

<b>Institution:</b> Anglia Ruskin University		
<b>Unit of Assessment:</b> C17 (Business and Management Studies)		
<b>Title of case study:</b> Improved workplace outcomes for sexual-orientation and gender-identity minorities		
<b>Period when the underpinning research was undertaken:</b> 2014-2019		
<b>Details of staff conducting the underpinning research from the submitting unit:</b>		
<b>Name(s):</b>  Nick Drydakis	<b>Role(s) (e.g. job title):</b>  Professor in Economics and Director of the Centre for Pluralist Economics	<b>Period(s) employed by submitting HEI:</b> 2012-present
<b>Period when the claimed impact occurred:</b> 2014-2020		
<b>Is this case study continued from a case study submitted in 2014?</b> No		
<b>1. Summary of the impact</b> (indicative maximum 100 words)		
<p>Drydakis' research has improved workplace outcomes for sexual-orientation and gender identity minorities, nationally and globally:</p> <ul style="list-style-type: none"> <li>- Shaping policy on workplace discrimination against minorities at the European Commission, OECD and World Bank.</li> <li>- Informing the first gender identity workplace guidance adopted by Canada's largest labour union.</li> <li>- Producing the first UK workplace guidance on gender identity, through consultancy for the Government Equalities Office <ul style="list-style-type: none"> <li>- 80% of firms adopting the guidance enhanced work performance</li> <li>- 60% of trans employees experienced improved self-esteem.</li> </ul> </li> <li>- Informing the OECD's Programme for International Student Assessment call for anti-discrimination education in schools <ul style="list-style-type: none"> <li>- Adoption by the UK Department of Education resulted in a 14% employment increase for these minorities.</li> </ul> </li> </ul>		
<b>2. Underpinning research</b> (indicative maximum 500 words)		
<p>Drydakis has pioneered research into the experiences of sexual-orientation and gender identity minorities in the workplace. His research has been crucial in enabling a clearer understanding of a range of associated problems that were previously unnoticed by governments, researchers and activists: problems such as school age bullying, job satisfaction, workplace bullying, openness about own sexuality, performance outcomes and transitioning.</p> <p>His research indicates that sexual-orientation minorities face significant occupational access constraints, wage discrimination and lower job satisfaction, in comparison with sexual-orientation majorities (<b>R1-6</b>). In one of the first studies of the kind, it was found that school-age bullying negatively affects the victims' education and subsequent employment and wage levels (<b>R2</b>). Long term, the effects of early-age bullying tend to persist, and these are correlated with a higher uptake of blue-collar jobs and further workplace bullying. The research found that these outcomes can be reversed by:</p> <ul style="list-style-type: none"> <li>- anti-bullying strategies and gender and relationship education at school to support young LGBT people through their physical, emotional and moral development,</li> <li>- establishing LGBT groups in the workplace,</li> <li>- implementing workplace inclusive policies, leading to improved job satisfaction and performance (<b>R2, R6</b>).</li> </ul>		

Another innovative study demonstrates that if employees are open about their sexual orientation, then job satisfaction and workplace experience is positively benefitted, leading to improved confidence, higher commitment, and better interaction with colleagues (R4).

Experiences of trans people transitioning at work was significantly under-researched. Drydakis' study (R5) demonstrated that sex transitioning leading to congruence between gender identity and appearance is associated with improved mental health and life and job satisfaction. Greater congruence also leads to an increase in extraversion, better relationships with co-workers and supervisors, higher self-esteem, greater sense of achievement, and greater positivity towards life. The study shows that there are significant organisational benefits in treating transitioning employees in an unbiased way (R5).

Drydakis' research also demonstrates positive benefits at corporate, financial and individual levels in fostering openness about sexual orientation (R1-6). The research also demonstrates the business advantages of being an inclusive organisation. These studies are explicit in proposing organisational policies to combat the observed workplace constraints and discrimination for transitioning employees. These include diversity management, mentoring schemes, counselling support and management training (R5) which enable human resources departments to understand the range of issues experienced by LGBT employees. The research is also explicit in detailing the features, processes and practices of organisational cultures that accommodate the specific needs of these populations, that LGBT people should not be refused for hiring or promotion because of their sexual orientation, and that measures should be taken if an LGBT employee is harassed by colleagues/customers (R5).

### 3. References to the research (indicative maximum of six references)

**R1.** Drydakis, N. (2014). Sexual orientation discrimination in the Cypriot labour market. Distastes or uncertainty? *International Journal of Manpower*, 35(5): 720 –744.

<https://doi.org/10.1108/IJM-02-2012-0026>

**R2.** Drydakis, N. (2014). Bullying at school and labour market outcomes. *International Journal of Manpower*, 35(8): 1185 – 1211. <https://doi.org/10.1108/IJM-08-2012-0122>

**R3.** Drydakis, N. (2015). Sexual orientation discrimination in the UK's labour market: A field experiment, *Human Relations*, 68(11): 1769-1796. <https://doi.org/10.1177/0018726715569855> In REF2

**R4.** Drydakis, N. (2015). Effect of sexual orientation on job satisfaction: Evidence from Greece. *Industrial Relations: A Journal of Economy and Society*, 54(1): 162-187.

<https://doi.org/10.1111/irel.12080>

**R5.** Drydakis, N. (2017). Trans employees, transitioning, and job satisfaction. *Journal of Vocational Behavior*, 98: 1-16. <http://doi.org/10.1016/j.jvb.2016.09.003> In REF2

**R6.** Drydakis, N. (2019). School-age bullying, workplace bullying and job satisfaction: Experiences of LGB people in Britain. *The Manchester School*, 87(4): 455-488.

<https://doi.org/10.1111/manc.12257>. In REF2.

### 4. Details of the impact (indicative maximum 750 words)

Drydakis' (R1-6) underpinning research on workplace issues related to sexual-orientation and gender-identity minorities has:

- been utilized and adopted by international institutions and organisations in their policy documents (EC, OECD and World Bank)
- informed the development and subsequent implementation of new workplace policies in Canada

- led to the production of the first UK workplace Guidance on gender identity with demonstrable positive effects for organisations and their employees
- informed gender and anti-bullying school-age education, leading to increased employment for sexual orientation and gender-identity minorities in the UK.

### **Informing data and shaping new workplace policy recommendations for the EC, OECD, World Bank and Canada's Public Service Alliance**

Drydakis' research on sexual orientation and trans identity led to a commission from the World Bank (Job Knowledge Platform Programme: IZA World of Labour) in 2014 and 2017 to evaluate the global workplace experiences of LGBT employees (**S1**). Based on data derived from wage, unemployment and job-satisfaction meta-analyses, the publication of these reports led to a series of recommendations introduced into World Bank/IZA World of Labour guidance and policy on this topic (**S1**):

- Schools to adopt sexual orientation anti-discrimination education
- Organisations to collect and register sensitive data, ensuring that personal information reflects employees' self-defined identities
- To ensure privacy for trans staff in relation to medical history and naming history
- To ensure that uniforms, where required, are flexible and not gender-specific
- To ensure the provision of gender inclusive facilities.

The 2014 World Bank/IZA World of Labor study (**S1**), along with **R1-4** were used by the OECD in a 2017 report on ways to reduce workplace biases against sexual-orientation and gender-identity minorities. The report states that 'it would be enlightening' to take up Drydakis' techniques, approaches and evaluations for further research on the theme and policy actions' (**S2**, paragraph 256, page 109). The OECD also invited Drydakis to give a 2017 address to the Deputy Director of Employment, Labour and Social Affairs at the Organisation for Economic Co-operation and Development (OECD) and officers from the European Agency for Human Rights. This examined recent advances in the economics of employment discrimination against sexual-orientation and trans people (**S3**). The official statistics agency in Sweden (Statistics Sweden) used Drydakis' recommendations (**S1**) and OECD's document (**S2**) to set up procedures for asking about sexual identity for the 2019 National Health Interview Survey (**S4**).

**R1-3** provided evidence on three European countries (UK, Cyprus and Greece) and shaped the conclusions of a 2016 report of the EC Agency for the Improvement of Living and Working Conditions, which evaluated the policy developments needed to address obstacles that LGBT encounter in the labour market (**S5**). The 2020 European Union Agency for Fundamental Rights report indicated that in 2019 the percentage of sexual minorities who felt discriminated against when looking for work reduced by 18% compared to 2012 (**S6**). These positive report findings demonstrate the value of policy interventions in the OECD and EU-28, which have been influenced by Drydakis' research.

**R5** (itself informed by **S1** and **R1-4**), was the sole academic source used to shape the first Canadian Guide on trans people's work outcomes by the Public Service Alliance of Canada (**S7**), the largest labour union in the country, published in 2018. This makes recommendations to organisations to improve trans people's employment outcomes. Drydakis' research informed the Guide's transition plan template, a series of recommendations for workplace protection actions, along with recommendations that support the training of organisations, unions, managers and colleagues in dealing with trans issues (**S7**).

### **Advising on government policies leading to benefits for gender-identity minorities and employers in the UK**

Between 2014 and 2015 Drydakis provided expert knowledge and consultancy to:

- The Government Equalities Office
- Inclusive Employers (the UK leading organisation for employers looking to build inclusive workplaces)

Drydakis' research underpinned his engagement with these organisations as they prepared the first UK Guidance on trans workplace issues (**S8** page 3). Anglia Ruskin University was the only university to be invited to collaborate with the Government Equalities Office (**S8** page 3) on this Guidance, providing research informed recommendations based on Drydakis' studies (**R1-4**).

Several sections in the Guidance have been shaped by this research:

- Recommendations on organisational culture, values, and awareness, emphasising the role of diversity management, positive actions, and measures of workplace climate in improving trans people's engagement with work, loyalty and performance.
- Advice on how to represent inclusiveness on companies' websites and branding.
- Guidance for human resources departments on recruitment policies to enable organisations to secure the best possible applicants regardless of their gender identity.
- Advice on retention policies, including details of key milestones for managers before and after trans people's transition.

Since 2015, this Guidance has been implemented by 110 public and private organisations including the Bank of England, Co-operative Bank, House of Lords, NHS Digital, Nestle, Sky, Sony and Volkswagen. According to an evaluation study in 2019 (**S9**), drawing on information from 112 regional departments across the UK, the Guidance has positively impacted organisational culture and increased well-being for gender identity minorities.

By implementing this Guidance, 90% of human resources managers indicated that it has assisted their organizations in creating a more inclusive culture. 100% stated that the Guidance enabled their organizations to make more inclusive recruitment decisions for gender identity minority applicants, and 83% indicated that it has positively affected the corporate profile of their organizations (**S9**). At least half of these managers indicated that the Guidance has positively affected trans employees' and managers' behaviours, improving performance, fostering collegiality and reducing complaints (**S9**). This evidence also indicates that the Guidance has had a positive influence on the mental health of trans people: 80% felt more accepted and valued by the Government, and 50% reported higher self-esteem and self-respect resulting from the Guidance's promotion of inclusivity in the workplace (**S9**).

### **Informing gender and anti-bullying school-age education leading to increased employment for sexual orientation and gender-identity minorities in the UK**

**R2** emphasized the importance of reducing negative school experiences for minority population groups in schools and the long-term benefits of this for their employment and income. This research also set out a series of policy recommendations aiming to educate and reduce discrimination through the introduction of sensitivity and awareness training for school staff. This research and these recommendations have influenced a range of policy action and positive workplace outcomes:

- In 2015 **R2** informed the OECD's Programme for International Student Assessment (PISA) recommendations, which called for effective practices to transform the educational outcomes of sexual minority pupils of school-age (**S10a**).
- In 2016 the UK Department of Education addressed the PISA recommendations (**S10a**) in the PISA National Report for England (**S10b**) and introduced anti-discrimination interventions in schools.
- In 2019 the Department of Education acknowledged the success of the trials (**S10c**), and gender education became compulsory in all secondary schools in the UK (**S10c**).

The long-term impact of the anti-discrimination interventions in schools has been evidenced in a 2020 study consisting of a sample of 4,000 observations of young people up to the age of 24. The study assessed that the gender and anti-bullying educational interventions in schools have resulted in a 14% employment increase for sexual and gender identity minorities (**S10d**).

**5. Sources to corroborate the impact** (indicative maximum of 10 references)

**S1.** Drydakis Nick (2014). Sexual orientation and labor market outcomes. IZA World of Labor: 111. Link: <https://wol.iza.org/articles/sexual-orientation-and-labor-market-outcomes>;

**S2.** OECD (2017). LGBTI in OECD Countries. Paris: OECD Social, Employment and Migration Working Papers, No. 198. Paris: OECD.

<http://www.oecd-ilibrary.org/docserver/download/d5d49711-en.pdf?expires=1499612169&id=id&accname=guest&checksum=E4BDAC19761B33E70CF2EF58192C5E89>

**S3.** Programme of the OECD Workshop on Recent Advances in the Economics of Discrimination, July 2017.

**S4.** Journal of Official Statistics (2019). Asking about Sexual Identity on the National Health Interview Survey: Does Mode Matter? Statistics Sweden.

<https://content.sciendo.com/view/journals/jos/35/4/article-p807.xml>

**S5.** EU Agency for the improvement of living and working conditions (2016). Working Life Experiences of LGBT People and initiatives to tackle discrimination. Loughlinstown: Eurofound.

<https://www.eurofound.europa.eu/publications/report/2016/eu-member-states/working-life-experiences-of-lgbt-people-and-initiatives-to-tackle-discrimination#tab-01>

**S6.** European Union Agency for Fundamental Rights (2020). A Long Way to Go for LGBTI Equality. Luxembourg: Publications Office of the European Union.

[https://fra.europa.eu/sites/default/files/fra\\_uploads/fra-2020-lgbti-equality\\_en.pdf](https://fra.europa.eu/sites/default/files/fra_uploads/fra-2020-lgbti-equality_en.pdf)

**S7.** Public Service Alliance of Canada (2018). Building Trans-Inclusive Workplaces: A Guide for Managers, Unions and Workers. Ottawa, Ontario: Public Service Alliance of Canada.

<http://psacunion.ca/sites/psac/files/attachments/pdfs/psac-trans-inclusive-workplaces-2018-updated.pdf>

**S8.** Government Equalities Office (2015). The Recruitment and Retention of Transgender Staff: Guidance for Employers. London: Government Equalities Office.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/484855/The\\_recruitment\\_and\\_retention\\_of\\_transgender\\_staff\\_guidance\\_for\\_employers.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/484855/The_recruitment_and_retention_of_transgender_staff_guidance_for_employers.pdf)

**S9.** Bozani, V. Drydakis N, Sidiropoulou, K. Harvey B. and Paraskevopoulou, A. (2019). Workplace Positive Actions, Gender Identity, Self-Esteem and HR. International Journal of Manpower. In print.

<https://www.emerald.com/insight/content/doi/10.1108/IJM-03-2019-0153/full/html>

**S10.** PISA recommendations, implementation and impact **(a)** OECD (2015). PISA 2015 Results (Volume III). Students' Well-Being: Paris: OECD; **(b)** Department of Education (2016).

Achievement of 15-YearOlds in England: PISA 2015 National Report. London: Department of Education; **(c)** Department of Education (2019). Relationships, Education, Relationships and

Sex Education (RSE) and Health Education. London: Department of Education; **(d)** British LGBT Awards (2020). British LGBT <25 Survey Summary. London: British LGBT Awards.