ABSTRACT

Styles of leadership applied by leaders in an organization have been widely recognized to have significant role in the performance of the organization. The increase and decrease of performance often relates to the styles of leadership applied by the leaders.

This research was conducted in Sikka, one of the autonomous districts in NTT province where staff mutation from one position to another often took place. This condition often forces the "new staffs" to adapt with the new style of leadership. Specifically, the research aims at recognizing the relationship among four leadership styles; directing, guiding, supporting and delegating performance of the staffs in local government office.

The respondences of the research were the governmental officials in government offices in Sikka comprising of 1,089 people. Of the respondents, 212 people we taken out as the research sample. The sample comprices of 52 office staffs in Local Income Service, 54 staffs in Land Transportation Service, 56 staffs in Educational Service, and 50 staffs in Local Adviser Board. The result of the research suggested that the performance of the staffs in government offices of Sikka was significantly affected by all four styles of leadership. More detailed results are as follows: directing style, b = 0.360823 with probability 0.011; guiding style, b = 1.023767 with probability 0.000 supporting style, b = 0.430148 with probability 0.000; and delegating style, b = 0.375627 with probability 0.001. The four styles have effective weight contributions of 41.5% on the performance of the staffs.

Partially, variable of guiding style is more dominant with effective weight contribution 21.957% than other three styles. The result indicates that public staffs have high education level and skill in performing their duties. This also indicates that the ability the staffs had is relatively high.

Key Words: Style of Leadership, Performance of the Staffs, Directing Style, Guiding Style, Supporting Style, Delegating Style, Governmental Staffs