of danger to consider. One is essentially material or tangible, referring to any harm to the economic, political, or physical well-being of the "in-group". For example, a threat to their jobs, financial resources, or housing may be considered an example of this type of threat. The second is more symbolic; it is the view that immigrants' belief systems and moral norms represent a danger to the values and symbols of the dominant group, such as the position of women in society and religious values (Esses et al., 2001). Both types of threats, genuine and perceived, can influence people's views, although perceived dangers are more likely to do so than real ones (Ceobanu and Escandell, 2010). Some scholars think that the cultural danger may be more evident for people of various cultures, but the economic threat may be more pronounced for people who are attracted to migrants seeking economic opportunities (Heath and Richards, 2016).

If one is worried about the impact immigration will have on their culture, the national and ethnic makeup of the immigrants themselves may be of greater significance than the total number of immigrants. Schneider (2007) discovered that the average level of perceived ethnic danger from immigration was higher in countries with a higher percentage of non-Western immigrants. This was true regardless of the nation. As was said earlier, the majority of people that immigrated to Ireland came from white European countries.

Since its introduction by Allport in 1954, the social contact theory has played a crucial role in intergroup relations research. This depends on the nature of touch: not all contact is beneficial (McLaren, 2003). The quality and quantity of contact between majority members, immigrants, and ethnic minorities might impact their perspectives. Contact can be intimate, as in the case of inter-ethnic friendships, or it might consist of weaker links or incidental meetings. Social interaction depends on the relative numbers of the dominant and minority ethnic groups and the degree to which the two groups live, work, and socialise apart (Pettigrew, 2013).

As with many other social opinions, attitudes toward immigrants vary by education, with more educated respondents holding more positive sentiments than those with lower education levels (Ceobanu and Escandell, 2010).

The theories mentioned above of economic competitiveness provide a further reason. The native population may compete with immigrants for housing, social benefits, and jobs, among other things. Given that immigrants are often less educated and have fewer resources or unrecognised educational qualifications, they compete directly with the low-educated rather than the highly-educated indigenous population (Scheve and Slaughter, 2001). Therefore, the reasoning goes that they should feel less intimidated by immigration. However, due to additional disadvantages, such as language competence, prejudice, and non-recognition of qualifications, they are likely to compete for jobs requiring a lesser level of expertise than their degree would imply. Moreover, regardless of whether immigrants compete with the native population for housing, jobs, or social benefits, the perception of such rivalry is central to the concept of economic threat.

An alternative view favours the liberating effects of education above economic competitiveness. As a result of their education, people acquire values and abilities such as

open-mindedness and curiosity about other people's cultures, which helps them avoid bias and provides a more welcoming environment for newcomers (Hainmueller and Hiscox, 2007).

In accordance with ideas of labour market competition, past research has revealed that labour market position, particularly unemployment, influences sentiments toward immigrants and immigration. Those who are currently jobless and in precarious financial situations tend to have more negative views than those who are working (Semyonov et al., 2006; McGinnity and Kingston, 2017 for Ireland).

Diversity, inclusion and sense of belonging in the workplace.

The workplace must be diverse and inclusive in order for it to thrive in the years ahead. At this point, inclusive leadership is more vital than ever for companies and individuals (Deloitte Ireland LLP, 2020).

Let us dive into the many working contexts in which the terms diversity and inclusion have been given diverse meanings.

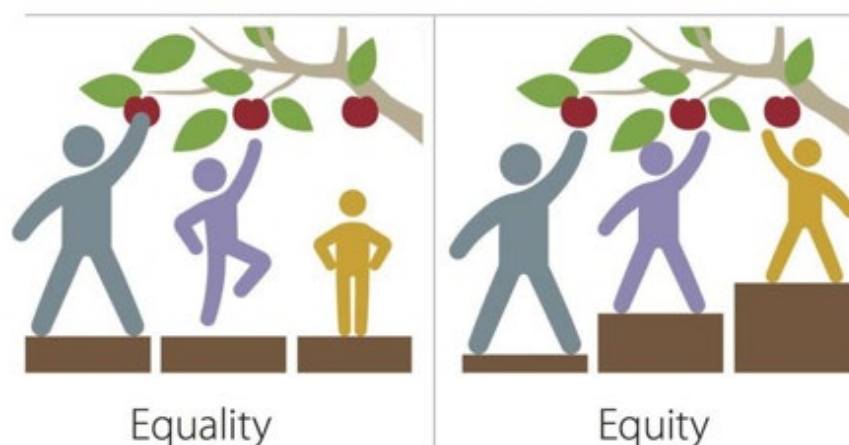
Diversity is recognising the uniqueness of each individual and appreciating their differences. Utilising these distinctions fosters a productive atmosphere where everyone feels appreciated. On the other hand, inclusion entails accepting all individuals regardless of their personal or societal qualities. It fosters a sense of belonging in which everyone is cherished and accepted for their individuality (CIPD Ireland, 2022).

Similarly, Deloitte (2013) sees diversity and inclusion as independent but related concepts. Diversity refers to the existence of people with a wide variety of visible and invisible qualities, born or acquired. Gender identification, race or ethnicity, LGBTQA status, and disability status are examples. Diversity boosts creativity, innovation, and decision-making. Whereas inclusion is the technique of making all members of an organisation feel welcome and allowing them an equal chance to connect, participate, and grow, contribute to the organisation, and feel comfortable and secure expressing their authentic selves (Deloitte, 2013).

Qualtrics (2022) provides us with an explanation of these topics, concentrating solely on labour diversity, labour inclusion, and labour equity. First, diversity in the workplace, which it explains is achieved through recruiting persons of various colours, ethnicities, genders, ages, faiths, disabilities, and sexual orientations, as well as those with diverse experiences, education, skill sets, and opinions. A company is deemed diverse when it not only reflects the society in which it operates but also eliminates institutional racism. Additionally, it tells us that a culture of inclusion in the workplace ensures that all employees have the same opportunities to participate and contribute through social norms and behaviours. Moving on now to consider equity in workplaces, it is explored in this study that equality provides everyone with access to the same possibilities; workplace equity refers to proportional representation in those opportunities. Alternatively stated, equality levels the playing field.

Equality presupposes and treats all employees as though they are identical. While this may sound inclusive, it is in fact extremely susceptible to prejudice and disregards demographic-specific requirements (CIPD, 2021). (Example: offering steak to everyone, despite the presence of vegetarians and vegans in the company). In contrast, equity acknowledges that we are all unique and that dominant groups have advantages over minority ones. Rather than implementing blanket regulations, equity-driven organisations assess individual needs and rebalance institutions to account for the disadvantages encountered by minority groups. For instance, if your leadership team is predominantly male, you may need to implement programmes and procedures to discover high-potential individuals from under-represented groups and provide them with training, mentorship, and sponsorship in order for them to become the next set of leaders. It does not occur naturally (Coach Diversity Institute, 2022).

Figure 5. Equality vs Equity



(MPCA, 2017)

Whereas equality provides everyone with access to the same possibilities, workplace equity refers to proportional representation in those opportunities. Alternatively stated, equality levels the playing field (Qualtrics, 2022).

The primary constraint that may be observed while defining a term is that only its definition is considered, ignoring the sentiments, emotions, and experiences that individuals may have. In the framework of this study, the experiences of non-nationals or non-Europeans living and working in Dublin are crucial; hence, the effects of workplace diversity, inclusion, and a sense of belonging will be examined.

Inclusion and diversity frequently go hand in hand, yet they are distinct. This necessitates that organisations include both into their people management strategies and procedures. When people's differences are valued and used to enhance the success of all employees, inclusion happens. An inclusive workplace is where everyone thinks they belong without being forced to conform, that their contribution is valued, and that they may accomplish the best of their abilities regardless of their background, identity, or circumstances. In addition, an inclusive workplace has equal policies and processes and allows diverse groups of people to interact successfully. The benefits of building labour markets and workplaces that are more equitable and inclusive are undeniable. It is also essential for the long-term success of enterprises and economies. Everyone stands to gain when we welcome and respect the range of views, ideas, and working styles that people from all backgrounds, experiences, and identities offer to an organisation. Therefore, organisations must guarantee that their methods of people management do not prejudice any group. Human resource professionals play a crucial role in modelling inclusion and diversity within their organisation (CIPD, 2021).

Diversity involves acknowledging difference. It means recognising the value of having different points of view when making decisions and ensuring the people who work for an organisation are like those who buy from them. Visible and non-visible elements, such as human qualities such as background, culture, personality, work style, accent, and language, contribute to differences. It is essential to recognise that a “one-size-fits-all” strategy for managing people does not deliver justice and opportunity equality for all individuals. Individuals have distinct wants, attitudes, and beliefs. Good people management practices must

be constantly fair, adaptable and inclusive to meet the demands of both individuals and businesses (CIPD, 2021).

Diversity in ideas, as well as in categories like gender, age, ethnicity, and cultural background, is essential to the long-term success of organisations. Businesses that have worked to build an inclusive culture have a twofold increased chance of meeting, if not exceeding, their financial goals and an eightfold increased chance of achieving superior economic outcomes (Jenkins, 2018). Because of outcomes and commercial benefits, it is simple to see why many organisations have expressed a desire to cultivate more inclusive cultures. Nevertheless, change is complex, and opposition to it is prevalent; altering organisational culture is an arduous task.

Inaction on diversity, equity, and inclusion can severely erode employee trust and loyalty. According to a new study performed by CNBC and SurveyMonkey, almost 80% of US workers want to work for an organisation that supports diversity, fairness, and inclusion. Multiple studies demonstrate that firms with DE&I solid practices embedded in their culture and mission outperform their counterparts in various ways. Firms that adopt DE&I are 70% more likely to acquire new markets and 75% more likely to have their ideas commercialised. Moreover, diverse teams managed inclusively have been proven to be more effective at resolving complicated problems. The innovation revenue of companies with above-average diversity performance is 19% greater, and diverse and inclusive teams make better judgments 87% of the time, according to research (WBCSD, 2022).

Non-European workers in Dublin

Migration is a component of the globalised economy of the present day. It has become an everyday part of life for millions of individuals worldwide. Migrant workers from other nations have immigrated to Ireland to live, work, and raise their families like the Irish emigration had done in the past. It seems that migration will continue to be a characteristic of life in Ireland, both now and in the future (Migrant Rights Centre Ireland, 2009).

Workers from inside the European Economic Area (EEA) and those from outside the EU are treated differently under Ireland's labour immigration regulations, which is required as an EU

member state. It is entirely free for European Economic Area (EEA) citizens to move to Ireland to work. As a result, Ireland's immigration laws do not affect the number of people coming to the country or how they are selected, such as by skill level or nationality (Ruhs, 2005).

For this research, the term “non-EU nationals” refers to nationals of countries, not members of the EEA. In contrast to EU citizens, who have the right to remain and work in Ireland, non-EU nationals' access to the labour market is governed by labour migration policy. Most newly arriving non-EU citizens do not have immediate access to the Irish labour market and are required to get an employment permit to work. The employer-based nature of the employment permit system means that permit holders may only work for the employer and in the occupation specified on the permit (McGinnity et al., 2018c).

Over 47,500 work permits were awarded to non-EU nationals in 2003. (Ruhs, 2005). In 2004, the government implemented the Employment Permits Act 2003, which limited non-EU migration to highly skilled jobs based on a policy to satisfy EU labour market demands (McGinnity et al., 2018c). The switch to a more limited, skills-based permit system and rules are mandating firms to give precedence to EU nationals in recruiting changed immigration patterns in Ireland (Ruhs, 2005). By 2007, the number of employment licences awarded to non-EU nationals had dropped by nearly 50% to 23,604. By 2013, just 3,863 licences were issued. The Employment Permits (Amendment) Act 2014 reformed the permit system in 2014, enabling flexibility to adapt to labour market demands. In 2014, 5,495 employment permits were issued to non-EU nationals due to economic recovery and labour shortages (Gusciute, Quinn and Barrett, 2015)

Certain non-EU nationals can work in Ireland without a work permit. Non-EU nationals who possess a Stamp 4 residence authorisation, such as international protection beneficiaries, and other resident non-EU nationals, such as spouses, civil partners, or dependants of Irish/EU citizens, have the same work rights as Irish and EU residents. Non-EU students with a Stamp 2 residence permit can work up to 20 hours per week during term and full-time during holidays. Non-EU graduates with a Stamp 1G permit can work up to two years after graduation (McGinnity et al., 2018c). However, even migrants who entered Ireland legitimately may become undocumented through exploitation or administrative delay and have hazardous jobs (Arnold, Whelan and Quinn, 2017).

Ireland regulates legal immigration and employment for non-EEA nationals through employment-based and non-employment-based channels. “Employment-based” means that the migrant is coming to Ireland to work. Some nonemployment-based immigration channels may also facilitate legal access to the Irish labour market, either immediately or over time (e.g. students and working holidaymakers may work part-time; dependents may be permitted to work). Employment is not the leading cause of migration in those circumstances (Ruhs, 2005).

In Ireland, in most cases a non-EU citizen can only get an employment permit after an offer of work has been made. About 69% of the new work permits given out in 2014 were to professionals (Behan et al., 2015), which shows that the employment permit system in Ireland is linked to the skills needed. This shows that most non-EEA workers in Ireland are highly skilled, which is in line with what other research has found (Quinn and Gusciute, 2013).

The Labour Market Needs Test (LMNT) ensures that job opportunities are granted to Irish and EEA citizens first and to non-EEA nationals only when labour or skills needs cannot be satisfied within the EEA. Before issuing a General Employment Permit or Contract for Services Employment Permit to a non-EEA citizen, employers must prove that the position has been advertised for a defined duration (Gusciute, Quinn and Barrett, 2015).

Diversity and inclusion management

Over the past three decades, an increased emphasis has been placed on diversity and inclusion, and these concepts are now among the most sought-after organisational resources. On the other hand, research has shown that many organisations may not have the necessary diversity within their ranks. According to the findings of additional research, workers may have the perception that only few aspects of their social identities are valued and included, causing them to have the sensation of being excluded. These attitudes may impact employee behaviours, leading to low morale, high absenteeism, low work satisfaction, negative word of mouth, and other things, which may eventually cause the disgruntled employee to leave the company or organisation (Itam and Bagali M. M., 2018).

As a result of globalisation, diversity management has received a great deal of attention, and people have begun to recognise the necessity to please and serve the stakeholders worldwide

(Itam and Bagali M. M., 2018). During the early 1990s, many managers witnessed the emergence of a new trend in the shape of worker diversity as a direct result of the economic boom known as the “Celtic Tiger” in the Irish markets (McGinnity et al., 2018a).

According to organisational academics, the workforce composition of future organisations might reach up to 90% of women and minorities. Numerous of them will be migrants, which may lead to communication issues; in addition, many racial groups will become a part of the company's enterprises (Griggs and Louw, 1995).

Conquering prejudice and altering deeply ingrained negative views may be a challenging undertaking. To progress in diversity, organisations should take a systemic approach, which includes developing an inclusive culture, inclusive approaches to employment policies and personal behaviours, and managing equality and diversity issues in ways that also support business contexts. These steps will help organisations progress in diversity (CIPD, 2021).

Multiple research provided a wide variety of definitions for the term diversity. Diversity is not restricted to traditional ways of thinking, such as differences in colour, gender, or physical ability. It encompasses the variety of ways individuals are distinct from one another. According to Morrison (1992), diversity may be broken into four categories: racial, sexual, and ethnic balance; knowing other cultures; culturally varied values; and widely inclusive variety. In addition, according to Griggs (1995), diversity is the result of a collaborative effort on the part of primary and secondary dimensions. The primary characteristics of diversity are immutable; they determine how an individual perceives himself concerning others and the wider environment. Changes in a person's geographical location, educational qualification, length of employment, or work level are all secondary dimensions that are amenable to modification.

Table 2. Characteristics of Diversity

Primary Dimensions	Secondary Dimensions	Other Dimensions
<ul style="list-style-type: none"> • Race • Ethnicity • Sex • Age • Disability 	<ul style="list-style-type: none"> • Religion • Culture • Sexual orientation • Political orientation • Geographical origin • Family status • Lifestyle • Education • Experience • Nationality • Language • Thinking ability 	<ul style="list-style-type: none"> • Beliefs • Assumptions • Perceptions • Attitudes • Values • Feelings • Norms

(Mazur, 2010)

In workgroups and organisational units, *inclusiveness* may be defined as a collective judgement or sense of belongingness or valued and welcome member, as defined by Shore et al. (2011). In addition, *inclusion* may be defined as the extent to which individuals think their part in the organisational process is crucial (Mor-Barak and Cherin, 1998). According to the findings of studies, implementing diversity and inclusion policies in the workplace would result in increased employee engagement and productivity (Davidson and Ferdman, 2002).

Realising that an organisation must have a varied workforce is the first step, but the next step is to educate oneself on the specifics of diversity and inclusion management in the workplace. Only then will the institution see actual results. Adapting its leadership style to the people and circumstances of the workplace is essential for successfully managing diversity and inclusion in the workplace. A dynamic, well-managed, and high-performing group is the result of bringing together diverse members of a diverse workforce in terms of factors such as race, age, gender, cultural background, education, and any other characteristics. This diversity is combined with leaders who value the unique perspectives and abilities of their employees (Culture Partners, 2017)

In the eyes of organisational investigators, managing diversity inclusion is a matter of empowering or enabling workers (R. Roosevelt, 1992). To achieve individual and organisational objectives, it proposes philosophically comprehensive techniques that emphasise managerial policies and abilities (Henderson, 1994), modifying standard operating procedures to identify the optimal work culture for each group (Triandis, Kurowski and Gelfand, 1994). A company's success depends on valuing diversity inclusivity for personal,

social, legal, and financial reasons (Hayles, 1992). Diverse workforces are becoming increasingly important in international business, as many companies are compelled to implement policies and practices that will help them attract, engage, and retain a workforce that reflects their respective markets. The disciplines of diplomacy, religion and non-profit organisations have established and pioneered approaches to dealing with diversity inclusion and have also recorded how to manage diverse cultural backgrounds in the office (Simons, Abramms and Bradford, 1996).

During the past twenty years, with regard to 1991, many companies have concluded that the conventional assumptions they have made about the diversity of their staff are essential to appreciate in the context of the contemporary business environment (Loden and Rosener, 1991).

Griggs (1995) said that the most important ways to deal with the challenges of the workplace are to acknowledge the differences, teach the employees about the differences, figure out the differences between the workgroups, and value and appreciate those differences at work. Also, Loden and Rosener (1991) found that many innovative organisations had unique ways of dealing with diversity. Some of the essential practices they all have in common are strategic goals, continuous monitoring of all HR systems, setting a culture, doing training and retraining a top priority, rewarding and improving benefits based on results, and making sure the hiring and promotion systems are in line with the organisation's goals.

The most successful organisations have undertaken and put into effect a large number of diverse interventions that are specific to each level. On the other hand, implementing strategy is not a unified process that can be reduced to a single method; instead, it changes according to the organisation's vision, purpose, and goals (Arredondo, 1999). Effective diversity and inclusion management calls for the deliberate selection of creative interventions and activities related to the company's needs. In addition, problems relating to diversity should be solved with the help of the organisation's method for strategic planning. The researchers recognised the necessity of the organisation to evaluate and re-evaluate the diversity and inclusion techniques it employs, as well as to view this endeavour as a continuous process (Carnevale and Stone, 1994).

Employee engagement

Companies that have employees committed to their organisations and engaged in their work can gain significant competitive benefits, including better productivity and reduced employee turnover rates. Therefore, it should not come as a surprise that businesses of all shapes and sizes and different types of businesses have made significant investments in the policies and practices that encourage engagement and dedication among their workforces (Vance and Shrm Foundation, 2006).

Employee engagement is a crucial term proposed in the 1990s by Kahn (1990). Even though he did not use the word “employee engagement”, Kahn is regarded as the theoretical father of the movement. His breakthrough study explored the idea that employee engagement was about “how individuals felt” at work rather than being “the appropriate match” or having “the correct compensation”.

Throughout the years, engagement has been defined in various ways in the literature, so much so that it is uncommon to find two persons interpreting it in the same manner, and the phrase has become unclear to many. For example, it has been defined as a psychological or emotional state (commitment or participation), a performance component (effort or observable behaviour) or an attitude (such as a positive outlook). Some researchers link it with more general concepts like altruism or initiative, but there is not much agreement in the literature on which models best describe how people get involved (Macey and Schneider, 2008).

Kahn's goal (1990) was to show how work experiences, standard processes, and giving of “self” at work can affect how engaged, happy, and productive employees are. Each worker brings a different amount of personality, feelings, body, and spirit to their job. These changes in how much of themselves they bring to work are called “personal engagement” and “disengagement”. He also says that personal engagement is the employee's physical, mental, and emotional presence at work, along with the employee's connection of themselves to their role and their work performance. Personal disengagement is when an employee disconnects himself or herself from his or her job and stops being physically, mentally, and emotionally present at work.

Employee engagement is the emotional connection people have toward their organisation and activities to guarantee its success; engaged employees exhibit caring, devotion, passion, responsibility, and a focus on outcomes. Employees expend discretionary effort when they care and are ‘engaged’. They remain at work late to complete a task because they are devoted, feel responsible, and want to; employees pick up the cups left on the meeting room table or the trash that missed the bin because they care about their workplace. They advocate for their firm because they are pleased to be a part of it; workers solve issues and generate suggestions for improvement; they are emotionally invested in their organisation and care. There is a clear correlation between how an organisation treats its workers and the level of engagement those workers exhibit in their work (Allen, 2014).

Organisations considered an “employer of choice” are more likely to have higher levels of employee engagement because they create workplace environments where employees feel respected and valued. The connection they feel with the organisation is such that they are willing to exert additional effort to pursue its success (Leary-Joyce, 2004). This is one of the reasons why these organisations are more likely to have higher levels of employee engagement. It is, therefore, possible - as Glen (2006) believes - that the work environment, coupled with organisational procedures, role challenges, values, work-life balance and information and reward/recognition, may play a significant impact in forecasting employee engagement.

According to Berens (2013), who writes about the foundations of employee engagement, there are four skills that should be had in order to provide the groundwork necessary to engage employees: (1) *“connection: belonging to something greater than yourself*, (2) *growth: being stretched and challenged in order to grow in a personal and professional way*, (3) *autonomy: being empowered to do your very best* and (4) *Meaning: when your work has a purpose beyond the task itself”*.

There is a link between employee engagement and increasing levels of discretionary effort, according to Kaufman (2009). The region between the “have to do” and “want to do” curves on a performance and time axis is characterised as discretionary effort. Disengaged employees believe they have little control over their surroundings, do not commit to the organisation, do not complete discretionary work, and believe that all change is detrimental to them (Valentin, 2014).

Job resources, such as job security, possibilities for internal advancement, and opportunities for training and development, are some ways organisations demonstrate their commitment to their employees. This displays that the corporation has the employee's and the employer's best interests in mind, which inspires the employee to reciprocate the commitment shown by the organisation (Chang, 2005).

Engagement, contentment, and commitment to the organisation are positively influenced by employees' perceptions of their inclusion, interaction, and involvement in things related to their job resources and job needs (Karatepe, Yavas and Babakus 2007).

When a company does not consider the human demands, needs, and work that employees do, they feel undervalued, overworked, and eventually burnt out (Maslach and Leiter, 1999).

Employee satisfaction

The degree to which a person's needs, wants, and desires are met is their level of satisfaction. To a large extent, a person's level of contentment is determined by the gap between what she or he wants from the world and what she or he obtains. The level of happiness workers reports about their jobs and the environments in which they perform their jobs is referred to as employee satisfaction. A significant number of elements may influence the efficiency of an organisation, and one of those aspects is the level of pleasure experienced by workers. A culture that fosters the happiness of its staff members is essential to the success of any organisation (Venkata et al., 2017).

Because job satisfaction is predominant in industrial and organisational psychology, numerous academics and researchers have supplied definitions of it. Workplace satisfaction may be described in two ways: as the pleasant emotional state that results from an assessment of one's employment as attaining or assisting the attainment of one's job values, and as the degree to which individuals like (satisfaction) or detest (dissatisfaction) their jobs. Most definitions involve how employees feel about their jobs. This might be the job in general or specific features, such as co-workers, compensation, or working circumstances. Also, the level of job satisfaction may depend on how well work results meet or go beyond expectations (Naga, Sree and Satyavathi, 2017).

Herzberg (1976), a psychologist, developed his “two-factor theory” to explain the difference between what makes an employee happy and what makes them want to go the extra mile and do extra work. Herzberg calls the basic needs of an employee “hygiene factors”. These include pay, the right job tools, a safe workplace, and job security. “Motivating factors”, on the other hand, make employees want to do more than just their jobs. These include a sense of belonging, chances to grow personally and professionally, freedom, and a sense of purpose.

According to a study by Xanthopoulou et al., (2008), the JD-R model's motivational process indicates that an employee would enhance their job engagement and self-efficacy beliefs if they are part of a supportive work environment. Furthermore, social and peer support is associated with self-efficacy and performance levels. People fortunate enough to work in a supportive workplace with social, colleague and HR assistance are more likely to think they have the resources to execute tasks successfully. Research shows that job demands and resources influence working conditions and employee success. Job resources such as team and task identity, social support (HR), and role autonomy are directly related to job engagement, performance, and good psychological outcomes (Xanthopoulou, et al., 2008).

According to Baah and Amoako (2011), the motivational factors that help employees find their worth concerning the value given to them by the organisation are the nature of the work, a sense of achievement derived from the work, recognition, the responsibility that is granted to them, and opportunities for personal growth and advancement. In addition, this has the potential to boost the employees' level of motivation, which will ultimately lead to a rise in the employees' degree of internal pleasure, and that level of happiness will lead to contentment. Although factors related to hygiene can only bring about enjoyment on the surface, they are not strong enough to change discontent into fulfilment; despite this, their existence is quite significant.

Sell and Cleal (2011) created a job satisfaction model by merging economic and work environment factors to investigate employees' reactions in hazardous environments with high monetary advantages and non-hazardous work environments with low monetary benefits. The study found that numerous psychosocial and work environment characteristics such as workplace and social support directly influence job satisfaction and that increasing incentives did not alleviate employee unhappiness. Catillo and Cano (2004) studied how happy college

professors were with their jobs. They found that the level of job satisfaction would go up if people paid more attention to their relationships, recognition, and supervision.

According to Chandrasekar (2011), an organisation must pay attention to creating a work environment that promotes employees' abilities to become more productive to increase the organisation's revenues. He also believed that human-to-human contacts and relationships are more important than money in total job happiness, although managerial skills, time, and energy are all required to improve the organisation's overall success in the current day.

Conclusion

A literature review is an essential component of every research endeavour. The goal was to examine and review the current literature on diversity, inclusion, and sense of belonging to understand and apply existing ideas to our study topics. This chapter emphasised the significance of workplace diversity, inclusion, and a sense of belonging for any firm, particularly its staff. This chapter also covered employee satisfaction and engagement, which are not new concepts but significantly impact a company's performance.

Despite the research, there are few studies on the relationship between D&I levels and employee engagement and satisfaction. As a result, multiple points of view emerge, making it impossible to compare outcomes. Organisations want their workers to excel at their jobs, yet, research reveals that for an employee to excel at their job, they must feel valued, included, considered, respected and like they belong to the firm for which they work. According to the literature, the levels of D&I will be determined by the type of organisation in which the employees work; companies with a global vision will likely place more emphasis on the diversity and inclusion factor, resulting in happy employees who are committed to meeting the business objectives.

Research Methodology

Introduction

This chapter will provide the strategy and methodology used in this investigation after reviewing the prior relevant literature. It will include an overview of the study design in connection to how the data was acquired and a synopsis of the research paradigm that served as the basis for the research and the research framework. This section will describe the research strategy used to measure the diversity, inclusion, and belonging levels present in Dublin workplaces. It will also provide details regarding the research instrument, which will be an online interview conducted through a platform known as Microsoft Teams. It covers both the reasoning behind picking this interview and the constraints of the interview itself. The study's restrictions and the ethical issues that the researcher had to take into account are brought up in the discussion.

Research Philosophy

This study utilises interpretivism as its guiding philosophical principle. Interpretivism, also known as the interpretivist approach, relies on researchers to interpret components of the study; as a result, interpretivism incorporates human interest into a study. Research philosophy studies are concerned with the origin, nature, and progression of knowledge (Bajpai, 2011). In its most basic form, research philosophy may be defined as a set of beliefs concerning the appropriate methods for gathering, analysing, and applying evidence to a particular phenomenon. According to Schindler (2019), a research philosophy is a set of beliefs concerning how research should be carried out, as well as how the theory (research reasoning) and the facts (observations or information obtained) should be related and organised.

Positivism and interpretivism are the two dominant philosophies in the field of research. Interpretivism is “associated with the philosophical position of idealism, and is used to group together diverse approaches, including social constructivism, phenomenology and hermeneutics; approaches that reject the objectivist view that meaning resides within the world independently of consciousness” (Collins, 2010).

The interpretivist approach maintains that it is essential for the researcher to appreciate the distinctions between individuals in their role as social actors (Saunders, Lewis and Thornhill, 2009). In addition, interpretivism studies typically concentrate on the meaning and may use various research approaches to depict the many facets of the problem accurately.

Data collecting methods like interviews and observations are examples of the naturalistic approach that underpins the interpretivist methodology. Research-based on secondary sources of data is also common within the interpretivism philosophy. In this study, meanings do not typically become apparent until the end of the research process.

The essential subsets of interpretivism include the following: (1) Hermeneutics, a philosophical approach to understanding how meaning is constructed and conveyed. Because of its primary emphasis on biblical texts and other forms of wisdom literature, hermeneutics has only a tenuous connection to the study of business. (2) “The philosophical tradition that strives to explain the universe via directly experiencing the phenomena” is referred to as “phenomenology” (Littlejohn and Foss, 2008).

According to interpretivism, truth and knowledge are subjective, culturally and historically situated, dependent on lived experiences and interpretation. Researchers can never be fully detached from their values and ideas, which will always influence how data is acquired, understood, and analysed (Ryan, 2018).

Research Framework

The “research onion” approach proposed by Saunders, Lewis, and Thornhill (2009) is used in this study. This framework highlights the principles that underpin the method selection process. It also aided in creating the current study and guided the selection of the methods utilised.

Research Approach

According to Saunders et al., (2016), the two primary strategies utilised while carrying out research are known as inductive and deductive, and both strategies fall under the ideologies of positivism and interpretivism.

The primary differentiation between deductive and inductive methods is based on how relevant hypotheses are to the research being conducted. The validity of the assumptions (or theories/hypotheses) at hand may be tested through the deductive technique, whilst the inductive approach helps to develop new ideas and generalisations (Bell, Bryman and Harley, 2018).

The inductive approach, also called inductive reasoning, begins with observations, and theories are suggested at the end of the research process as a direct outcome of the data (Moule, Aveyard and Goodman, 2017).

It is critical to emphasise that using an inductive method does not entail abandoning theories when developing research questions and objectives. However, the inductive technique does not exclude the researcher from employing existing theory to frame the research issue to be investigated. Inductive reasoning is built on experience-based learning. In order to draw conclusions, patterns, resemblances, and regularities in experience (premises) are observed (or to generate theory) (Saunders, Lewis and Thornhill, 2009).

An inductive technique will be used for this investigation. This is meant to go from individual observations to broad generalisations. Close readings of raw data will be mainly employed to develop concepts, themes, or a model through interpretations made by the researcher from the raw data (Thomas, 1990). “The researcher begins with an area of study and allows theory to emerge from the data” (Strauss and Corbin, 1998).

Research Design

The research design for this study began with moving from theory to data collection. The data collection was carried out among citizens of Argentina, Brazil, and Chile residing and working in Dublin, Ireland. This implies identifying a labour force in Dublin that is solely from these three nations, as well as restricting the persons to be considered by placing only people between the ages of 25 and 35. The researcher chose to use a qualitative interview over the quantitative survey method as the most appropriate process to (a) examine feelings, (b) experiences and (c)

the sense of value that organisations in Dublin provide to their non-national employees to ensure good performance.

Research Strategy

Diversity management, much like inclusion management, provides every workforce member with the opportunity to perform to the best of their abilities (Thomas, 1990). Businesses need to embrace a new way of thinking about the differences among individuals and a new strategy for dealing with the issues that arise when dealing with employees (Kreitner, Kinicki and Cole, 2007). In order to get an accurate picture of the effects that varying degrees of diversity, inclusion and a sense of belonging have on workplaces in Dublin, the researcher must collect data on all three of these factors. This requires the application of phenomenological interviews, and according to Bevan (2014), these interviews aim to get people to talk about their experiences. There is no way to control how people talk about their experiences, and this method is often used in qualitative research.

Qualitative research is a way to find out and understand what a social or human problem means to different people or groups. In the research process, new questions and methods arise, data are usually collected in the participant setting, data are analysed in a way that builds from specifics to general themes, and the researcher decides what the data mean. The structure of the final written report can be changed. Those that engage in this type of study endorse a perspective on research that respects an inductive approach, an emphasis on personal meaning, and the significance of depicting a situation's complexity (Creswell and Creswell, 2018).

Interviews for qualitative research are often classified as either semi-structured or unstructured (Holloway and Wheeler, 1996). Mason (2002) pointed out that allegedly unstructured interviews provide an inaccurate picture of the process. He explained that this is because even the most unstructured interview will have some underlying structure to remain focused on the investigated phenomenon.

Semi-structured interviews

Semi-structured interviews combine closed- and open-ended queries with why or how questions. Instead of following verbatim questions like in an organised survey, the dialogue may stray around agenda subjects and dive into unanticipated problems. Semi-structured interviews are appropriate when the researcher needs to ask open-ended questions and discover each group member's perspective. This is especially true when he needs to do polling queries (Adams, 2015).

Research procedure

As previously mentioned, the type of interview used was a semi-structured interview. These were performed using the Microsoft Teams platform, with involvement from at least two individuals from each of the three nations chosen for this study. Participants were also required to be between the ages of 25 and 35. The semi-structured interview consisted of 21 questions designed to elicit the thoughts and experiences of the interviewees (Appendix 1).

All verbal and non-verbal reactions, such as hunches, laughter, and silence, can be further followed up by a researcher most of the time to uncover hidden information that may turn out to be valuable in the final data analysis of distinct themes retrieved from the interview (Ritchie, 2014). The semi-structured interviews (SSI) help carry on in-depth conversations practically. In most cases, the researcher can objectively examine the dialogues during the SSI and the further replies that were originally superficial to come to complex findings (Kakilla, 2021).

The SSIs are highly regarded for their capacity to have in-depth conversations, their adaptability, and their creative character, which all contribute to the generation of new ideas. In addition, the perspectives are collected in their natural forms, which may include non-verbal means of communication (Kakilla, 2021).

Research Demographic

The demographic questionnaire asks questions on age, gender, education, religion, income, and family status to divide respondents into comparable categories. It helps researchers get responder background information and market researchers categorise audiences. These surveys collect data from respondents and informants. A demographic questionnaire for research is a

collection of questions designed by researchers to collect socio-demographic information from respondents and informants. Participants in the qualitative analysis are referred to as informants (Kobiruzzaman, 2022).

A SSI comprises open-ended questions that let interviewees to share their thoughts and experiences as foreign workers in Dublin. The interview questions measure members' commitment and satisfaction. The sample includes non-nationals working in Ireland, which is crucial to the issue. Origin and interests are distinguishing variables. Gender, nationality, culture, and ethnicity.

Sampling

The researcher employed non-probabilistic sampling methods (or convenient sampling). Participants were picked from a small employee sample between the ages of 25 and 35 from either Argentina, Brazil, or Chile. These volunteers were gathered via connections working in various Dublin firms. The samples do not reflect an equal number of participants in each nation, which is insufficient to eliminate sampling bias.

A systematic inaccuracy that can affect the research results is called bias. This is especially true for studies that employ non-probability sampling methods (McCullagh, 2008). Two primary approaches may be taken to mitigate sampling bias. The first strategy is to stratify the sample, which is the methodology that was utilised in this dissertation. The second strategy is to achieve a bigger sample size (Green, Gerber, and De Boef, 1999).

In qualitative research, subjects are chosen on purpose. Participants are chosen based on how well they can answer the research questions and help people understand the thing being studied (Creswell and Creswell, 2018). In qualitative research, the sample size is not predefined. The number of participants will depend on how many are needed to learn everything necessary about the thing being studied (Sargeant, 2012). In this investigation, nine interviews will be carried out, in which four Brazilians, three Chileans and two Argentines between 25 and 35 years old will participate. These volunteers were gathered via connections working in various Dublin firms.

Research Ethics

According to Saunders, Lewis, and Thornhill (2016), the term “ethics” describes the permissible activities and behaviours that are suitable in accordance with the standards established by societies. This study was conducted following the ethical standards and guidelines the National College of Ireland established. Respondents have been allowed to review and sign a permission form, and their participation in the interview is entirely up to them. Along with maintaining respondent anonymity, maintaining respondents' confidentiality is an essential ethical factor that is taken into account here. In the information sheet, it is clear that there will be no record of anything that may be used to identify the respondents. If the participants want further information, the researcher's email address is also supplied for their convenience. All of the sources and resources that were utilised have been cited appropriately.

Respondents are free to participate in the interview after reviewing and signing a consent form. Along with anonymity, secrecy is an ethical consideration here. According to the information sheet, no identifying information will be kept on responders. Participants can email the researcher for further information.

Data Analysis, Validity and Reliability

The goals of a qualitative analysis could be two different things. Some people think analysing a text is a way to determine what people “really” thought, felt, or did in a particular situation or time. This first mentioned is the objective sought in this study. The text becomes a way to see the richness of real social experience “behind the numbers” recorded in quantitative analysis. Other qualitative researchers have taken a hermeneutic view of texts, meaning they see a text as an interpretation that can never be right or wrong. There are many ways to understand the text (Schutt, 2019). The SSI includes a mix of closed- and open-ended questions, frequently followed by why or how inquiries. Rather than slavishly following verbatim questions as in a structured poll, the discourse might wander around the agenda's themes and dig into unexpected issues (Adams, 2015).

The qualitative analysis aims to analyse the data and associated themes to comprehend the phenomena under investigation better. It is frequently mistaken with content analysis to find

and characterise outcomes (Patton, 2015). The interpretive analysis involves deconstruction, interpretation, and reconstruction (Miles and Huberman, 1994). These steps happen after the data has been set up for analysis, which means after the interviews or focus groups have been transcribed and the transcripts have been checked against the recordings.

Phenomenological data analysis consists of a series of processes that, for the most part, are consistent among all psychological phenomenologists that explain the procedures (Moustakas, 1994). The data analyst evaluates the data (for example, interview transcripts) and emphasises "important statements," words, or quotes that give insight into how participants perceived the phenomena. This is done based on the data from the research questions. This process is referred to as horizontalization by Moustakas (1994). After that, the researcher will take these important sentences and turn them into themes by forming meaning clusters.

After then, a summary of what the participants went through is generated with the help of these significant statements and recurring themes (verbatim description). They also describe the environment or setting that impacted how the participants perceived the phenomena. This type of description, known as an imaginative variation or structural description, is written using the data collected from the participants (Creswell, 2013).

The researcher will produce a composite description that shows the "essence" of the phenomena. This description will be termed the essential and unchanging structure, and it will be derived from the structural and textural descriptions (or essence). This section focuses most of its attention on the participants' shared experiences (Creswell, 2013). It is a descriptive piece that is only a paragraph or two long, but the reader should be left with the impression that "I better comprehend what it is like for someone to experience that" after reading the phenomenology (Polkinghorne, 1989, p. 46).

Research Findings

Introduction

This chapter will analyse the data gathered through interviews with 9 participants to address the research questions posed by this study. The experiences will be examined, as well as the perceived levels of diversity, inclusion, and sense of belonging that foreign workers from South America, specific people from Argentina, Brazil, and Chile. This chapter investigates the perspectives, sentiments, and attitudes that the nine respondents may have concerning D&I in the workplace in Dublin. The interviewees were spread throughout a variety of industries and fields. Also, their knowledge of the significance of diversity and inclusion will be recognised.

Demographics

Eleven international employees from Argentina, Brazil, and Chile between the ages of 25 and 35 were selected randomly. However, there were a total of two people who declined the researcher's invitation to participate. After receiving nine positive responses from potential volunteers indicating that they would be willing to participate in the research, the search for further people ended. This secured participation of four Brazilians, three Chileans, and two Argentinians. It was agreed that the interviews would be conducted with a minimum of three people of each nationality to study the topic from various angles. As a result, the participants' languages, cultures, and points of view would be distinct. Table 3 include descriptions of the demographic characteristics of the respondents who made up the sample.

Table 3. The demographics of the participants.

No.	Participants	Nationality	Age	Gender	Language	Work as	Language in Interview	Translated to
1	Anto	Argentinian	31	Female	Spanish	Event Assistant	Spanish	English
2	Sol	Argentinian	32	Female	Spanish	Bartender	Spanish	English
3	Ari	Brazilian	35	Female	Portuguese	IT System Engineer	English	N.A.
4	Ivan	Brazilian	29	Male	Portuguese	Teacher	Spanish	English
5	Leo	Brazilian	26	Male	Portuguese	Waiter	English	N.A.
6	Liandro	Brazilian	34	Male	Portuguese	Recruiter	English	N.A.
7	Cami	Chilean	35	Female	Spanish	Supervisor	English	N.A.
8	Dani	Chilean	34	Female	Spanish	Acting Manager	Spanish	English
9	Maria	Chilean	30	Female	Spanish	Program Coordinator	English	N.A.

Analysis and Representation

According to Moustakas (1994), the first stage in expressing personal encounters with the phenomena under investigation is for the researcher to begin with a complete account of their own experience with the phenomenon. This is an attempt to separate the researcher's own experiences (which cannot be done completely) so that the attention may be directed toward the study participants.

As a foreigner from a Spanish-speaking nation, the researcher may have comparable experiences to those of the study's participants. However, it attempts to isolate personal experiences to get a result that is more consistent with reality. Subsequent, we will consider the effects of the researcher's perceived amount of diversity, sense of inclusion, and sense of belonging.

Personal Experiences

The 31-year-old Mexican researcher is currently in Dublin, Ireland.

The researcher feels Dublin is diverse after spending three years in Ireland. Diversity is a part of daily life.

Countries with a significant number of foreign employees, like Ireland, should prioritise diversity and inclusion management in the workplace to boost worker happiness and corporate success.

According to the researcher, many people who study English or a bachelor's or master's degree in Ireland do so to improve their work prospects. As a result, immigrants may expect some restrictions and rights.

Diversity and workplace inclusion (D&I) plans have not been implemented in the places worked by the researcher. Due to a surge in international workers in Ireland, employees' awareness of diversity and inclusion is growing. As a result, working in an organisation without D&I management is unpleasant and tiring, as employees feel insecure, alienated, and

unappreciated. An unpleasant encounter leads to low satisfaction, which affects worker performance and company success.

As an immigrant in Dublin, the researcher believes a diversity and inclusion policy in the workplace is vital to ensuring that workers feel valued, respected, and satisfied, which improves workforce performance and the organisation's capacity to fulfil its goals.

Horizontalization of the data

Several questions about the levels of diversity, inclusion, and sense of belonging at workplaces in Dublin were posed to the participants. The following is a collection of statements that the interviewees made pertinent to the research being done.

“Experiences that I have had in my current job in Ireland as a person of another nationality? Currently, it is super good because if it happens, well, as I mentioned at the beginning, the stages pass the student visa, which is the one that limits you a lot in the hours; currently, I entered my job with my European citizenship, as an Italian, so they also see you as a peer, I feel like you put yourself on an equal footing with them, at a certain point, although Ireland is a super open country, I see that there are certain things of discrimination, I do not know if it applies to everyone, but there are certain countries that I notice make a difference and they do make a difference.” (Participant 1)

“Well, my current job it is OK. I never had any problems. Never, never, never. It is the opposite. They always treat me very well. In a very nice way... They always ask me to be in a lot of pictures because I am not blonde or blue eyes, you know? So they always say come here. I need to take a picture of you because we need to show we are a diverse company.” (Participant 3)

“It has always been in a nice way like, oh but for example, for work, I have been doing first aid training and the person who does the training. This was the first experience, perhaps negative, about it in my current job. Because the person in charge of training started making jokes about people he did not even know where we were from. But she

said, all of you are Spanish, like, assuming the whole group that was next to me, like we were five girls, all Spanish speaking. And she started, like, making jokes about it, and we were very uncomfortable because the first few joke, okay, like, we are not very sensitive about it, but by the third and fourth jokes it was already awkward. So we started to respond accordingly. As if we were not laughing anymore. We were looking at her very seriously. And she kind of got the hint.” (Participant 9)

After being asked the same question, “*What experiences have you had in your current job in Ireland as a person of a foreign nationality?*” the three answers that were just presented were given as responses. Although all three individuals work for businesses based in Dublin, it is evident that the three individuals' remarks are not similar at all.

Another question that was asked to the participants was along the lines of, “*Do you believe that foreign workers could perform better if they felt valued and included?*”. Some of the responses were as follows.

“Yes... we all have the same abilities, and we should have the same possibilities.” (Participant 2)

“Yeah, definitely. Because when they make you feel that you are being included oneself, make the compromise to perform better. Uh, whenever we are feeling part of something. Whenever you are feeling like we are included in anything that is OK.” (Participant 5)

“Yes... I think it is super important, in fact, I think it is one of the most important things for a foreign person to continue staying in Dublin; if you do not feel comfortable in your job, all of a sudden you think why am I going to stay here, already the situation at home is horrible, it is super expensive, and if my job is great, it is like, well, it is worth staying because otherwise I will go back to my country so I am going to stay here, of course I think it is super important if not the most important for good performance.” (Participant 8)

The people who were interviewed hold the belief that if an employee believes they are respected and involved in their workplace, not only will they be happier, but they will also be able to accomplish their jobs more effectively.

Meaning Units, Textural Description and Structural Description

Research question number 1

In the world of Human Resources, there are strategies around diversity and inclusion in organisations. How focused are they on prioritising inclusion and the feeling of belonging, considering the diversity of gender, nationality, ethnicity, culture and religion, for the increasingly diverse workforce in Dublin?

In order to provide a response to this initial research topic, a set of answers to four interview questions was compiled. After classifying the interviews into this category, it became clear that the majority of the interviewees' experiences at their workplaces in Dublin as members of a different nationality had been positive or favourable overall. On the other hand, two of the participants had contradictory views in this respect; namely, they had a pleasant experience, but they also referenced occasions in which they thought they were discriminated against.

One of the participant opinions that stood out for being unanimous was Dublin's degree of diversity. It has been stated that Dublin's level of diversity is high. In addition, four of the participants remarked that it often looks as though there are more foreigners living in Ireland than there are Irish, leaving their opinions on Dublin's level of diversity to the imagination. Another responder stated that the great diversity in this city is why they reside here. Regarding the level of diversity, one response notably emphasised that diversity in the workplace is significantly more prevalent in the hospitality industry.

The level of inclusion in the workplace, according to their nationality, language, religion, and culture, was primarily between good and high. Having two opposing viewpoints to the prior statement. One of these viewpoints was that, although there are individuals from various origins, nations, and cultures, they have not witnessed inclusion in their workplace, alluding to the lack of diversity and inclusion management.

Finally, it was verified if they had ever felt excluded at work. One of the respondents answered that they had been excluded, demonstrating variances between workers in their work's canteen

service. Two more stated that they had been excluded at times, but only in situations that they feel are normal for them, such as groups of friends, or while beginning to work in their present position, believing that it is because they are new. Furthermore, the rest of them said that they had not been excluded.

Research question number 2

Is there a correlation between having a positive experience or not when talking about levels of inclusion and feeling of belonging for a non-national worker in Dublin or someone foreign from countries like Argentina, Brazil and Chile?

Herzberg (1976) created his “two-factor hypothesis” to explain the difference between employee happiness and additional work. Herzberg calls employee needs “hygiene variables”. Pay, tools, a safe workplace, and job stability are examples. “Motivating elements” encourage workers to go beyond their duties. These include belonging, growth opportunities, independence, and purpose.

The researcher looked at the sense of belonging that the participants get from work. Consequently, the investigation had six outcomes indicating that their job has helped them feel that they belong. Two of the six people who confirmed this said there is a sense of belonging, but it might be more significant. Only one participant felt a lack of belonging, claiming that their ideas, recommendations, and opinions were ignored. While the remaining two stated that they did not always feel like they belonged in their positions.

The results were not just based on the participant's present employment but also former occupations. Their experiences have been altered by not being national or European employees in Dublin. Five non-nationals or non-Europeans had favourable experiences. Two replies had favourable experiences, but visa processing challenges or a lack of diversity and inclusion management made them feel unhappy and work just for money. Finally, the remaining interviewee claimed that there are disparities between those who are neither European nor Irish, citing job opportunity as an example.

Similarly, some circumstances had a significant part in having a positive experience or not. Some of these variables include belonging to a culture, country, or ethnicity other than the local one. One of the responses was rather negative, describing a bad experience with a vertical and quite hierarchical design that resulted in higher prejudice for being of a different nationality. Three other responses were a mix of positive and negative experiences, such as prejudice, an exclusion for being Latin American, or belittlement of talents for being of another nationality. The remaining responses were all positive.

The perceived effects of diversity, inclusion, and belonging in Dublin workplaces were investigated to answer the second research question. Three participants claim to have had a positive impact, expressing gratitude that this experience has increased their understanding of what immigrants go through. Five of the respondents were impacted both favourably and negatively by culture shock, gender discrimination, differences in D&I management, and rigid work hours. In addition, one of the participants stated that it had a negative impact, stating that there is not so much inclusion as diversity. They also stated that in one of the jobs they had always held, there were very closed groups of different ethnic groups that separated the rest of the minority and that the management did nothing to foster an inclusive environment for all employees.

Research question number 3

Can Argentinian, Brazilian and Chilean workers have a better job performance being part of a work environment where they feel valued and included?

Four participants responded positively when asked whether they felt valued and included in their job. Three of the four developed the following comments about it:

1. They mentioned that their partner worked at the same workplace and were very loved there, so they think that is why they were immediately valued and included.
2. They think it is essential to feel valued and included as an immigrant; otherwise, they might consider returning to their country.
3. They believe that being valued is essential, but having constructive criticism is essential to better performance at work.

A respondent declined to participate in the investigation. In addition, the others felt both respected and alienated, or the exact reverse.

One of the concerns raised in the literature study was the necessity of feeling valued and included since a lack of these two factors might impact a worker's performance. Respondents invariably stated that they believe foreign workers will perform better if they feel respected or included. The interviewees made several remarks. They said that because everyone has skills, everyone should have equal opportunities, regardless of ethnicity. They also stated that if workers are pleased, they will perform better, and if the firm makes them feel like part of it, they will commit to delivering their best effort. Furthermore, they stated that if they feel part of the organisation, that is, included and respected, they feel happy, which leads to outstanding performance and productivity.

The researcher thought it was critical to validate whether the working circumstances were the same for all employees, regardless of country, because this may lead to feelings of exclusion or disrespect. A pair of persons remarked that the circumstances are different. It was indicated that Irish nationals have advantages like earning more money and having different tasks assigned to them. Another set of two persons stated they are essentially the same, except for greater pay for Irish people or minor advantages such as picking their working hours first. The remaining participants stated that their conditions were the same regardless of where they came from.

To conclude their responses to the third study question, participants were asked what they would do differently in terms of D&I and belonging to improve their performance. The interviewees agreed on five things they would do differently. (1) More integration events, (2) management of diversity and inclusion, (3) equitable treatment for all workers, (4) respect for who they are, and (5) possibilities for personal growth through training.

Research question number 4

What kind of inclusion and sense of belonging are considered essential or relevant for people between the ages of 25 and 35 who come from Argentina, Brazil and Chile living and working in Ireland?

The researcher compiled a list of necessary components in the participants' workplaces. The following components are displayed in the. Table 16.

Table 16. Question 4 – Essential elements that a job must possess to qualify for it.

Which components of the job do you feel would be most essential to you?	Participants	Essential Components
	1	Flexibility
	2	A fan
	3	Technology
	4	More vacations
	5	Communication and transparency
	6	Management and leadership
	7	Leadership
	8	Hybrid work
	9	Good environment

Diversity in the workplace is critical for participants in this study. Seven of those polled said that having a diverse workforce is critical. They all agreed that diversity is crucial since diversity at work allows for varied perspectives, which increases the company's ability to achieve different answers. One person did not respond to the question, and the absent participant stated that diversity in their line of work is irrelevant.

Finally, they were asked what they would do differently regarding D&I and belonging to improve their work performance. Table 15 reveals this information.

Table 15. Question 19 – Participants' suggestions on what they might do differently in terms of D&I to improve workplace performance.

What would you do differently in terms of D&E, and belonging so that you would perform better in your workplace?	Participants	Events	D&I Management	Same treatment	Embracing individuality.	Courses	Nothing
	1	x					
	2		x		x		
	3			x			
	4	x					
	5		x				
	6					x	
	7		x				x
	8	x					
	9						

Conclusion

This chapter reported the findings from several interviews to investigate the study topics. The first study question was to uncover diversity and inclusion as an HR strategy and how Dublin's increasingly diverse workforce should emphasise inclusion and belonging. According to the

findings, most respondents' experiences as foreign nationals in Dublin were either pleasant or good.

All the participants agreed that Dublin is quite diverse. Dublin's diversity is applauded. Multiple assertions indicate that there are frequently more foreigners than Irish in Ireland. Some organisations lacked inclusiveness, indicating a lack of diversity and inclusion management, which was also identified. Similarly, it is crucial to pay attention to any exclusion or discrimination in the workplace, as most participants had experienced at least one of these. The following three research questions investigate the experiences of inclusion and belonging among non-national workers in Dublin, the improvement of performance that can be achieved by feeling valued and included. And the visibility of the type of inclusion and sense of belonging is vital in the study.

Most participants felt like they belonged in their employment, according to the research. Workers' experiences in Dublin are altered due to their lack of national or European citizenship. Being of a different culture, nation, or race are additional elements that lead events to have varying effects.

Immigrant workers, according to employers, will perform better if they feel appreciated and integrated into the company's culture. If employees are pleased, they will be more productive, and if they feel like they are part of the organisation, they will work harder.

Workplace diversity is essential to the participants in this investigation. Most people believe that having a diverse staff is crucial because it provides different viewpoints, boosting the company's capacity to accomplish alternative responses.

Discussion

Introduction

The study investigates the effects of foreigners' perceived levels of diversity, inclusion, and belonging in workplaces in Dublin, considering the level of D&I tactics utilised in organisations in a city like Dublin, which has significantly increased the diversity of its workforce over the previous 30 years. The relationship between having or not having inclusion in the workplace and levels of happiness, performance, and, as a result, good or bad working experiences will also be investigated. This chapter will interpret the preceding section's findings concerning the study goals. Everyone wins when businesses foster and value a variety of viewpoints, ideas, and working techniques. Businesses must guarantee that their staff management techniques are not discriminatory (CIPD, 2021).

Discussion

According to the findings, there are some variances between the participants in this study in terms of the degrees of diversity, inclusion, and sense of belonging that their jobs provide them. The data study demonstrates that, although working in the exact location, the degrees of diversity and inclusion differ from one organisation to the next. Although the change is minor, the suspicions are confirmed. This suggests that firms are responsible for increasing the levels of diversity and inclusion, which has a beneficial impact on employees. Implementing an effective plan for managing diversity and inclusion will raise inclusiveness and belonging at work, resulting in happier workers with higher performance. Understanding that a “one size fits all” approach to people management does not deliver justice and fair opportunity for all is critical. People have a wide range of wants, attitudes, and beliefs. In order to satisfy the requirements posed by both individuals and enterprises, influential people management methods need to be consistently fair, flexible, and inclusive (CIPD, 2021).

According to Itam and Bagali M. M. (2018), employees may feel excluded since if just a few components of their social identities are valued and included. These attitudes may affect employee behaviour, resulting in low morale, high absenteeism, low work satisfaction, unfavourable word of mouth, and other factors that may drive the frustrated employee to quit

the organisation. Although the data suggest that Dublin has a high level of diversity, a lesser number of workers reported feeling excluded in some way at work. Two of the three who responded that they had been excluded had a consistent line of negative responses, indicating how the lack of inclusiveness management and the low value they place on their jobs affect their satisfaction and performance, affecting individual and organisational interests.

The trust and allegiance of workers can be seriously damaged if nothing is done to promote diversity, equity, and inclusion (WBCSD, 2022). Interviewee 3 mentioned in numerous responses that their job is diverse, inclusive, and gives them a strong feeling of belonging, which is why they enjoy going to work and giving their all in each of the activities they produce. These responses make it evident that this individual has a beneficial influence. However, something that made this research richer was that they referenced their earlier work rather than their present one in several of their replies. Speaking on their prior working experiences, they provided a broader picture of what it means to effectively manage diversity and inclusion in a city whose workforce is becoming more varied year after year with the entry of immigrants from all over the world. When asked about their experience as a member of a group of non-nationals or non-Europeans, the participant cited the following as their first unfavourable comment.

“Interviewee: My experience?”

Interviewer: Yes

Interviewee: I never felt that way in this company. I felt more like this in the previous job, I felt very bad. I could have given my blood, and nobody would have cared. And this job that I am in now it is the opposite. They helped me to get my visa.

Interviewee: And what do you think have been the differences between your previous work and this current job one that makes you feel part of them?

Interviewee: Well, in my previous job they did not have management. They did have managers, but they did not have management. It is completely different stuff, and you know that. So without management, you cannot manage people and if you cannot manage people, you cannot make a good team, and you cannot feel this good team be

part of something and we are not part of something you do not want to do anything for that company. You are just there for the money.”

This demonstrates that a lack of belonging in the job can erode trust and loyalty towards the business, resulting in a desire to leave. Companies must prioritise the development of diversity and inclusion measures to prevent employee turnover and inspire employees to perform better without being motivated by the need for compensation. Studies show that diversity and inclusion policies boost employee engagement and productivity (Davidson and Ferdman, 2002).

Employees' sense of inclusion, interaction, and involvement in job resources and needs affect engagement, happiness, and loyalty to the organisation (Karatepe, Yavas and Babakus 2007). When a firm ignores human needs and work, people feel underappreciated, overworked, and burned out (Maslach and Leiter, 1999).

The interviews revealed that one of the points on which all participants agree is how they believe foreign employees in Dublin might improve their performance if they had the sense that they were respected and included at work. They believe they will not be able to perform the same way they do in their country of origin because they come from a country where the language spoken there is not English. It is also emphasised how workers who feel appreciated and included have a high level of motivation, which is represented in feeling joyful and, as a result, doing things with a better disposition and not just because they have to. This contrasts with workers who do things simply because they have to, in addition to the fact that the employees will provide their utmost effort significantly more naturally.

The value of having a diverse workforce in jobs was estimated to forecast the effects on foreigners working in Dublin. Most respondents stated that having a diverse workforce is essential, and it was gathered in detail as part of the responses gained through this calculation since it is essential. Dublin, like many other cities throughout the world, is a cosmopolitan metropolis with diverse ideas, talents, opinions, cultures, languages, gender identities, and so on. The participants believe that diversity and inclusion are essential because they assist in improving numerous parts of the workplace, such as having a solution that a local would probably not think of, improving creativity, observing new points of view, and broadening the mind's horizons.

Diversity is a connection concept. It reveals itself in the composition of teams and organisations and is evaluated based on the collective totality. Thus, diversity refers to being “different” in a particular setting. As a result, while a person is not “diverse”, they may contribute a diversity of experiences. Everything from physical appearance to intellect, interests, and identity is discussed. Equity-inspired design detects hurdles and injustices in a diverse workplace and aids in levelling the playing field for marginalised persons. To achieve fairness, we must recognise that each person's needs, experiences, and opportunities are unique (Saska, 2022).

The interviewees consider the following types of diversity and inclusion to be relevant to them: (1) nutrition and flexibility, (2) diversity and inclusion management, (3) continuous improvement (training), (4) gender inclusion, (5) embracing your differences, (6) respecting the people for who they are, (7) cultural inclusion, and (8) equal opportunities.

Conclusion

This chapter connected the research findings to the academic literature on diversity and inclusion in Dublin workplaces and their impact on employees from other countries living and working in Ireland. The literature research indicated that there is no one definition of diversity and inclusion, yet they all get to the heart of the two concepts. Despite this, everyone has a distinct understanding of what diversity and inclusion entail. The findings of this study show that there are consequences for employees from Argentina, Brazil, and Chile regarding diversity and inclusion in Dublin.

Organisations must give a sense of belonging to sustain high levels of satisfaction and, as a result, boost worker performance. A lack of diversity and inclusion management in organisations can negatively influence the organisation's interests.

Although the research questions posed in this study were answered, we can see that the majority of participants in the sample had favourable experiences, with beneficial effects that increased their satisfaction and performance within their businesses.

Future Research

The current study excludes any assessment of inclusion as viewed by the sample of chosen participants. Future research might expand on this study by looking at how the human resources departments in Dublin firms prioritises the adoption of diversity and inclusion as a strategy to have happier and higher performing staff in a more scientific rather than empirical method.

Most of the current study focuses on the causes of discrimination and social isolation among immigrants in Ireland. Future research could assess whether the effect of increased immigration to Ireland, particularly Dublin, is connected to the alternatives the country provides for non-nationals to remain in the country.

Dublin's focus on degrees of diversity has not extended to Latin American countries. Investigations found refer exclusively to people from countries in Africa, Asia or the European Union. People from Latin American nations, particularly Brazilian immigrants, have increased.

Finally, further study would aid Human Resources by providing a more detailed knowledge of the aspects to be considered on issues of diversity and inclusion in Dublin workplaces.

Recommendations

This research investigated perceived levels of diversity and inclusion among Latin American workers and residents in Dublin; in particular, Argentina, Brazil, and Chile. The following guidelines are designed to increase senior managers, front-line workers, employees, and the general public's awareness of diversity, which has always been a part of our everyday lives.

Once there are more than two individuals in an organisation, variety exists. Identity variety can include socialised and observable characteristics of ethnicity, gender identity, religion, country, bodily size or shape, age, and sexual orientation. A company might be diverse without being inclusive, as diversity is not a prerequisite for inclusion. Creating a varied workplace means that there will be differences; inclusion goes further by asking how everyone from team members to end users can feel valued (Saska, 2022).

Once an organisation has a diverse workforce, it must focus on how each team member is integrated to ensure they feel included and appreciated. In the past, it was assumed that all corporation members were prepared and able to do their jobs because each individual has unique ideas, talents, thoughts, cultures, nationalities, and languages. Once the choice is taken to address this issue and to apply techniques that promote diversity and inclusion management, employees will be happier and more productive. Effective diversity and inclusion management necessitates carefully selecting creative interventions and activities pertinent to the organisation's needs. Moreover, the organisation's strategic planning method should be used to solve diversity-related difficulties (Carnevale and Stone, 1994).

It is proposed that organisations, particularly those in multicultural cities, conduct surveys of their workers to determine the perceived level of diversity and inclusion within them. Based on the findings of the surveys, a plan should then be developed and implemented.

Implementation Duration and Costs

A survey is an effective method for gauging the level of diversity and inclusion that employees perceive in their workplace and eliciting ideas or proposals from the respondents. The costs associated with a survey vary based on its duration and the number of respondents. A 10-minute survey of 250 participants could cost in the region of €950. (SurveySwap, 2022).

Once the survey findings have been established, it is recommended to have a team from the business develop plans that should be implemented with a view to continuously improving the experience of employees when it comes to matters of diversity and inclusion. It is critical that senior leadership sponsor both the survey and the implementation plans. Over the following six to twelve it is recommended to conduct further pulse surveys to assess the progress being made. While it is possible to quantify the cost of the actual survey it is more difficult to quantify the cost associated with the management time invested in implementing the improvements.

Conclusion

The researcher attempted to investigate and contribute to a better understanding of the influence of perceived levels of diversity, inclusion, and belonging in Dublin workplaces for Argentineans, Brazilians, and Chileans aged 25 to 35 who live in Ireland. The examination of the literature led the researcher along the road of theoretical models in diversity and inclusion management and the significance for immigrants in Ireland. This revealed a void in the literature concerning Latin American ex-pats living and working in Dublin. Although the presence of foreigners from Latin America has risen yearly, the research reviewed thus far has not examined nations from this region. According to studies, most immigrants in Dublin believe that diversity is high and that it is critical for them to feel respected and included in their jobs. From the sample used to gather data for this study, everyone who worked for a firm with even a tiny amount of diversity and inclusion management exhibited positive results.

To summarise, businesses in diverse areas must create a diversity and inclusion plan to address exclusion, discontent, dissatisfaction, and poor performance within their workforce. Because an inclusive workplace has equal norms and processes, various people may communicate constructively with one another. There is no doubting that creating equal and inclusive labour markets and places of work is advantageous. Furthermore, it is required for the continuing prosperity of enterprises and economies throughout time (CIPD, 2021).

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A Statement Of Knowledge (CIPD Requirement)

Since I grew up with a family member who worked in the HR field in my home country of Mexico, I have had a lifelong desire to enter the Human Resources field. My mother provided me with historical context on HR at the time. Almost no options exist for a man to work in human resources, and every time I applied for a position in this field, I was interviewed for accounting roles. Therefore, I gave up my desire for a time.

After completing my English studies in Ireland, I decided to increase my level of education from a Bachelor's to a Master's, at which point I would restart my ambition of working in HR. Thus began my experience as an international student enrolled in the experiential learning programme at the National College of Ireland.

There are no words to express how delighted and proud I am to have participated in the National College of Ireland's matriculation process in the field I have always desired.

First and foremost, I must admit that I was really anxious since, although I had a degree in Administration from my own country, I did not understand how the educational institutions in Dublin functioned. When I recall my first master's work, I can honestly state that I had no idea what I was doing, and at one point, I wondered whether my age (over 30) was costing me more. To return to the present, I envision myself completing my dissertation, and I could not be happier with my accomplishments to date.

Starting a task is the most challenging thing for me, and I believe for everyone else. Consequently, I must admit that it was challenging to begin my thesis. I constantly said, "I will begin tomorrow", but I had so little time to begin when I recognised it.

Since I began my master's degree, my thesis topic was nearly evident, but I could not make it more specific. I began my study as soon as I determined the precise title I would give to my work.

I had specific areas that were more challenging than others, but I liked every single one. Sometimes I wanted to write more and more, but I had to restrain myself and be more succinct to fulfil the word limit.

As a result of performing this investigation, I have acquired many competencies. I have suffered restless nights and back discomfort due to spending hours in front of the computer. Now, I must just defend my dissertation, and my job here will be complete.

Appendices

Appendix 1 – Questions for Interview

Questions for Interview		
A Research on the impacts of perceived levels of diversity, inclusion and belonging in Dublin workplaces for Argentinians, Brazilians and Chileans between 25 and 35 years of age residing in Ireland.	1	Please provide: age, gender, nationality, and where you currently reside.
	2	Please tell me about your present position. What are your general thoughts about your job?
	3	If you could design the perfect job for yourself, what characteristics would it have?
	4	Which components of the job do you feel would be most essential to you?
	5	What is the first thought that comes to mind when you hear the terms diversity, equity, and inclusion (DE&I)?
	6	How do you define diversity?
	7	In your opinion, how essential is it to have a diverse workforce at workplace?
	8	What experiences have you had in your current job in Ireland as a person from a different nationality?
	9	What is your point of view of Dublin's degree of diversity?
	10	What is the sense of belonging that your workplace gives you?
	11	What is your experience is a matter of being part of a non-national or non-European group in your workplace?
	12	Could you tell me your opinion about your workplace in terms of feeling valued and included?
	13	Do you believe foreign workers could perform better if they felt valued and included? Why?
	14	Are the working conditions the same for each employee who has the same or similar position as yours? If not, what is different?
	15	What is your perception of the level of inclusion given to each worker in your organization, taking into account nationality, language, religion and culture?
	16	Have you ever felt excluded, in any way, in your workplace? If you have been excluded, how did this make you feel?
	17	Describe, in general, your experiences as part of the workforce in Dublin, being a person between 25 and 35 years of age from a different culture, nationality or ethnicity than the local one?
	18	What kind of inclusion and sense of belonging are considered essential or relevant to you?
	19	What would you do differently in terms of DE&I, and belonging so that you would perform better in your workplace?
	20	What have been the impacts of the perceived levels of diversity, inclusion and belonging in your workplace in Dublin for you?
	21	Would you like to add something else?
	22	Thank you

Appendix 2 – Tabular representations of the information collected from participants.

Table 4. Question 8

Experiences at work as a person from a different nationality	Participants	Good	Bad	Mixed	Comments
	1				x
	2	x			
	3	x			x
	4	x			
	5	x			
	6	x			
	7	x			x
	8	x			x
	9			x	x

Table 5. Question 9

Point of view of Dublin's degree of diversity	Participants	High	Normal	Low	Comments
	1	x			x
	2	x			x
	3	x			x
	4	x			x
	5	x			x
	6	x			x
	7	x			x
	8	x			x
	9	x			

Table 6. Question 15

Level of inclusion given to each worker in your organization, taking into account nationality, language, religion and culture	Participants	Inclusive	Not Inclusive	Mixed	Comments
	1	Good			x
	2	High			x
	3	Very High			x
	4	Normal level			
	5		x		x
	6	Good			
	7			x	
	8	Good			x
	9	Not good/bad			

Table 7. Question 16

Have you ever felt excluded in any way in your workplace?	Participants	Yes	No	Sometimes	Comments
	1	x			x
	2		x		
	3		x		x
	4		x		x
	5			x	x
	6		x		
	7		x		
	8			x	x
	9			x	

Table 8. Question 10

What is the sense of belonging that your work place gives you?	Participants	There is	There is no	Mixed	Comments
	1		x		x
	2			x	
	3	x			
	4	x			
	5			x	x
	6	x			x
	7	x			x
	8	x			
	9	x			

Table 9. Question 11

What is your experience is a matter of being part of non-national or non-European group in your workplace?	Participants	Positive	Negative	Mixed	Comments	Evasion	
	1	x					
	2	x					
	3				x	x	
	4	x					
	5			x		x	
	6						x
	7	x					
	8	x				x	
	9				x	x	

Table 10. Question 17

Experiences as part of the workforce in Dublin, being a person between 25 and 35 years of age from a different culture, nationality or ethnicity that the local one.	Participants	Good	Terrible	Mixed	Comments
	1	x			x
	2			x	x
	3		x		x
	4	x			
	5			x	x
	6	x			
	7	x			
	8			x	x
	9	x			x

Table 11. Question 20

What have been the impacts of the perceived levels of diversity, inclusion and belonging in your workplace in Dublin?	Participants	Positive	Negative	Mixed	Comments
	1			x	x
	2			x	x
	3			x	x
	4			x	x
	5			x	x
	6	x			
	7	x			
	8	x			
	9			x	x

Table 12. Question 12

Could you tell me your opinion about your workplace in terms of feeling valued and included?	Participants	I do feel	I do not feel	Mixed	Comments	Evasion
	1			x	x	
	2			x	x	
	3	x				
	4			x	x	
	5			x	x	
	6					x
	7	x			x	
	8	x			x	
	9	x			x	

Table 13. Question 13

Do you believe foreign workers could perform better if they felt valued and included?	Participants	I believe	I do not	Mixed	Comments	Evasion
	1	x			x	
	2	x			x	
	3	x			x	
	4	x			x	
	5	x			x	
	6	x			x	
	7	x			x	
	8	x			x	
	9	x			x	

Table 14. Question 14

Are the working conditions the same for each employee who has the same or similar position as yours?	Participants	Same	Different	Exceptions	Comments	Evasion
	1		x		x	
	2		x		x	
	3	x				
	4				x	x
	5				x	x
	6	x				
	7	x				x
	8	x				
	9	x				

Table 15. Question 19

What would you do differently in terms of D&E, and belonging so that you would perform better in your workplace?	Participants	Events	D&I Management	Same treatment	Embracing individuality.	Courses	Nothing
	1	x					
	2		x		x		
	3			x			
	4	x					
	5		x				
	6					x	
	7		x				x
	8	x					
	9						x

Table 16. Question 4

Which components of the job do you feel would be most essential to you?	Participants	Essential Components
	1	Flexibility
	2	A fan
	3	Technology
	4	More vacations
	5	Communication and transparency
	6	Management and leadership
	7	Leadership
	8	Hybrid work
	9	Good environment

Table 17. Question 7

In your opinion, how essential is it to have a diverse workforce at workplace?	Participants	Essential	It is not	Evasion	Comments
	1	x			x
	2	x			x
	3		x		x
	4	x			x
	5	x			x
	6	x			x
	7	x			
	8	x			x
	9	x			x

Table 18. Question 18

What kind of inclusion and sense of belonging are considered essential or relevant to you?	Participants	Relevant inclusion and sense of belonging
	1	Alimentation and flexibility
	2	Diversity and inclusion management
	3	Help to improve
	4	Gender Inclusion
	5	Embrace your differences
	6	Respecting people for who they are.
	7	Gender Inclusion
	8	Include your culture
	9	Same opportunities