Workplace Diversity

Student Name

University

Course

Instructor

Due Date

**Workplace Diversity**

**Question 1**

Gender socialization is the process in which individuals are taught how to behave in accordance with their gender right from birth socially. Women are taught to carry out certain tasks such as taking care of the home, cooking, and nurturing (Handel, 2017). On the other hand, men are socialized to take outdoor tasks such as repairing things, mowing the lawn, and washing cars. The impact is that people grow up striving to meet these socialized expectations even in the workplace. Men are treated as go-getters and independent. This has allowed more men to enter the workplace over the years more than women. Consequently, socialization has widened the wage gap since women are still perceived with the traditional approach even at the workplace.

**Question 2**

Depending on the situation, sexual segregation can be used to violate the rights of people of one gender and create social and economic inequalities (Steinmetz, 2012). Organizations can reduce sex segregation at the workplace using policies that promote workplace diversity. It should be unacceptable to discriminate against people or make policies that discriminate against people from another gender. Inclusivity and a focus on merit rather than gender can allow qualified women to take up more leadership roles. Organizations can use measures that punish bad behaviors, such as sexual harassment workplace policy. On the other hand, individuals can reduce sex segregation through the change of attitudes and behaviors towards people of the other gender and see them as colleagues.

**Question 3**

The effect of occupational segregation is evident in the workplace. For instance, black women are less likely to feel treated with respect at the workplace compared to white women. Also, black women are paid 21% less than white women since they are perceived to be less competent. In addition, 28% of black women continue to be overrepresented in service jobs compared to just a fifth of white women (McDonald, 2015).Black women are also more likely to be perceived as poorer than white women. These instances show that erroneous perceptions are so pervasive and subconscious, and as such, they affect the quality of decisions made in the workplace. The reason is because of historical race relations in America, which continue to be reproduced at the workplace.

**Question 4**

I am aware of the glass escalator concept. The glass escalator concept is the way men, mostly heterosexual men, are put on a fast track to take over female-dominated positions (Connell, 2016). For instance, due to increased competition in the job market like teaching and nursing, men are increasingly being posited to take over leadership positions despite the fields being female-dominated. Feminized positions typically pay lower wages than male professions. However, males earn higher wages than the most qualified women in the same position. However, men of color and gay men do not enjoy the same privilege as their heterogeneous male counterparts. It is unfair that as career women climb up the ladder in female-dominated positions, male peers glide past them and earn even higher wages than before, portraying the epitome of workplace gender discrimination.

**Question 5**

Women have a responsibility to create a better world for future girls. Women can use their positions of power, such as government, organizations, and the private sector, to push for better legislation and policies. They can petition organizational leaders and policymakers to make it punishable to discriminate against women at work through effectively implemented laws. On the other hand, parents can reduce gender socialization at home by encouraging their daughters to break the traditional gender boundaries in their roles at home and in the career choices they make at school. This will boost the daughter's self-belief and reduce the gender gap in the workplace.

References

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McDonald, J. (2015). Occupational segregation research: Queering the conversation. *Gender, Work & Organization*, *23*(1), 19-35. <https://doi.org/10.1111/gwao.12100>

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