TITLE   An Analysis of Leadership Styles and Practices of University
                   Women in Administrative Vice Presidencies

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OBJECTIVE   This purpose of this study was to survey the perceptions of
                   current female vice presidents in nonacademic roles
                   regarding the leadership practices and styles they use to
                   lead their functional areas and analyze the impact of
                   demographic characteristics on their success.

METHODOLODY

The sample was recruited from the population of women vice presidents in
nonacademic affairs functional areas of higher education in the Carnegie
doctoral/research universities-extensive (N=351) and 68 completed the surveys
(21.5% response rate). The typical respondent had a doctoral degree (47.1%),
specializing in education and others areas of administration (33.8%), holding her
first VP appointment (63.2%) in either finance/administration (25%), student
affairs (16.2%) or alumni affairs and development (13.2%), was Caucasian
(82.4%), and married (70.6%). Reliability coefficients were calculated for the LPI
as follows: .70 Model, .85 Inspire, .76 Challenge, .77 Enable, and .89 Encourage.

KEY FINDINGS

Women VPs rated themselves engaging most frequently in Enable Others to Act,
followed by Model, Encourage, Challenge, and Inspire. No significant
correlations were found between any of the five leadership practices and the
education variables (highest level of education, highest degree specialization, or
years since highest degree completed). Respondents who indicated this was
their first-time as a VP were significantly correlated with Inspire and Challenge,
while those who reported this was not their first VP appointment were negatively
correlated with Inspire. Generally no correlations were found between current
functional area (alumni affairs, business affairs, planning and budget, finance and
administration, human resources, technology, government, facility, and others)
and any of the five leadership practices; with the exception of Inspire being
correlated with student affairs and Challenge with university communications,.

No personal variable (race/ethnicity, marital status, working spouse, or dependent children status) yielded any significant correlation with the five leadership practices.