



Universiteit Leiden

Faculteit der Sociale Wetenschappen



# Uniqueness of Quartermastering

The relationship between commissioner and quartermaster in quartermastering in comparison to project management

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## Abstract

A quartermaster is a professional manager who is responsible for the preparation and organization of something new. In this research, the relationship between commissioner and quartermaster is exposed and the uniqueness of quartermastering is explored by comparing quartermastering to project management. This relationship is divided into four sections: the instrumental relationship, the social-emotional relationship, the power relationship and the negotiation relationship. In this study, 35 quartermasters and 17 commissioners filled out a questionnaire. Data showed that in the instrumental relationship, quartermasters were mainly responsible for the process, and commissioners for the result. The social-emotional relationship between the commissioner and the quartermaster is very important. The quartermaster does not have a high degree of formal power; however, it is necessary to be an inspiring leader. Collaboration occurs between the commissioner and the quartermaster, due to the advisory role of the quartermaster; however, there can also be negotiation. In seven personal interviews, the interviewees underlined the importance of trust between the commissioner and the quartermaster.

Keywords: Quartermastering, project management, public sector, relationship, power, negotiation

## Acknowledgements

This thesis could not have been written without the support of many individuals, to whom I would like to express my appreciation.

First, I would like to thank the most important people who guided me during the research and writing. My supervisor, Dr. Herman Steensma, who answered all of my questions. He was always supportive and motivated me during the process. I was very motivated to perform quality research after my inspiring appointments with Dr. Herman Steensma. I would also like to show my appreciation to Huub Janssen and Gert-Jan Cornel of the Kwartiermakersgilde, for providing good suggestions for the research and for bringing me into contact with interesting quartermasters and commissioners.

Second, I would like to thank the quartermasters and commissioners who provided me with information about their jobs within the interviews.

Finally, I would like to thank all the people who have supported me. The most important person is Jordi, my husband. My parents have also been unwavering in their support.

Nanja Flikweert

August 2015, Leiden

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## **1. Introduction**

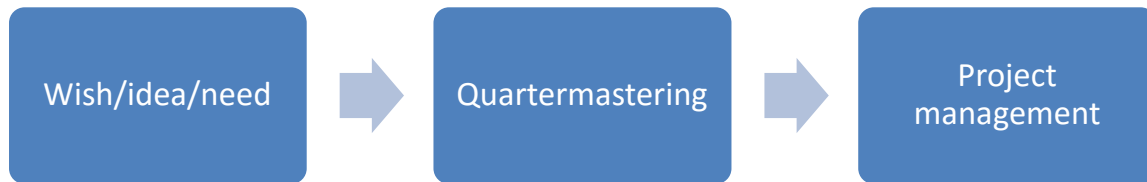
This thesis is a combination of a thesis written at Leiden University and an internship completed at the Kwartiermakersgilde (Quartermaster's Guild). This guild is a place for sharing knowledge and networking. The founders of the Kwartiermakersgilde contribute to the professionalization of the quartermaster and pursue the improvement of quality in quartermastering. This study was based on the inaugural study concerning quartermastering, completed by Lievers (2013), which discussed quartermastering as a profession.

### **1.1 Quartermastering**

“Quartermaster” is a term that was originally used in military speech. In that context, a quartermaster is a person who is responsible for organizing supplies for troops, or an officer who oversees arrangements for the movement and quartering of the troops (Lievers, 2013). The quartermaster was especially active in the initial posting of the troops. This is also the case in the modern meaning of the word quartermaster, as quartermasters are active prior to the phase of a project. The term “quartermaster” in this study denotes a professional manager who is responsible for the preparation and organization of something new. The quartermaster inspires and brings several parties together (Janssen, 2014).

Janssen (2014) wrote about the phase of quartermastering, stating that a quartermaster is needed when the commissioner of the quartermaster has a problem, a wish or an idea. The problem must concern something new, for example, a new organization or a new department. In this study, following the example of Lievers (2013), the person who gives the quartermaster the instructions is the “commissioner.” Janssen (2014) argued that the quartermastering phase ends when the new organization has a goal, a location, a vision and staff. During that phase, there is a need for regular management or project management.

Quartermastering is the phase between the idea or need and the regular form of management (Figure 1).



*Figure 1.* Phases in establishing a project with quartermastering. Adapted from Janssen (2014).

A successful project commences with an assignment from the commissioner. The assignment must be specific, measurable, verifiable and realistic (Kerzner, 2003). In this assignment, the problem definition in particular must be clear. In the case of a quartermastering project, the actual planning or organization is often absent. Janssen (2014) argued that this is for the quartermaster to establish; therefore, a quartermaster has a degree of freedom in his or her work. After the assignment and problem definition phases, the quartermaster must develop solutions to the problem and the project must be planned. Subsequently, when the plan is clear and there is consensus between the parties, the plan will be executed. Monitoring is the most important activity for the quartermaster during that phase. When there are problems, the quartermaster may need to alter the initial plan (Lievers, 2013). When the new organization has a goal, location, vision and staff, there is then a need for regular management. Prior to the commencement of regular management, an evaluation of the work of the quartermaster occurs.

## 1.2 Previous research

Literature regarding quartermastering is scarce. Lievers (2013) examined the similarities and differences between project management and quartermastering, as a large body of knowledge



exists regarding project management. The definition of project management is the “application of knowledge, skills, tools, and techniques to project activities to meet the project requirements” (Project Management Institute, 2008). Janssen (2006) described the definition of a project: a temporary partnership between people of different organizations or disciplines who have a goal to deliver a unique product or service with prearranged resources on a prearranged date. Lievers (2013) identified four similarities between project management and quartermastering: projects and quartermastering projects are distinguished by their unique and temporary nature, there is one person who runs the project, there is a project customer or client, and both the project manager and the quartermaster can operate in a variety of industries and situations. Due to these similarities, the literature about project management may be applicable to a study concerning quartermastering. Lievers (2013) also identified some differences between quartermastering and project management. The most important difference is that the phase of quartermastering occurs prior to the phase of project management. In project management, the project manager is a leader, where the quartermaster is a networker. Figure 2 shows the difference between project managers and quartermasters: the project manager runs the project with team members, while the quartermaster aims to involve parties in the project (Lievers, 2013).

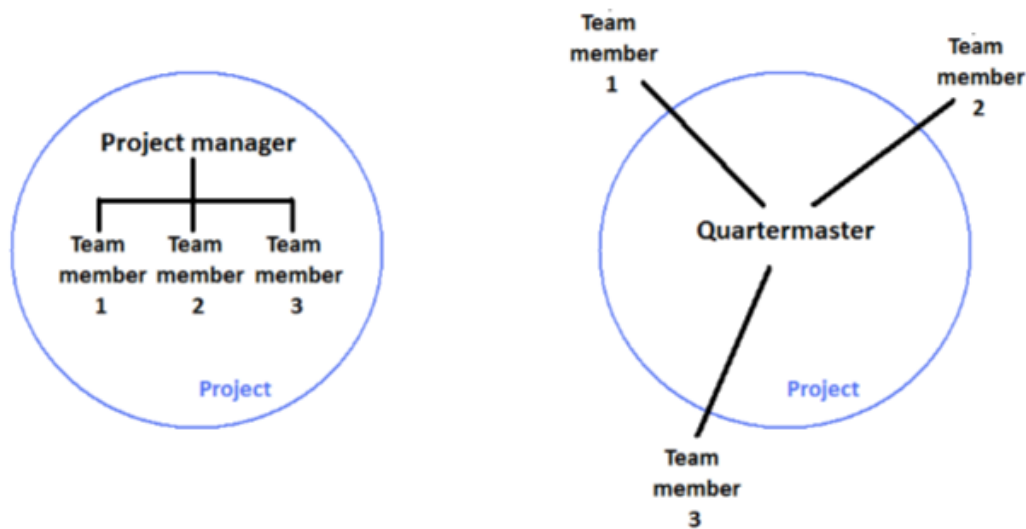


Figure 2. The differences between project management and quartermastering: leader vs. networker. Adapted from Lievers (2013).

According to Janssen (2014), quartermasters have, in comparison to project managers, less certainty, fewer frameworks and a higher degree of freedom. The work of the quartermaster has a strong influence on the organization in the future.

### 1.3 Current research

One of the recommendations for further research by Lievers (2013) was to further investigate the relationship of the commissioner and the quartermaster during quartermastering. The commissioner and the quartermaster have a high degree of contact, and consult with each other. Because the quartermaster has more freedom and fewer frameworks, the relationship between the commissioner and the quartermaster becomes more important. In the current research, the relationship between the quartermaster and the commissioner was explored and the unique aspects of this relationship were detailed in comparison to the relationship between the project manager and the commissioner in a project management assignment. The Kwartiermakersgilde requested that both a quantitative and a qualitative study be performed into the relationship between the commissioner and the quartermaster. The aim of this study

was therefore to increase the existing knowledge about quartermastering, specifically regarding the relationship between the commissioner and the quartermaster. The findings from the literature regarding project management and quartermastering are linked, and the sense in which quartermastering is unique is investigated.

The research question of this study was: **What makes quartermastering unique, considering the relationship between the commissioner and the quartermaster in quartermastering, in comparison to the relationship between the commissioner and the project manager in project management?** This research question was separated into four forms of relationship: an instrumental relationship (What makes quartermastering unique, considering the instrumental relationship between the commissioner and the quartermaster in quartermastering, in comparison to the instrumental relationship between the commissioner and the project manager in project management?), a social-emotional relationship (What makes quartermastering unique, considering the social-emotional relationship between the commissioner and the quartermaster in quartermastering, in comparison to the social-emotional relationship between the commissioner and the project manager in project management?), a power relationship (What makes quartermastering unique, considering the power relationship between the commissioner and the quartermaster in quartermastering, in comparison to the power relationship between the commissioner and the project manager in project management?) and a negotiation relationship (What makes quartermastering unique, considering the negotiation relationship between the commissioner and the quartermaster in quartermastering, in comparison to the negotiation relationship between the commissioner and the project manager in project management?) (Mastenbroek, 1996). First, the theory of Mastenbroek (1996) is examined. After that, the theory regarding the several forms of relationship between the commissioner and the project manager is examined. Subsequently, the relationships in quartermastering are explored.

## **2. Project management**

Mastenbroek (1996) based his theory about four different types of relationship on the research of Lammers (1974). Lammers (1974) found that in the field of organization theory there are two perspectives: the model of parties and the system model. The model of parties assumes conflicts and self-interests, while the system model is more idealistic and based on the view of harmony within an organization. Mastenbroek (1996) integrated these two different views on organizations in distributing the relationships within an organization in four types. The instrumental relationship and the social-emotional relationship are based on the system model and the power relationship and the negotiation relationship are based on the model of parties. The four types of relationship which Mastenbroek (1996) distinguished are applicable to people in organizations in general; this could be the relation between employer and employee or the relation between two or more employees or the relation between groups in an organization. This thesis applies this distinction to the relationship between the commissioner and the project manager. An instrumental relationship means that the focus is on the business part of the relationship: the allocation of tasks and responsibilities and the division of the project process. The social-emotional relationship is concerned with the human part of the relationship; the informal part of the relationship, where the norms and values, identification and feelings are examined. Mastenbroek (1996) gave attention to two other important aspects in relationships: power and negotiation. Power is defined as “any ability to effect change.” Negotiation is a dialogue between parties, in which each party involved attempts to gain an advantage for themselves.

It is important to mention that every relationship within an organization is not only one of the four relationships mentioned by Mastenbroek (1996), but rather a combination of the four. Each relationship is characterized by power, negotiation, dependence of tasks and social-emotional aspects. This means that, when there is a problem, one type of intervention alone is

insufficient to solve the problem; rather, all aspects of the relationship must be included in the intervention. The distinction of the four forms of relationships can be helpful in understanding problems, searching for solutions and striving for better results.

## **2.1 Instrumental relationship**

The instrumental relationship between the commissioner and the project manager concerns the way tasks are organized between them (Mastenbroek, 1996). This is also related to the goals, the organization and the procedures of the project. According to Hedeman, Vis van Heemst and Riepma (2008), the instrumental relationship between the commissioner and the project manager is the most important relationship during the project. The commissioner appoints the project manager.

The roles of the commissioner and the project manager must be distinguished. It is important that both parties are aware of their responsibilities (Hobergen, 2012). The commissioner invests money, time, power and motivation. In the process of the project, the commissioner must make procedural decisions which are important to progress the project. Furthermore, one important task of the commissioner is to facilitate the project manager. This facilitation means that the commissioner provides a good work environment and takes the lead in situations of conflict. The commissioner determines the final results of the project. Janssen (2006) argued that a commissioner must hold his or her power within the organization and must fully support the project.

The ideal situation within a project is that there is only one commissioner. Each stakeholder in the project must give responsibility for the project to one commissioner, prior to the commencement of the project. Since all stakeholders have the opportunity to choose a commissioner, they give formal power to the commissioner. This is important, because the presence of more than one (unofficial) commissioner can lead to problems during the project process. The commissioner has the responsibility for both the project plan and the success of

the project. The project manager must have enough substantive knowledge about the topic of the project, but more importantly, he or she must also have leadership and communicative capacities and knowledge about project management techniques (Janssen, 2006). The project manager takes full responsibility for the success of the project management process.

Furthermore, the project manager must communicate with the commissioner and the other parties involved in the project. At the conclusion of the project, the project manager and the commissioner evaluate the process and focus on whether the goals have been reached (Hedeman, Vis van Heemst & Riepma, 2008).

Problems within the instrumental relationship concern the business part; the task-relevant part of the relationship. For example, problems in this area may be the result of an insufficient distinction between the tasks of the project manager and the commissioner, or due to poor communication between the two parties (Mastenbroek, 1996). These problems can be solved through a rational approach, using problem analysis or a clear distinction between tasks and responsibilities.

## **2.2 Social-emotional relationship**

The social-emotional relationship concerns the human, informal part of the relationship, where the norms and values, identification and feelings are examined. During the process of preparing and organizing something new, many changes occur in the informal relationship between the project manager and the commissioner. Van der Molen (2012) highlighted that the commissioner must pay attention to the social relationship by choosing a project manager. In project management, the collaboration between the commissioner and the project manager must be intense. The collaboration will be tested by the many changes which occur during the project. It is therefore important that there is good communication between the commissioner and the project manager.

There can be situations in which a lack of trust exists. The solution to this problem is

good communication between the commissioner and the project manager. Open communication can be used to solve a problem in the social-emotional relationship between the parties. In Figure 3, the differences between the social-emotional relationship and the instrumental relationship are presented.

Relationship	Problems	Strategies	Interventions
Instrumental relationship	Goals, coordination, strategies	Rational technical	Problem analysis, better procedures
Social-emotional relationship	Lack of trust and acceptance, stereotyping	Communication	Open communication

*Figure 3.* The difference in problems between the instrumental and social-emotional relationship, according to Mastebroek (1996).

### 2.3 Power relationship

Power is the ability to influence others (Lunenberg, 2012). People obtained their power from two different sources: the organization (positional power) and themselves (personal power). French and Raven (1959) made a distinction of five different types of power: legitimate power, reward power, coercive power, expert power and referent power. Legitimate, reward and coercive power are forms of positional power and expert and referent power are forms of personal power. Power can be based on any combination of these forms. Legitimate power means that powerful people have power because of their role in the organization or society. This form of power concerns authority. People must believe in and accept the power of an individual. Reward power indicates that powerful people have power because they can provide or withhold rewards, such as bonuses, benefits, promotions and responsibilities. Coercive power means that people have power because of the application of negative influences onto employees or people with low power. French and Raven (1959) argued that

expert power means that people have power to influence the behaviour of others through experience, skills and knowledge relating to work. Referent power means that people have power because they can influence other people's feelings about themselves. This form of power is usually based on charisma, identification and the approval of the followers. In general, effective leaders make use of expert power and referent power. This leads to satisfaction and commitment. The personal power is the most effective and independent from the position of the leader in an organization. Legitimate power, reward power and coercive power are not seen as effective, but may lead to the obedience of the followers.

Another form of power of personal power is network power. The success of people in organizations is not only due to their knowledge, but also to their networks. When people do not hold high positions within an organization, they can have a large amount of power if they know many people who are important within the organization (Hunsaker, 2010). Network power is a form of personal power because the source of power is in the leader and not in the organization. Centrality is very important; the more contacts a person has and the more they are appreciated by their colleagues, the stronger the position of the person (WWR, 2010). Network power is the ability of a person to make many valuable connections between people (Knoke, 1990).

In addition to the different forms of individual power, people can take advantage of other sources of power to enhance their individual power. The function of the person becomes powerful when the tasks that he/she performs give him/her the ability to control the behaviour of others, making others dependent on them and increasing their share of organizational resources. There are four different sources of functional and divisional power: the ability to control uncertain contingencies, irreplaceability, centrality and the ability to control and generate resources (Mastenbroek, 1996). If a leader can reduce the experienced uncertainty or manage a troubling contingency or problem, there is an increase in the power over other



people. Another method of increasing power concerns irreplaceability: when no other function can perform its activities, the function is irreplaceable, meaning the person has more power. The key to this is how central the function is to the organization's operations and the degree to which it lies at the center of information flows. This is related to network power (WWR, 2010). The ability to control and generate resources for an organization is an additional source of functional and divisional power.

The power of the commissioner and quartermaster are unequal. The commissioner has more power than the project manager. For example, the commissioner can stop the project manager or the project. Greer and Van Kleef (2010) performed research on the concept of "power dispersion." Power dispersion is the differences in the concentration of power among group members. In this case, a high level of power dispersion means that there are large differences between the power of the commissioner and the power of the project manager. Effective power dispersion can be bad for the relationship: inequality may lead to conflict and violence (Muller, 1959). However, evidence was also found for positive effects. People often have an inherent preference for power dispersion, suggesting that positive effects of power dispersion may exist (Tiedens & Fragale, 2003). Differences in power levels may facilitate the distribution of resources in conflict situations (Keltner, van Kleef, Chen & Kraus, 2008). Clearly differentiated hierarchical positions may enable low-power members to better know their positions and to act in accordance with their roles (Overbeck, Correll & Park, 2005).

Conflicts can occur in situations of unequal degrees of power. Both parties have other interests. For example, when the commissioner has more power, it is his or her responsibility to control his/her power and control the project manager. The project manager, however, will attempt to prevent this loss of power. Mastenbroek (1996) gave three recommendations regarding this issue. The first recommendation is that personal power must be transformed into impersonal power. This can be done, for example, by making rules. In that situation, the

rules, rather than the commissioner determines how things must be done. The second recommendation given by Mastebroek (1996) is to change the way in which the power is used. The commissioner can learn this through training. The final recommendation is that people within the organization must have an insight into their behaviour. When the employees are aware of the problems, the problems are easier to solve.

The presence of threats is a reality, however, the positive aspect is that the parties in a project management process are mutually interdependent on each other. This is an important aspect, because mutual interdependence decreases the chance of the problems mentioned by Mastebroek (1996). Sherif (1966) performed his famous experiment with two autonomous groups of boys in a competitive situation. He found that the two parties fought with each other until the “superordinate goal” was achieved: they became interdependent on each other and needed to work together. Mastebroek (1996) argued that the more interdependent the parties are, the less conflicts they can afford. They have a reason to work together. March and Simon (1958) said that the higher the degree of interdependence between two groups, the greater the need for a joint decision. The chance of the parties working together is dependent of the amount of mutual interdependence.

Huguenin (2004) argued that there is a continuum of behaviour within a process. He distinguished the same concepts as Mastebroek (1996): fight, negotiate and work together (Figure 4). In a fight, there are opposite goals or interests at play, and when the commissioner and the project manager work together, their goals or interests are parallel. In a negotiation situation, there is discussion about goals and interests. This model shows similarities with the Exit, Voice, Loyalty, Neglect Model of Hirschman (1970) which described four manners to cope with dissatisfaction at work (Withey & Cooper, 1989). The EVLN model focuses more on the employees coping with dissatisfaction at work, while the model of Huguenin (2004) focuses more on two parties who have to work together, but have sometimes opposite goals

(independently of dissatisfaction at work in general). The model of Huguenin (2004) is more applicable to the situation of commissioner and project manager.

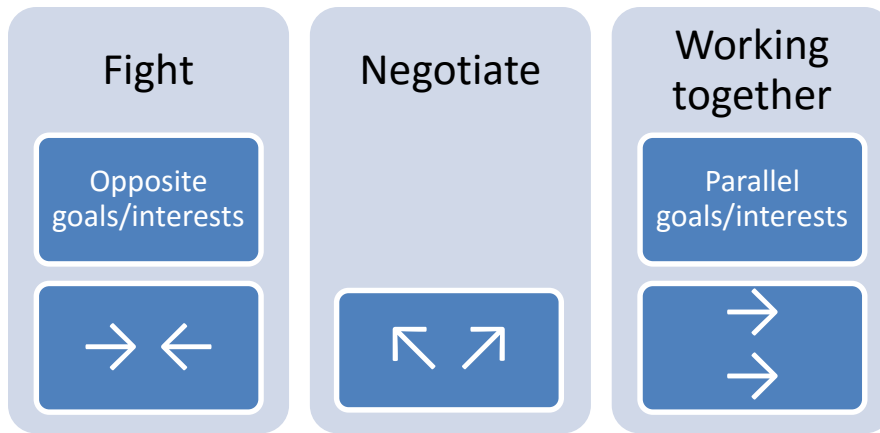


Figure 4. Working together, negotiating and fighting within a process (Huguenin, 2004).

When two parties work together, there is open communication, a good social-emotional relationship and trust. In that case, both parties do not use their power to reach their own goals, but rather use their power to reach the goals of both parties.

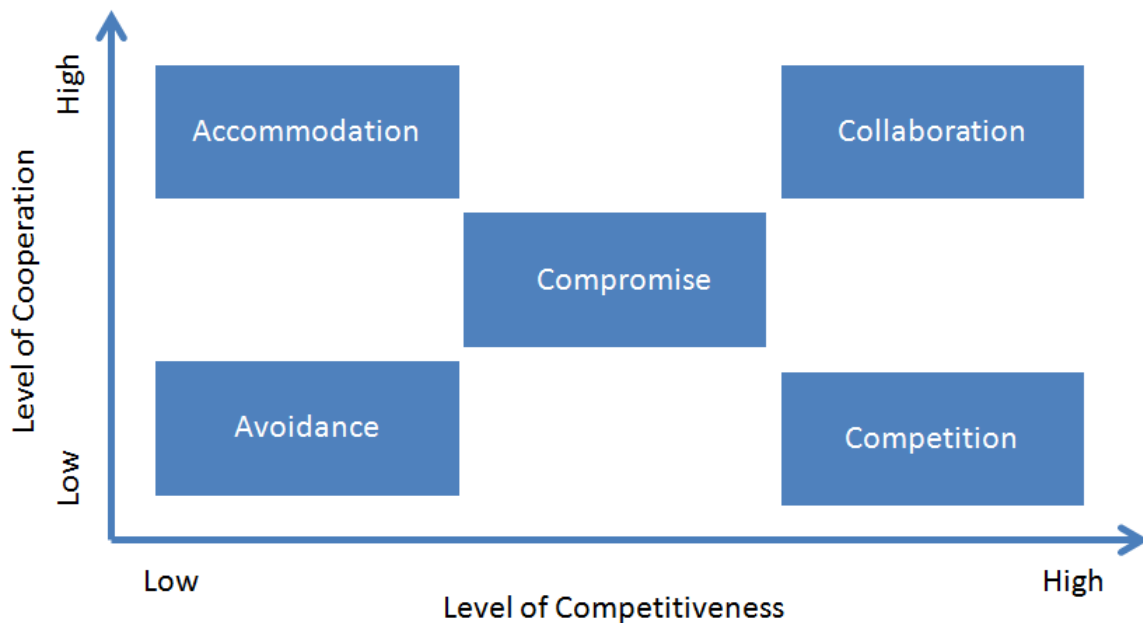
In a fighting situation, there is a negative atmosphere between the commissioner and the project manager. Huguenin (2004) detailed the characteristics of this situation: a poor instrumental relationship and a poor social relationship. The instrumental relationship is poor because neither party follows the rules they themselves made, nor do they give attention to their common goal. The social-emotional relationship is also poor, because the focus is on differences rather than on similarities; the good characteristics of the other party are denied, and the parties do not listen to one another.

## 2.4 Negotiation relationship

In an organization where there are several parties and interests, negotiation is an important aspect. As previously mentioned, there are three different states: working together, negotiation and fighting. When there is a high degree of mutual interdependence and goals are shared, the most likely state is that of working together. However, the goals of the project

manager and the goals of the commissioner are often not exactly the same. In that situation, negotiation is important. Negotiation is a dialogue between parties, in which each party involved attempts to gain an advantage. Mastenbroek (1996) distinguished four activities that are necessary for a effective negotiation: realise interests, affect the balance of power, create a suitable negotiation climate and reach flexibility.

Huguenin (2004) enumerated the behaviour of people in a negotiation situation. The parties have prepared themselves well, because it is necessary to have good arguments. Each party desires to achieve the best solution for themselves. The parties often ask questions to the other parties. During negotiation, there are several negotiation styles (Shell, 2006). These styles are accommodating, avoiding, collaborating, competing and compromising (Figure 5).



*Figure 5.* Five possible negotiation styles: accommodating, avoiding, collaborating, competing and compromising (Gordon, Mondy, Sharplin & Premeaux, 1990; Shell, 2006).

Gordon and his colleagues (1990) explained these five styles of negotiation. The avoiding style is uncooperative and unassertive. In this style, the project manager and the commissioner

avoid conflict by denying that a conflict exists. This style of negotiation (no negotiation) can become habitual due to personality traits. For important issues, this style becomes a problem. The accommodating style is cooperative and unassertive. This can mean that one person surrenders personal goals or interests. This style can be effective if the problem is more important to others in comparison to oneself. In the compromising style, project managers express their own concerns and get their way, but still respect the goals of the commissioners (or vice versa). In the competition style, people desire to achieve their own goals and do not care about the goals or interests of the others. This can lead to poor social-emotional relationships with other persons. The collaborating style emphasises assertiveness and cooperation. The objective of this style is to achieve a win-win solution in the problem. This is the most ideal situation, as each party gains something. Research shows that when managers prefer coercion, subordinates are more likely to avoid, accommodate or compromise (Howat & London, 1980).

### **3. Quartermastering**

In this chapter, the general views of Mastenbroek (1996) on project management is applied to quartermastering. In the discussion regarding each form of relationship, hypotheses are introduced regarding the relationship with quartermastering.

#### **3.1 Instrumental relationship**

In quartermastering, quartermasters argue that there are fewer frameworks than in a project management assignment (Janssen, 2014). This is because there is more freedom in quartermastering, and there is also more freedom in the types of assignments and types of quartermastering. Janssen (2014) argued that there is an important difference between assignments: assignments within the organization and assignments outside the organization. When an organization does not yet exist, there is a high degree of freedom for the quartermaster. In this case, the quartermaster must have more experience with different quartermastering assignments in order to be aware of the strategic, juridical and financial aspects (Janssen, 2014). A further distinction lies in the form of the assignment, namely whether it concerns content or process. When a quartermaster has an assignment whereby the process is the most important factor, the parties must be brought together to reach a consensus about planning, activities, the mission and the vision. When the quartermaster must manage an assignment with a focus on content, the quartermaster must have an opinion about the subject and about how to create the new organization. According to Janssen (2014), a quartermaster with an assignment focused on content must have a strong vision and focus on the goal. Figure 6 is an overview of the different forms of assignments and the different types of persons which are compatible with these assignments.

	Quartermastering in an organization	Quartermastering outside an organization
Responsibility: content	Creative quartermaster	Visionary quartermaster
Responsibility: process	Binding quartermaster	Inspiring quartermaster

*Figure 6.* Quartermastering in several contexts with several responsibilities. Adapted from Janssen, 2014.

A project manager is often a man or woman within the organization; a quartermaster is often someone from outside the organization. This difference is important for the kind of assignments completed by project managers and quartermasters. As project managers are usually already working within the organization, they are more familiar with the content and the context of the project. The quartermasters, however, are required to create something new, for example, an organization. They have a high degree of freedom and most assignments concern the process in particular, because of the creation of something new. They must also bring several parties together. The assignment for the project manager or quartermaster must be clear. Quartermastering is the process immediately before the process of project management, and concerns a reaction to a wish or an idea; therefore, the assignment in the beginning of the quartermastering phase differs from the final assignment (Janssen, 2014). In project management, the assignment is clear and established, because the wish or idea has been converted into a concrete plan within the quartermastering phase. This means that the responsibilities of the project manager concern the execution of the commissioner's assignment, while the quartermaster critically examines the assignment or the problem. Therefore, the tasks of the project manager are much clearer and delineated in comparison to

the tasks of the quartermaster. In quartermastering assignments, the exact conclusion of the process is unclear. This implies that it is more difficult for the commissioner to judge the quartermaster on the specific result of an assignment. Furthermore, a quartermastering assignment could be performed outside an organization, while a project is always performed within an organization (Figure 6). When an assignment is performed outside an organization, quartermasters must be inspiring and visionary leaders. In short, the responsibilities and tasks of the quartermaster and the commissioner of the quartermaster are not as clear as the responsibilities and tasks in project management between the commissioner of the project manager and project manager. However, this degree of vagueness does not lead to different responsibilities for the quartermaster and the commissioner of the quartermaster. Quartermasters argue that the pressure placed on the quartermaster is higher than that placed on the project manager. In general, the responsibilities of the quartermaster and the project manager are the same. The responsibilities of both of the commissioners in quartermastering and project management are also equal. The tasks of the quartermaster are only less clearer and delineated in comparison to the tasks of the project manager.

This leads to the following hypotheses:

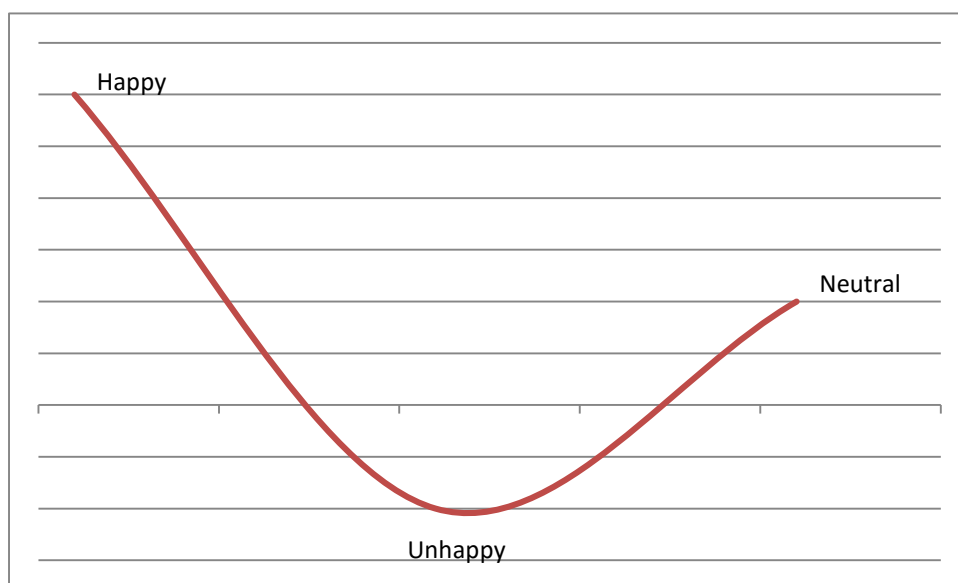
**Hypothesis 1a: The responsibilities of the commissioner of the quartermaster and the commissioner of the project manager are identical, as well as the responsibilities of the quartermaster and project manager are identical.**

**Hypothesis 1b: The quartermaster has more skills to be a visionary and inspiring leader than does the project manager.**



### 3.2 Social-emotional relationship

Janssen (2014) mentioned the emotional phases of a commissioner of the quartermaster (Figure 7). In the beginning of the process, the commissioner is happy, as he/she has identified a good solution for his/her problem: a skilled quartermaster who can reach his/her goals. During phase 2 of the project, some problems may arise, regarding which the quartermaster asks for advice. By changing aspects of the organization, there is a chance that this is not favourable for the commissioner. He or she may lose influence or responsibility, or the organization culture will be required to change. The commissioner is then unhappy with the quartermaster. In this phase, there is a higher degree of conflict (Janssen, 2014). When most of the decisions have been made, there is more tranquillity in the process. This has influence on the emotional state of the commissioner. The commissioner of the quartermaster treats the quartermaster like others in the organization.



*Figure 7.* The emotional phases of the commissioner of the quartermaster during the process of quartermastering (Janssen, 2014).

The emotions of the commissioner of the project manager and the project manager have a greater stability. This is because the assignment is clear, the problem is well-defined and the

goal is established. The commissioner of the project manager knows more about what is involved in the execution of the assignment than the commissioner of the quartermaster. This means that there is an increased amount of certainty, and this lead to more stable, neutral emotions. The degrees of freedom which the quartermaster enjoys require a certain degree of creativity by the quartermaster, as he/she must have the ability to deal with uncertainties. The emotions of the commissioner of the quartermasters are therefore more unstable than the emotions of the commissioner of the project manager.

The quartermaster and the commissioner have a high degree of contact with each other, often on a daily basis. This is more than that between a commissioner and a project manager. There is an intensive social-emotional relationship between the commissioner and the quartermaster. This is due to the higher level of uncertainty of the quartermaster, the fewer frameworks of the assignment and the vague problem definition. These differences with the project manager imply that quartermasters should have more consultations with their commissioners, due to the uncertainty and the unclear assignment or problem definition. The mutual interdependence in quartermastering is high; the social-emotional relationship is very important. Open communication, trust and acceptance of one another has more value in quartermastering than in project management, because the contact between the commissioner of the quartermaster and the quartermaster is more intensive than the contact between the commissioner of the project manager and the project manager. In this way, quartermastering is unique, because of the importance of the social-emotional relationship and the degree of emotional instability in the process between the commissioner and the quartermaster. This leads to the following hypotheses:

**Hypothesis 2a: In the first phase of quartermastering, the commissioner of the quartermaster is happy, then unhappy, and in the last phase, the emotions are stable and neutral.**

**Hypothesis 2b: The social-emotional relationship is more important in quartermastering than in project management.**

### 3.3 Power relationship

There is a higher degree of uncertainty about the problem and the assignment itself during a quartermastering assignment than during project management. This has effects on the social-emotional and instrumental relationship between the commissioner and the quartermaster, and also on the power relationship between them. The formal, legitimate power remains consistent in project management and in quartermastering; the commissioner of the project manager or the quartermaster has more formal power than the project manager or the quartermaster. Furthermore, the forms of position power which are related to the position of the commissioner and the project manager or quartermaster remain stable. This means that the legitimate, reward and coercive powers in both project management and quartermastering are stable. The commissioners have more legitimate, reward and coercive power than the project manager or the quartermaster.

This leads to the following hypothesis:

**Hypothesis 3a: The position power of the commissioners and quartermaster or project manager is stable during the process of project management and quartermastering; the commissioners have more position power than the project managers or the quartermasters.**

During a quartermastering process, the personal power (expert, referent and network power) is unstable. Figure 8 shows the hypothesis of the total power distribution. During the first phase of the assignment, the hypothesis is that the commissioner has the most expert and referent power. This is because he or she provides the assignment and the problem to the quartermaster. During the process, the quartermaster acquires more power, because he or she must be able to analyse the problem and the assignment. In particular, the network power of

the quartermaster becomes very important. The commissioner gives the quartermaster free rein to do what he or she needs to do. The power of the quartermaster increases, because the quartermaster earns more knowledge; network power then becomes more important. According to Janssen (2014), the assignment during a quartermastering phase is always different to the final assignment. At the end, the network power, the referent power and the expert power become less important, because the assignment is clear and the parties have made compromises about the assignment. Therefore, the amount of power differs during an assignment. The hypothesis is that this effect is stronger in quartermastering, because of the advisory role of the quartermaster to the commissioner of the quartermaster. The exact proportions of network power, expert power and referent power are not distinguished.

This leads to the following hypothesis:

**Hypothesis 3b: The personal power of the commissioners and quartermaster or project manager differ during the process of project management and quartermastering.**

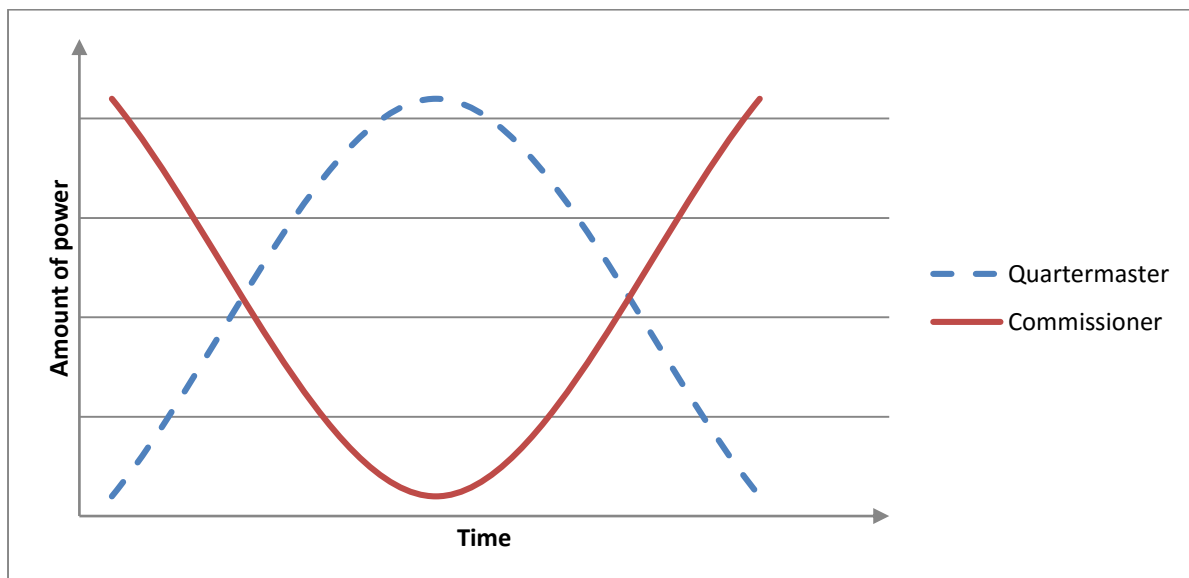


Figure 8. Hypothesis 3b: Amount of personal power of the quartermaster and the commissioner during a quartermastering assignment.

It could be argued that the project manager and the commissioner must have equal amounts of power. When they work together, an equal status would be best for the results and the process. If the project manager has more power, the commissioner has no responsibility for the results. In that situation, when the project manager is absent, it is possible that the project will have insufficient support. Additionally, when the commissioner has more power, the project manager is not always able to implement changes and work according to his/her own insights. The project manager and the commissioner are mutually interdependent on each other (Mastenbroek, 1996). In an equal power position, they can help and advise each other to an improved degree. However, according to psychological research, there are not only positive aspects in situations where the parties have equal power. Blake and Mouton (1964) performed research in situations in which both parties were approximately equal. They found that there is stereotyping between the parties and that communication is functional, because the studied parties only communicated that which was essential or functional. They found also that the parties gave more attention to their differences than to their similarities. Blake, Shepard and Mouton (1964) found that this process of negative thinking also can occur within organizations. Here, there is a tendency for a win-lose struggle, and neither party functions optimally. Mastenbroek (1996) mentioned problems which can occur in situations of equal power between two parties; one of these was that there can be difficulties with the delineation of the problem or goal. In that case, it is unclear which person has which responsibility. The two parties often have different goals or interests. Obstructions in communication between the project manager and the commissioner are also a realistic danger. It seems that the positive aspects of equal power are stronger in situations between the quartermaster and the commissioner of the quartermaster, because the quartermaster has an advisory role. Power equality facilitates conflict resolution when the parties have high power. In low-power situations, the negative consequences of equal power can be easily seen.

The expert, referent and network power are not stable in a quartermastering or project management situation. The power related to the position is stable: the commissioners have more power than the quartermasters or the project managers. The hypothesis is that there are no differences in functional power. For example, irreplaceability and centrality (related to network power) are applicable to both quartermasters and project managers. Project managers and quartermasters can be discharged relatively easy and replaced by another leader. However, the hypothesis is that the difference between project managers and quartermasters lies in the importance of their networking power and skills. The quartermaster must have more skills in visionary and inspiring leadership. If he or she has these skills, the personal power and influence of the quartermaster seems to be higher than the power of the project manager. This leads to the following hypotheses:

**Hypothesis 3c: The network power of the quartermaster is more important in the process in comparison to the network power of the project manager.**

### **3.4 Negotiation relationship**

During a project, negotiations can occur between the project manager and the commissioner of the project manager. These negotiations particularly concern the progress of the project. The goals are already clear; there is now discussion and negotiation about the way to reach the goal. The project manager and the commissioner of the project manager often have parallel interests and goals; however, negotiation is sometimes needed. There is a striving for collaboration and compromise. When there is accommodation, competition or avoidance, it is ineffective. It is important for the commissioner of the project manager to create a favourable negotiation climate. This can occur due to the situation and the negotiation style employed by the project manager and the commissioner of the project manager. Few negotiations occur during the quarter mastering phase. This is because the accent is on the development of a good problem definition. Therefore, in this situation is the focus is on working together. Both

the quartermaster and the commissioner of the quartermaster have the same goal: converting the wish or idea into a clear problem definition and plan. This leads to the following hypothesis:

**Hypothesis 4: There is a higher degree of negotiation between the commissioner of the project manager and the project manager than between the commissioner of the quartermaster and the quartermaster.**

## **4. Methods**

This hypothesis-testing and explorative study consisted of a quantitative section, involving a questionnaire filled out by 17 commissioners and 35 quartermasters, and a qualitative section, consisting of interviews with 5 quartermasters and 2 commissioners. In order to obtain the required data, a questionnaire was developed in cooperation with Huub Janssen of the Kwartiermakersgilde. The questionnaire had the following structure: a general section, a section regarding the instrumental relationship, a section concerning the social-emotional relationship, a section about power and a section regarding negotiation. Towards the end of the questionnaire, there were several open questions which were designed to collect data regarding the relationship between the commissioner and the quartermaster. The answers on these questions led to the creation of questions for the qualitative section, namely the interviews.

### **4.1 Quantitative section: Questionnaire**

The language of the questionnaire was Dutch, because all quartermasters and commissioners who participated in the study were Dutch. The statements were answered using a seven-point Likert scale, where 1 stood for "Fully disagree," 4 stood for "Neutral" and 7 stood for "Fully agree." The general part of the questionnaire concerned the demographics of gender, age, educational level, sector, work experience and work industry. Following the demographic section there were questions relating to the relationship between the commissioner and the quartermaster. A sample item about the instrumental relationship read as follows: "The most important responsibility of a quartermaster is the working process." A sample item regarding the social-emotional relationship read as follows: "Open communication between commissioner and quartermaster is more important than a good problem analysis." A sample item concerning the power relationship read as follows: "The power of the quartermaster increases during the project." A sample item regarding the negotiation relationship read as



follows: "Negotiations between commissioner and quartermaster exist because they both have different goals." Seven open questions were included at the conclusion of the questionnaire. A sample item of an open question read as follows: "How do the power of the commissioner and the power of the quartermaster differ during the process of quartermastering?" The questionnaire can be found in Appendix A.

A number of the hypotheses concerned a comparison between project management and quartermastering. In the demographic section of the questionnaire, the quartermasters and commissioners were asked if they were familiar with project management. Almost all of the quartermasters and commissioners, 94.8 %, reported experience with project management. Comparisons between project management and quartermastering could be made on the base of these experiences. The analysis about project management in the result section is based on what quartermasters and their commissioners thought about project management. A sample item of the comparison between project manager and quartermaster read as follows: "Networking is more important for a quartermaster than for a project manager."

## **4.2 Procedure**

Qualtrics was used to distribute the questionnaire. This is a web-based program which sends the respondents an URL. The respondents were gathered in two ways: the network of the Kwartiermakersgilde and the Dutch news reports. The network of the Kwartiermakersgilde consists of a contact list and a LinkedIn group. By scanning the Dutch news for quartermasters and commissioners, the quartermaster or commissioner were called and, after some explanation about the Kwartiermakersgilde, were asked whether he or she would like to participate in the study. The participants received an email containing information about the study. Once they had decided to participate, a link to the questionnaire was sent using Qualtrics. Before the questionnaire began, the respondents provided informed consent to their participation in the study. In the informed consent, information about, for example, the

anonymity of the respondents was stated. Participants could cease completing the questionnaire at any time. The questionnaire could be completed in approximately 20 minutes. After completion of the open questions, the respondents were thanked for their cooperation. Finally, the respondents could request to receive information about the results of the study.

### 4.3 Respondents

The estimated response rate of the questionnaire was 10 %. The questionnaire was started by 56 respondents, of which four quit the questionnaire within the demographics section. During the questionnaire, there respondents dropped out. The last question is answered by 23 quartermasters and 11 commissioners. Because of the dropped out respondents, in the result section the number of respondents is always mentioned. From the 52 respondents who filled in the demographics in the questionnaire, 31 (60 %) were male and 21 (40 %) were female. The youngest respondent was 36 years old and the oldest 66. The mean age of the respondents was 51.0 years ( $SD = 7.61$ ). The average age of the female respondents was 47.8 years ( $SD = 7.69$ ) and the average age of the male respondents was 53.0 years ( $SD = 6.93$ ). Thirty-five respondents (67.3 %) had acquired a university degree, and one respondent has a postgraduate degree (1.9 %). The remaining 16 respondents (30.9 %) had earned HBO degrees<sup>1</sup>.

Most respondents ( $N = 45$ , 86.5 %) were employed in governmental organizations. Seven respondents were employed in the commercial sector (13.5 %). In the governmental organizations, the mean age of the respondents was 51.2 years ( $SD = 7.74$ ) and in the commercial sector the mean age was 49.4 years ( $SD = 7.09$ ).

The quartermasters and the commissioners had many different fields of work. Three

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<sup>1</sup> HBO is a Dutch form of higher education, equivalent to a university of applied sciences.

respondents (5.8 %) worked in the education domain, and 12 people worked in the care field (23.1 %). Nine respondents worked in the field of politics (17.3 %) and one person in the field of spatial planning (1.9 %). The category “other” ( $N = 27$ , 51.9 %) ranged from quartermasters and commissioners working in the social domain to respondents working in the domains of consultancy or social innovation. Most respondents were employed by an organization ( $N = 34$ , 65.4 %) and 18 respondents (34.6 %) were independent professionals.

An examination of the distribution of quartermasters and commissioners revealed that there were 35 quartermasters (67.3 %) and 17 commissioners (32.7 %) who filled in the demographic section in the questionnaire. The years of experience of the quartermasters in quartermastering varied from six months to 25 years. The average number of years of experience was 7.75 years ( $SD = 6.27$ ).

#### 4.4 Scales

Three scales were used in the questionnaire (Appendix B). An Inspire scale, which consisted of 10 items, was used in the leadership part of the instrumental section ( $\alpha = 0.81$ ,  $M = 5.792$ ,  $SD = 0.556$ ,  $N = 39$ ). A sample item read as follows: "I enthusiastically present a new plan." The other leadership scale was the Exchange scale ( $\alpha = 0.83$ ,  $M = 2.769$ ,  $SD = 1.057$ ,  $N = 39$ ), which consisted of five items. A sample item read as follows: "I promise a reward when someone does the things I say." These scales are based on the PIT, a questionnaire regarding leadership developed by Hoving (2000). The original “Exchange” scale in the PIT had four items; two items were added in this study. The original scale “Inspire” had eight items; two were added in this study. The added items are marked with a star in Appendix B.

In the power section of the research, a Quartermaster Power scale was used ( $\alpha = 0.72$ ,  $M = 5.171$ ,  $SD = 0.723$ ,  $N = 35$ ) which consisted of six items. A sample item read as follows: "The expertise of the quartermaster creates power."

#### **4.5 Qualitative section: personal interviews**

In the questionnaires, the quartermasters and commissioners were asked if they would like to participate in an interview with the researcher. The questions in this personal interview were based on the questionnaire results. One advantage of personal interviews is that it is possible to gain further insight into the relationship between the commissioner and the quartermaster. Five quartermasters and two commissioners were interviewed (Appendix C). In the interviews, questions were asked regarding the project manager and the commissioner of the project manager, in order to compare the situation of quartermastering and the situation of project management. The interviewees were those who performed both quartermastering assignments and projects. The interviews were semi-structured (Appendix D). Basic questions were asked to each commissioner or quartermaster; however, depending on the answers, different follow-up questions were asked to the quartermasters or commissioners. An abridged English version of the interviews can be found in Appendix E; the full interview report can be found in the internship report (Flikweert, 2015).

## 5. Quantitative results

### 5.1 Demographics

Some demographics of the respondents have already been presented in the Methods chapter. In this section, whether significant differences exist in the demographics are discussed. The average age of the female participants in the study was 47.8 years (SD = 7.69), and the average age of the male respondents was 53.0 years (SD = 6.93). In this research, the female respondents were significantly younger than the male respondents,  $t(49) = 2.523$ ,  $p = .015$ .

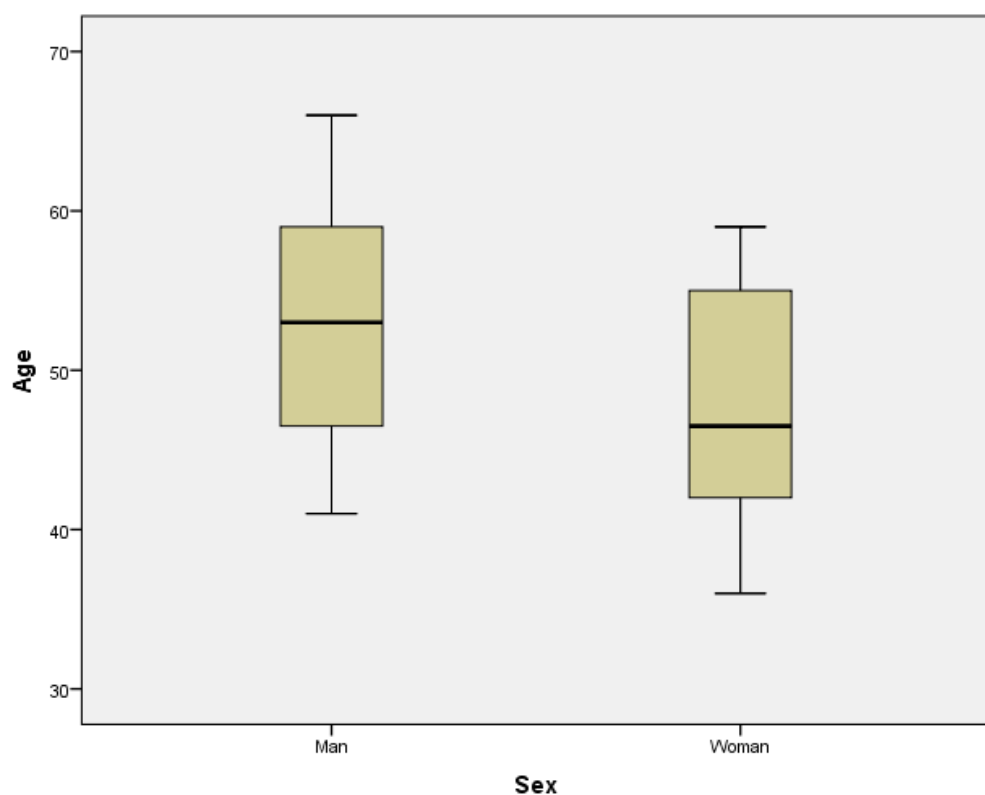


Figure 9. Average ages of male and female respondents.

There was no difference in the education levels of the female and male respondents ( $\chi^2(1) = .080$ ,  $p = .777$ ). Furthermore, there was no difference in the level of education (HBO or WO) of younger or older quartermasters, according to an independent t-test,  $t(49) = -.420$ ,  $p = .676$ ).

There was no difference between the female and the male respondents when

examining the sectors in which they worked ( $\chi^2(1) = .469, p = .494$ ). There was no significant difference in participant ages between the two sectors,  $t(8.445) = .615, p = .555$ . In the governmental organizations, the mean age of the respondents was 51.2 years ( $SD = 7.74$ ); in the commercial sector the mean age was 49.4 years ( $SD = 7.09$ ).

Male respondents ( $N = 15, 48.4\%$ ) were more often independent professionals than female respondents ( $N = 3, 14.4\%$ ),  $\chi^2(1) = 6.432, p = .011$  (Figure 10). There were no differences in age between the independent professionals ( $M = 51.8, SD = 8.10$ ) and the respondents ( $M = 50.5, SD = 7.42$ ) in an organization, according to an independent t-test,  $t(32.505) = -.572, p = .571$ . There were also no differences in being or not being an independent professional, compared to working in the commercial sector or in governmental organizations,  $\chi^2(1) = 1.814, p = .178$ .



Figure 10. Percentages of men and women employed in organizations or working independently.

More commissioners were employed by an organization ( $N = 15, 88.2\%$ ) than quartermasters ( $N = 19, 54.3\%$ ),  $\chi^2(1) = 5.827, p = .016$ . There was no difference between quartermasters and commissioners in the distribution of males and females,  $\chi^2(1) = .469, p = .494$ . There was

no difference observed between quartermasters and commissioners working in the commercial sector or in the governmental organizations,  $\chi^2(1) = 1.245, p = .264$ . There was no difference between quartermasters ( $M = 51.66, SD = 7.795$ ) and commissioners ( $M = 49.50, SD = 7.202$ ) in terms of age, according to an independent t-test,  $t(49) = .938, p = .353$ .

Males had more years of experience in quartermastering than females; on average males had 9.5 years of experience ( $SD = 6.90$ ) where females had 4.4 years of experience ( $SD = 2.77$ ), according to an independent t-test,  $t(30) = 6.123, p = .019$ . Experience with project management was reported by 94.8 % of quartermasters and commissioners. Therefore, the making of comparisons between quartermastering and project management was supported.

## 5.2 Instrumental relationship

### Responsibilities in quartermastering

The first hypothesis concerned the responsibilities of the quartermaster and the commissioner of the quartermaster in comparison to project management. The hypothesis was that the responsibilities of the commissioner of the quartermaster and the commissioner of the project manager would be identical, as well as the responsibilities of the quartermaster and project manager would be identical. To enable an analysis of the responsibilities entailed in quartermastering, four items from the questionnaire were analysed: "The quartermaster has final responsibility for the results in quartermastering", "The quartermaster has final responsibility for the process in quartermastering", "The commissioner of the quartermaster has final responsibility for the results in quartermastering" and "The commissioner of the quartermaster has final responsibility for the process in quartermastering." (Appendix A, Q10.1-Q10.4)

The quartermaster ( $M = 5.33, SD = 1.564, N = 46$ ) had more responsibility for the *process* than did the commissioner of the quartermaster ( $M = 4.09, SD = 1.710, N = 46$ ), according to a paired sample t-test,  $t(45) = -2.978, p = 0.005$ . The commissioner of the

quartermaster ( $M = 5.41$ ,  $SD = 1.423$ ,  $N = 46$ ) had more responsibility for the *results* ( $M = 4.61$ ,  $SD = 1.719$ ,  $N = 46$ ) according to a paired sample t-test,  $t(45) = 2.182$ ,  $p = 0.034$ .

By splitting up the respondents into quartermaster and commissioner of the quartermaster, the results of analysis of the same four items as before were approximately equal to those found when the respondents were not divided. Quartermasters ( $M = 5.65$ ,  $SD = 1.142$ ,  $N = 31$ ), more than commissioners ( $M = 4.67$ ,  $SD = 2.093$ ,  $N = 15$ ), reported that quartermasters were responsible for the *process*, according to an independent t-test,  $t(44) = 2.059$ ,  $p = 0.045$ . However, commissioners of the quartermasters ( $M = 6.07$ ,  $SD = 1.033$ ,  $N = 15$ ), more than the quartermasters ( $M = 5.10$ ,  $SD = 1.491$ ,  $N = 31$ ), reported that the commissioners were responsible for the *results*, according to an independent t-test,  $t(44) = -2.264$ ,  $p = 0.029$ . This indicated that the quartermasters and the commissioners of the quartermasters clearly saw their own responsibilities.

There was more information asked in the questionnaire about the responsibilities of the commissioner and the quartermaster. There are two items where the respondents strongly agreed with (Appendix A, Q10.5 and Q10.6). The respondents agreed ( $M = 6.00$ ,  $SD = 1.095$ ,  $N = 46$ ) with the proposition that an important task of the commissioner of the quartermaster is the facilitating of the quartermaster. There was no difference found on this item between quartermasters ( $M = 6.19$ ,  $SD = .946$ ,  $N = 31$ ) and commissioners ( $M = 5.60$ ,  $SD = 1.298$ ,  $N = 15$ ), according to an independent t-test,  $t(44) = 1.763$ ,  $p = 0.085$ . According to the respondents, one important task of the quartermaster is to bring people together ( $M = 6.17$ ,  $SD = 0.769$ ,  $N = 46$ ). There was no difference found on this item between quartermasters ( $M = 6.26$ ,  $SD = .773$ ,  $N = 31$ ) and commissioners ( $M = 6.00$ ,  $SD = .756$ ,  $N = 15$ ), according to an independent t-test,  $t(44) = 1.069$ ,  $p = 0.291$ .



### **Responsibilities in project management**

The first hypothesis required the comparison of the responsibilities involved in quartermastering and the responsibilities involved in project management. Therefore, the responsibilities of the project manager and of the commissioner of the project manager needed to be analysed to formulate an answer to the research question. To enable an analysis of the responsibilities entailed in project management, four items from the questionnaire were analysed: "The project manager has final responsibility for the results in project management", "The project manager has final responsibility for the process in project management", "The commissioner of the project manager has final responsibility for the results in project management" and "The commissioner of the project manager has final responsibility for the process in project management." (Appendix A, Q12.1-Q12.4)

According to the respondents (quartermasters and commissioners of quartermasters) the project manager ( $M = 5.27$ ,  $SD = 1.619$ ,  $N = 44$ ) was significantly more responsible for the project management *process* than the commissioner of the project manager ( $M = 4.18$ ,  $SD = 1.589$ ,  $N = 44$ ), according to a paired sample t-test,  $t(43) = -2.552$ ,  $p = 0.014$ . The commissioner of the project manager ( $M = 5.14$ ,  $SD = 1.473$ ,  $N = 43$ ) was more responsible for the *results* than was the project manager ( $M = 4.67$ ,  $SD = 1.822$ ,  $N = 43$ ); however, this difference was not significant,  $t(42) = 1.084$ ,  $p = 0.285$ .

### **Comparison between quartermastering and project management**

New questions arose: Are the responsibilities of the commissioner of the quartermaster significantly different from the responsibilities of the commissioner of the project managers? And do the responsibilities of the quartermaster differ from the responsibilities of the project managers? In Table 1, the scores of the commissioners, quartermasters and project managers are presented. The mean scores of the eight items (Appendix A, Q10.1-Q10.4, Q12.1-Q12.4) regarding the responsibilities are compared, using t-tests for dependent groups. In the

analysis, the comparisons were made between the commissioners and there were comparisons between project managers and quartermasters. The first analysis corresponded with the first row in Table 1, etc.

*Table 1.* Mean scores of responsibilities for commissioners and quartermasters in quartermastering, and commissioners and project managers in project management.

		Quarter Mastering			Project Management		
		M	SD	N	M	SD	N
Process	Commissioners	4.09	1.710	44	4.18	1.589	44
	Quartermaster or Project manager	5.30	1.593	44	5.27	1.619	44
	Project manager						
Results	Commissioners	5.44	1.419	43	5.14	1.473	43
	Quartermaster or Project manager	4.55	1.731	44	4.70	1.812	44
	Project manager						

In an examination of the *process*, the commissioner of the project manager ( $M = 4.18$ ,  $SD = 1.589$ ,  $N = 44$ ) was more responsible for the *process* than the commissioner of the quartermaster ( $M = 4.09$ ,  $SD = 1.710$ ,  $N = 44$ ); however, this difference was not significant,  $t(43) = -.365$ ,  $p = .717$  (Appendix A, Q10.1 and Q12.1). The quartermaster ( $M = 5.30$ ,  $SD = 1.593$ ,  $N = 44$ ) was more responsible for the *process* than the project manager ( $M = 5.27$ ,  $SD = 1.619$ ,  $N = 44$ ); however, this difference was also not significant when tested using a paired sample t-test,  $t(43) = .133$ ,  $p = .895$  (Appendix A, Q10.2 and Q12.3).

No significant differences were observed in responsibility for the *results*. The commissioner of the quartermaster ( $M = 5.44$ ,  $SD = 1.419$ ,  $N = 43$ ) was more responsible for the *results* than the commissioner of the project manager ( $M = 5.14$ ,  $SD = 1.473$ ,  $N = 43$ );

however, the difference was not significant,  $t(42) = 1.427, p = .161$  (Appendix A, Q10.3 and Q12.2). The project manager ( $M = 4.70, SD = 1.812, N = 44$ ) was more responsible for the *results* than the quartermaster ( $M = 4.55, SD = 1.731, N = 44$ ); however, this was also not significant,  $t(43) = -.784, p = .437$  (Appendix A, Q10.4 and Q12.4).

## Leadership

Hypothesis 1b was that the quartermaster would have more skills to be a visionary and inspiring leader than does the project manager. The questionnaire section concerning leadership commenced with a yes or no question: "Is the quartermaster a more inspiring leader than the project manager?" (Appendix A, Q14). Of the respondents, 79.5 % replied in the affirmative.

The PIT was used to measure the leadership of the respondents. In Table 2, the scores on the Inspire scale are reported. In Table 3, the scores of the respondents on the Exchange scale are reported. According to a paired sample t-test, the quartermasters and commissioners of the quartermasters scored significantly higher on the Inspire scale ( $M = 5.792, SD = .556, N = 39$ ) than on the Exchange scale ( $M = 2.769, SD = 1.057, N = 39; t(38) = 16.228, p = .000$ ) (Appendix B).

As shown in Table 2, commissioners of the quartermasters ( $M = 5.90, SD = .431, N = 12$ ) did not score significantly higher on the Inspire scale than the quartermasters ( $M = 5.74, SD = .605, N = 27$ ), according to an independent t-test,  $t(37) = -.802, p = .428$ . Female respondents ( $M = 5.98, SD = .304, N = 15$ ) scored higher on the Inspire scale than male respondents ( $M = 5.67, SD = .644, N = 24$ ), according to an independent t-test,  $t(35.022) = -2.061, p = .047$ . On the Inspire scale, there was no difference in education at the HBO ( $M = 5.79, SD = .356, N = 8$ ) or WO ( $M = 5.79, SD = .602, N = 31$ ) levels, according to an independent t-test,  $t(37) = -.027, p = .979$ . There was no difference between people who were employed by an organization ( $M = 5.83, SD = .453, N = 25$ ) or who were independent

professionals ( $M = 5.73$ ,  $SD = .721$ ,  $N = 14$ ), according to an independent t-test,  $t(37) = .530$ ,  $p = .599$ .

Table 2. Mean scores of the respondents divided in four different demographic characteristics on the Inspire scale.

	M	SD	N
<b>All respondents</b>	<b>5.79</b>	<b>.556</b>	<b>39</b>
<i>Quartermasters</i>	5.74	.605	27
<i>Commissioners</i>	5.90	.431	12
<i>Female respondents</i>	5.98*	.304	15
<i>Male respondents</i>	5.67*	.664	24
<i>Education HBO level</i>	5.79	.356	8
<i>Education WO level</i>	5.79	.602	31
<i>Employed by organization</i>	5.83	.453	25
<i>Independent professionals</i>	5.73	.721	14

\* :  $p < .05$

As shown in Table 3, quartermasters ( $M = 2.88$ ,  $SD = .977$ ,  $N = 27$ ) did not score significantly higher on the Exchange scale than commissioners ( $M = 2.51$ ,  $SD = 1.225$ ,  $N = 12$ ), according to an independent t-test,  $t(37) = 0.995$ ,  $p = .326$ . Male participants ( $M = 2.88$ ,  $SD = 1.093$ ,  $N = 24$ ) did not score higher on the Exchange scale than female participants ( $M = 2.59$ ,  $SD = 1.004$ ,  $N = 15$ ) according to an independent t-test,  $t(37) = 0.850$ ,  $p = .401$ . On the Exchange scale, no difference was observed in education at the HBO ( $M = 2.83$ ,  $SD = 1.066$ ,  $N = 8$ ) or WO ( $M = 2.75$ ,  $SD = 1.072$ ,  $N = 31$ ) levels, according to an independent t-test,  $t(37) = .165$ ,  $p = .870$ . There was no difference in the Exchange scale between people who were employed by an organization ( $M = 2.63$ ,  $SD = 1.146$ ,  $N = 25$ ) or who were independent

professionals ( $M = 3.01$ ,  $SD = 0.861$ ,  $N = 14$ ), according to an independent t-test,  $t(37) = -1.086$ ,  $p = 0.248$ .

*Table 3.* Mean scores of the respondents divided in four different demographic characteristics on the Exchange scale.

	M	SD	N
<b>All respondents</b>	<b>2.77</b>	<b>1.057</b>	<b>39</b>
<i>Quartermasters</i>	2.88	.977	27
<i>Commissioners</i>	2.51	1.225	12
<i>Female respondents</i>	2.59	1.004	15
<i>Male respondents</i>	2.88	1.093	24
<i>Education HBO level</i>	2.83	1.066	8
<i>Education WO level</i>	2.75	1.072	31
<i>Employed by organization</i>	2.63	1.146	25
<i>Independent professionals</i>	3.01	.861	14

In the questionnaire, no comparison was made of the skills of quartermasters with the skills of project managers. Only the commissioners and the quartermasters are discussed in the leadership section of the questionnaire. In the qualitative analyses, comparisons with the project manager are discussed.

### 5.3 Social-emotional relationship

In this section, the social-emotional relationship between the commissioner of the quartermaster and the quartermaster will be discussed.

#### **Emotions of the commissioner of the quartermaster**

Hypothesis 2a was that in the first phase of quartermastering, the commissioner of the quartermaster would be happy, then unhappy, and in the last phase, the emotions would be stable and neutral. In the questionnaire results, no strong opinion was observed regarding the emotional phases of the commissioners. The respondents had a neutral opinion ( $M = 4.14$ ,  $SD = 1.222$ ,  $N = 36$ ) regarding the argument that the emotions of the commissioner were more negative during the central phase of quartermastering than during the initial phase (Appendix A, Q15.2). Commissioners of the quartermasters ( $M = 4.27$ ,  $SD = 1.348$ ,  $N = 11$ ) didn't agree more with the argument that the emotions of the commissioner were more negative during the central phase than quartermasters ( $M = 4.08$ ,  $SD = 1.187$ ,  $N = 25$ ) did, according to an independent t-test,  $t(34) = -.431$ ,  $p = 0.669$ .

The respondents were also neutral ( $M = 3.64$ ,  $SD = 1.477$ ,  $N = 36$ ) regarding the argument that the commissioner displayed negative emotions three months into the project (Appendix A, Q15.3). Quartermasters ( $M = 3.72$ ,  $SD = 1.308$ ,  $N = 25$ ) were not significant more likely to report the existence of negative emotions by the commissioner after three months than commissioners ( $M = 3.45$ ,  $SD = 1.864$ ,  $N = 11$ ), according to an independent t-test,  $t(34) = .491$ ,  $p = .626$ . Independent professionals ( $M = 4.31$ ,  $SD = 0.947$ ,  $N = 13$ ) were more likely to report the existence of negative emotions by the commissioner after three months than were those who were employed by organizations ( $M = 3.26$ ,  $SD = 1.602$ ,  $N = 23$ ), according to an independent t-test,  $t(34) = -2.146$ ,  $p = .039$ . There was no decisive answer to the hypothesis based on the questionnaire. In the interviews, additional information was collected.

### **Comparison between quartermastering and project management**

The social-emotional relationship in quartermastering was compared to the social-emotional relationship in project management. Hypothesis 2b was that the social-emotional relationship would be more important in quartermastering than in project management. The respondents agreed slightly ( $M = 4.86$ ,  $SD = 1.199$ ,  $N = 36$ ) with the argument that, in quartermastering, the social-emotional relationship is more important than the instrumental relationship (Appendix A, Q15.1). The commissioners ( $M = 4.91$ ,  $SD = 1.300$ ,  $N = 11$ ) did not significantly agree more with this argument than the quartermasters ( $M = 4.84$ ,  $SD = 1.179$ ,  $N = 25$ ) did, according to an independent t-test,  $t(34) = -.157$ ,  $p = .876$ .

The respondents ( $M = 4.89$ ,  $SD = 1.116$ ,  $N = 36$ ) tended to agree that open communication between the quartermaster and the commissioner of the quartermaster is more important than a clear analysis of the problem (Appendix A, Q15.6). The commissioners ( $M = 4.45$ ,  $SD = 1.809$ ,  $N = 11$ ) did not significantly agree more with the argument that open communication is more important than a clear problem analysis, than the quartermasters ( $M = 3.64$ ,  $SD = 1.186$ ,  $N = 25$ ) did, according to an independent t-test,  $t(34) = -1.610$ ,  $p = .117$ . A comparison with project management follows in the qualitative section.

## **5.4 Power relationship**

There are three hypotheses regarding power. The first concerns position power (legitimate, reward and coercive power), the second hypothesis is about personal power (expert, referent and network power), and the final hypothesis addressed the comparison of network power between the quartermaster and the project manager.

### **Legitimate, reward and coercive power**

Hypothesis 3a was that the position power of the commissioners and quartermaster or project manager would be stable during the process of project management and quartermastering; the commissioners would have more position power than the project managers or the

quartermasters. This hypothesis consists of two parts: stable or unstable power of the commissioners and the quartermaster or project manager, and the degree of power difference between the commissioner and the project manager/quartermaster.

Two items concerned the stability: "The power of the quartermaster is not stable during quartermastering," and "The power of the commissioner of the quartermaster is not stable during quartermastering." (Appendix A, Q19.3 and Q19.4). The respondents reported that the power of the quartermaster ( $M = 4.89$ ,  $SD = 1.323$ ,  $N = 35$ ) was slightly more unstable than the power of the commissioner of the quartermaster ( $M = 4.66$ ,  $SD = 1.282$ ,  $N = 35$ ) during quartermastering; however this difference was not significant in a paired sample t-test,  $t(34) = 1.756$ ,  $p = .088$ . Quartermasters ( $M = 4.92$ ,  $SD = 1.316$ ,  $N = 24$ ) did think more than the commissioners ( $M = 4.82$ ,  $SD = 1.401$ ,  $N = 11$ ) did that the power of the quartermaster is not stable, but this difference was not significant according to an independent t-test,  $t(33) = .201$ ,  $p = .842$  (Appendix A, Q19.3). Commissioners ( $M = 4.82$ ,  $SD = 1.401$ ,  $N = 11$ ) did think more than the quartermasters ( $M = 4.58$ ,  $SD = 1.248$ ,  $N = 25$ ) did that the power of the commissioners is not stable, but this difference was not significant according to an independent t-test,  $t(33) = -.497$ ,  $p = .622$  (Appendix A, Q19.4).

Second, a comparison was made between the proportion of power between the commissioner of the quartermaster and quartermaster and the commissioner of the project manager and the project manager. The respondents did not report any differences in power between the commissioner of the quartermaster or the quartermaster ( $M = 5.09$ ,  $SD = 1.245$ ,  $N = 35$ ) in comparison to the power of the commissioner of the project manager and the project manager ( $M = 5.40$ ,  $SD = 1.035$ ,  $N = 35$ ), according to a paired sample t-test,  $t(34) = -1.339$ ,  $p = .189$  (Appendix A, Q17.1 and Q19.11). In general, the respondents agreed with the argument that commissioners have more power than quartermasters ( $M = 5.14$ ,  $SD = 1.268$ ,  $N = 35$ ) (Appendix A, Q17.1). Quartermasters ( $M = 5.20$ ,  $SD = 1.225$ ,  $N = 25$ ) did think more



than the commissioners ( $M = 5.00$ ,  $SD = 1.414$ ,  $N = 11$ ) did that the commissioners have more power than quartermasters, but this difference was not significant according to an independent t-test,  $t(34) = .431$ ,  $p = .669$ .

According to the respondents, the project managers ( $M = 4.66$ ,  $SD = 1.474$ ,  $N = 35$ ) had more formal power than the quartermasters ( $M = 2.69$ ,  $SD = 1.875$ ,  $N = 35$ ), according to a paired sample t-test,  $t(34) = -5.463$ ,  $p = 0.000$  (Appendix A, Q19.8 and Q19.10). Quartermasters ( $M = 4.79$ ,  $SD = 1.615$ ,  $N = 24$ ) thought that the quartermaster has less formal power than the commissioners of the quartermaster ( $M = 3.27$ ,  $SD = 1.325$ ,  $N = 11$ ) thought, according to an independent t-test,  $t(33) = 2.371$ ,  $p = .024$  (Appendix A, Q19.8). This seemed the commissioners attributed an increased amount of formal power to the quartermasters than did the quartermasters themselves. The respondents reported that, in quartermastering and in project management, the commissioners have power because they can choose to either stop or continue the task ( $M = 5.72$ ,  $SD = 1.210$ ,  $N = 36$ ) (Appendix A, Q17.4). There was no difference in the meaning of quartermasters ( $M = 5.64$ ,  $SD = 1.319$ ,  $N = 25$ ) and commissioners ( $M = 5.91$ ,  $SD = .944$ ,  $N = 11$ ) on this item, according to an independent t-test,  $t(33) = -.609$ ,  $p = .546$ .

### **Expert, referent and network power**

Hypothesis 3b was that the personal power of the commissioners and quartermaster or project manager would differ during the process of project management and quartermastering. The Quartermaster Power scale, with six items, had a Cronbach's alpha of .720 ( $M = 5.171$ ,  $SD = 0.723$ ,  $N = 35$ ) (Appendix B).

As shown in Table 4, quartermasters ( $M = 5.25$ ,  $SD = 0.683$ ,  $N = 25$ ) did not score significantly higher on the Quartermaster Power scale than the commissioners ( $M = 5.06$ ,  $SD = 0.828$ ,  $N = 11$ ), according to an independent t-test,  $t(33) = .713$ ,  $p = .481$ . Female participants ( $M = 5.26$ ,  $SD = 0.521$ ,  $N = 13$ ) did not score significantly higher on the scale

than male respondents ( $M = 5.15$ ,  $SD = 0.831$ ,  $N = 22$ ) according to an independent t-test,  $t(33) = -.409$ ,  $p = .685$ . Using the Quartermaster Power scale, no difference was observed in education at the HBO ( $M = 5.02$ ,  $SD = .639$ ,  $N = 8$ ) or WO ( $M = 5.24$ ,  $SD = .752$ ,  $N = 27$ ) levels, according to an independent t-test,  $t(33) = -.749$ ,  $p = .459$ . There was also no difference in the Quartermaster Power scale between people who were employed by an organization ( $M = 5.25$ ,  $SD = .617$ ,  $N = 23$ ) or who were independent professionals ( $M = 5.07$ ,  $SD = .914$ ,  $N = 12$ ), according to an independent t-test,  $t(33) = .709$ ,  $p = .483$ .

*Table 4.* Mean scores of the respondents divided in four different demographic characteristics on the Quartermaster power scale.

	M	SD	N
<b>All respondents</b>	<b>5.17</b>	<b>.723</b>	<b>35</b>
<i>Quartermasters</i>	5.25	.683	25
<i>Commissioners</i>	5.06	.828	11
<i>Female respondents</i>	5.26	.521	13
<i>Male respondents</i>	5.15	.831	22
<i>Education HBO level</i>	5.02	.639	8
<i>Education WO level</i>	5.24	.752	27
<i>Employed by organization</i>	5.25	.617	23
<i>Independent professionals</i>	5.07	.914	12

There was therefore no decisive answer to the hypothesis; however, further information will be presented in the qualitative results section.

### **Network power quartermaster and project manager**

Hypothesis 3c was that the network power of the quartermaster would be more important in the process in comparison to the network power of the project manager. To address this

hypothesis, a yes/no question was included in the questionnaire: “Does the network power of the quartermaster play a major role in the process in comparison to the network power of the project manager?” (Appendix A, Q21) Of the respondents ( $N = 35$ ), 82.9 % answered in the affirmative. The respondents reported that the skill of networking is a more important skill for a quartermaster in comparison with a project manager ( $M = 5.31$ ,  $SD = 1.605$ ,  $N = 35$ ) (Appendix A, Q19.7). The commissioners ( $M = 5.36$ ,  $SD = 1.912$ ,  $N = 11$ ) did not significantly more agree with this argument than the quartermasters ( $M = 5.29$ ,  $SD = 1.488$ ,  $N = 24$ ) did, according to an independent t-test,  $t(33) = -1.121$ ,  $p = .904$ . Networking is very important, as the respondents considered that the power of networking held by the quartermaster was more important than his or her formal power ( $M = 5.94$ ,  $SD = 0.873$ ) (Appendix A, Q20.3). The quartermasters ( $M = 6.04$ ,  $SD = .751$ ,  $N = 24$ ) did not significantly more agree with this argument than the commissioners ( $M = 5.73$ ,  $SD = 1.104$ ,  $N = 11$ ) did, according to an independent t-test,  $t(33) = .989$ ,  $p = .330$ .

## 5.5 Negotiation relationship

Hypothesis 4 was that there would be a higher degree of negotiation between the commissioner of the project manager and the project manager than between the commissioner of the quartermaster and the quartermaster.

Two relevant items became apparent when examining the negotiations between the commissioner of the quartermaster and the quartermaster: “There is a lot of negotiation between quartermaster and the commissioner because of their opposing interests,” and “Because of mutual dependence, there is more collaboration than negotiation.” (Appendix A, Q22.1 and Q22.2) The respondents considered that there was more collaboration ( $M = 5.06$ ,  $SD = 1.179$ ,  $N = 34$ ) because of mutual dependence than negotiation because of opposing interests ( $M = 3.50$ ,  $SD = 1.331$ ,  $N = 34$ ). According to a paired sample t-test, this difference was significant,  $t(33) = -4.316$ ,  $p = .000$ .

Quartermasters ( $M = 3.74$ ,  $SD = 1.214$ ,  $N = 23$ ) did not significantly differ from commissioners ( $M = 3.00$ ,  $SD = 1.483$ ,  $N = 11$ ) in their opinion about the argument “There is a lot of negotiation between quartermaster and the commissioner because of their opposing interests”, according to an independent t-test,  $t(32) = 1.546$ ,  $p = .132$  (Appendix A, Q22.1).

Commissioners ( $M = 5.36$ ,  $SD = 1.206$ ,  $N = 11$ ) did not consider collaboration to be significantly more important than did quartermasters ( $M = 4.91$ ,  $SD = 1.164$ ,  $N = 23$ ), according to an independent t-test,  $t(32) = -1.044$ ,  $p = .304$ . Respondents who were employed by an organization ( $M = 5.35$ ,  $SD = 1.191$ ,  $N = 23$ ) considered collaboration to be more important than did independent professionals ( $M = 4.45$ ,  $SD = 0.934$ ,  $N = 11$ ), according to an independent t-test,  $t(32) = 2.181$ ,  $p = .037$  (Appendix A, Q22.2). Further information regarding negotiation in quartermastering versus negotiation in project management will be discussed in the qualitative results section.

## 5.6 Uniqueness of quartermastering

The final question in the questionnaire explicitly asked the respondents about the uniqueness of quartermastering: “What makes quartermastering unique?” Several different answers were received, which were divided into four categories: unpredictability, the advisory role of the quartermaster to the commissioner, the importance of stakeholders and no unique features. The majority of the respondents commented on the unpredictability and the uncertainty involved in quartermastering. They reported that there were fewer frameworks and more factors of uncertainty. One respondent claimed that quartermasters are very creative because of this uncertainty. The second category concerned the advisory role of the quartermaster to the commissioner, and the importance of collaboration. The respondents explained that the advisory role in quartermastering is unique. This also had implications for the distribution of power between the commissioner and the quartermaster: they were more equal than a project manager and a commissioner. One respondent suggested that the equal relationship between

the commissioner and the quartermaster is important for the working process. The third category concerned the importance of the stakeholders and the inspiring leadership the quartermaster must display. Due to the many parties and interests involved in quartermastering, the quartermaster must be enthusiastic and inspiring. Finally, one respondent claimed that there was nothing unique in quartermastering.

## **6. Qualitative results**

### **6.1 Instrumental relationship**

In this part of the interview, the interviewees were asked about the responsibilities involved in quartermastering and leadership. A summary of the interviews can be found in Appendix E; the full report of the interviews (in Dutch) can be found in the internship report (Flikweert, 2015).

#### **Responsibilities involved in quartermastering**

Hypothesis 1a was that the responsibilities of the commissioner of the quartermaster and the commissioner of the project manager would be identical, as well as the responsibilities of the quartermaster and project manager would be identical. In the interviews, the two commissioners reported that there was no difference between project management and quartermastering. This meant that, in each and every comparison made between quartermastering and project management, these respondents found no difference. In interview 1, the quartermaster did not see any differences in responsibilities, only in power and the social-emotional relationship with the commissioner. The second and final interviewees reported that the responsibilities of the quartermaster and the project manager are equal, but the circumstances in project management and quartermastering are unequal. Two quartermasters said that they have a larger advisory function in comparison with a project manager. No comments were received about the role of the commissioner in project management in comparison to quartermastering. The majority of the quartermasters indicated that the quartermasters are mainly responsible for the process.

#### **Leadership**

Hypothesis 1b was that the quartermaster would have more skills to be a visionary and inspiring leader than does the project manager. Several quartermasters said that the

quartermaster must create support from other parties; therefore, the quartermaster must be an inspiring leader. With inspiring leadership, the quartermaster can bring parties together. One quartermaster argued that skills to inspire are necessary, “Because there's no hierarchical position of the quartermaster, the quartermaster has to be an inspiring leader.” In the second interview, the quartermaster said that the power of persuasion is important in order to be a visionary and an inspiring leader. The commissioners of the quartermasters did not report any differences between project management and quartermastering.

## **6.2 Social-emotional relationship**

In this part of the interview, the interviewees were asked about the emotions of the commissioner of the quartermaster, and about the importance of the social-emotional relationship in quartermastering and project management.

### **Emotions of the commissioner**

Hypothesis 2a was that in the first phase of quartermastering, the commissioner of the quartermaster would be happy, then unhappy, and in the last phase, the emotions would be stable and neutral. In general, this cycle was not reproduced by the respondents. The majority of the quartermasters argued that, in every assignment, the emotions of the commissioner are different. The commissioners reported that they are relatively stable in emotion, including in times of uncertainty. However, most of the interviewees recognized some emotions. In the beginning, the commissioner is happy or enthusiastic, because his or her idea is being developed. Factors which have a negative influence on the emotions are uncertainty and resistance. One commissioner said that emotions are dependent on the involvement with the new organization: when the commissioner has a lot to do with the new organization, there are more enthusiastic feelings and motivation to develop the new organization. Furthermore, the emotions in the final phase are dependent on the results of the project.

### **Comparison between quartermastering and project management**

Hypothesis 2b was that the social-emotional relationship would be more important in quartermastering than in project management. The interviewees found that the social-emotional relationship was very important. It is notable that every person named the word “trust” during the interview. The commissioner and the quartermaster must have confidence in each other. Trust is particularly important during times of uncertainty. The quantity or nature of the contact between the commissioner and the quartermaster are very different. The second interviewee had an assignment abroad, while the commissioner had stayed in The Hague. Therefore, the quartermaster had a large amount of freedom in his/her work and maintained contact with the commissioner through email. One commissioner stated that contact with the quartermaster was very important and intensive, as they work together. The final interviewee mentioned that she worked in the same office as the commissioner, making the contact intensive. Both the commissioners and the quartermasters said that consulting with each other could help the process.

### **6.3 Power relationship**

The questions regarding power in the interviews were focused on the comparison between quartermastering and project management. Hypothesis 3c was that the network power of the quartermaster would be more important in the process in comparison to the network power of the project manager. Networking, creating support and bringing parties together were important concepts that were frequently mentioned during the interviews. These concepts are the ingredients necessary to obtain informal power. In most cases, the commissioner facilitates the quartermaster, for example by introducing the quartermaster within an important network. A project manager has formal power, because he or she is in the organization. One quartermaster said “The project manager is able to derive power from his



position, the quartermaster cannot do that.” For the project manager, network power is less crucial than it is to the quartermaster.

#### **6.4 Negotiation relationship**

The questions in the interviews regarding negotiation were focused on the differences in negotiation or collaboration in project management and quartermastering.

Hypothesis 4 was that there would be a higher degree of negotiation between the commissioner of the project manager and the project manager than between the commissioner of the quartermaster and the quartermaster. During the interviews, opinions about collaboration or negotiation were divided. Some people stated that only collaboration exists, because of the intensive relationship with the commissioner. One of the commissioners said that the budget was already known, so there was nothing to negotiate. However, some quartermasters stated that they have negotiated with the commissioner about the number of hours they have an assistant, for example. The first interviewee said that there is a higher degree of collaboration with the commissioner in a project than there is in quartermastering, “In project management, there is more collaboration, because the tasks are clear.” The second interviewee claimed “There is less negotiation in project management.”

## 7. General discussion

### 7.1 Hypotheses and research questions

In this section, the results of the questionnaire and the interviews are combined to answer the research questions and hypotheses.

#### **Instrumental relationship**

The first research question was: "What makes quartermastering unique, considering the instrumental relationship between the commissioner and the quartermaster in quartermastering, in comparison to the instrumental relationship between the commissioner and the project manager in project management?" The responsibilities of the commissioner of the project manager and the project manager were distinguished. The commissioner has the responsibility for both the project plan and the success of the project, while the project manager must have enough substantive knowledge about the topic of the project and, more importantly, have leadership and communicative capacities, and knowledge about the techniques of project management (Janssen, 2006). The results of the questionnaire show that in quartermastering, it is the quartermaster who is responsible for the process, and the commissioner of the quartermaster is responsible for the results. The interviewees explained that there are no differences in responsibilities, but rather that quartermasters have a larger advisory role in comparison to project managers. The first hypothesis was that the responsibilities of the commissioner of the quartermaster and the commissioner of the project manager would be identical, as well as the responsibilities of the quartermaster and project manager would be identical. This hypothesis was confirmed using the results of the questionnaire and the interviews.

Hypothesis 1b was that the quartermaster would have more skills to be a visionary and inspiring leader than does the project manager. The questionnaire commenced with a yes/no

question: Is the quartermaster a more inspiring leader than the project manager? Of the respondents, 79.5 % replied in the affirmative. The quartermasters and commissioners both scored highly on the Inspire scale. The difference with the Exchange scale was highly significant, that could be due to social desirability. A remarkable result was that female respondents scored higher on the Inspire scale than male respondents. This indicated that the female participants saw themselves as more inspiring leaders. A possible explanation of this may be due to the minority position of female leaders. Perhaps women have an increased drive to display their leadership skills, because female leaders are not as common as male leaders. Female leaders may feel that they need to prove that they are good leaders. In the qualitative section, the commissioners did not see any differences in leadership between quartermastering and project management. The quartermasters reported that they need to be more inspiring because of their task (bringing parties together) and their position (outside the hierarchy). This hypothesis can be rejected from the view of the commissioners, but not from the view of the quartermasters, as the interviewed commissioners did not see a difference between quartermastering and project management. In response to the main question: quartermastering is unique due to the advisory role of the quartermaster and the inspiring leadership of the quartermaster.

### **Social-emotional relationship**

The second section of the research concerned the social emotional relationship between the commissioner and the quartermaster. The question was: "What makes quartermastering unique, considering the social-emotional relationship between the commissioner and the quartermaster in quartermastering, in comparison to the social-emotional relationship between the commissioner and the project manager in project management?" The first hypothesis concerned the emotions of the commissioner of the quartermaster during the process: In the

first phase of quartermastering, the commissioner of the quartermaster would be happy, then unhappy, and in the last phase, the emotions would be stable and neutral.

The respondents reacted neutrally regarding propositions about the emotional phases of the quartermasters. A notable fact was that independent professionals discerned the negative emotions of the commissioner to a higher degree three months after the commencement of the project than people who were employed by organizations. One possible explanation for this is that the commissioners of independent professionals did not know the quartermaster very well. When, for example, only minimal progress is achieved during the first three months, the commissioners may have doubts about their decision to hire an independent professional. In general, the cycle of emotions of the commissioner was not reproduced by the interviewees. The majority of the quartermasters argued that, in every assignment, the emotions of the commissioner are different. The commissioners said that they are relatively stable in their emotions, including in times of uncertainty. The emotions of the quartermaster during the final phase are dependent on the results of quartermastering. This hypothesis was therefore rejected.

Hypothesis 2b was that the social-emotional relationship would be more important in quartermastering than in project management. In the questionnaire, the respondents did agree slightly with the argument that the social-emotional relationship in quartermastering is more important than the instrumental relationship. The results of the questionnaire were, however, not as strong as predicted. One possible explanation for this is the manner of questioning. To measure the importance of the social-emotional relationship in the questionnaire, a comparison was consistently made with the importance of the instrumental relationship. It may be that the social-emotional relationship is not more important than a fair division of labour, while still being very important. The interviewees stated that the social-emotional relationship is very important. Trust between commissioner and quartermaster is essential. It

is remarkable that the quantity of contact between the commissioner and the quartermaster is very different, depending on the quartermaster, the commissioner and the type of assignment. Therefore, the prediction that there is more contact than in project management was rejected. None of the interviewees explicitly related the differences between quartermastering and project management; however, the quartermasters all underlined the importance of the social-emotional relationship in quartermastering. Therefore, this hypothesis cannot be rejected. Overall, quartermastering is unique because of the important social-emotional relationship of the commissioner and the quartermaster. Trust between the commissioner and the quartermaster is crucial in quartermastering.

### **Power relationship**

The third section of this research concerned the power relationship between the commissioner and the quartermaster. The question was: "What makes quartermastering unique, considering the power relationship between the commissioner and the quartermaster in quartermastering, in comparison to the power relationship between the commissioner and the project manager in project management?" Hypothesis 3a was that the position power of the commissioners and quartermaster or project manager would be stable during the process of project management and quartermastering; the commissioners would have more position power than the project managers or the quartermasters. The results from the questionnaire showed no significant difference in stability of power between the quartermaster and the commissioner. Again, the results were not as strong as expected. One possible explanation for this is the manner of questioning in the questionnaire. Perhaps the respondents thought more about formal power than informal power. The respondents agreed with the second part of the hypothesis, namely that the commissioners have more power than the project manager or the quartermaster. This hypothesis must be rejected because the respondents did not agree with the proposition of stable power. A remarkable result was that quartermasters who completed the questionnaire

thought that the quartermaster has less formal power than did the participating commissioners of the quartermaster. This difference can be explained by the fact that quartermasters do not have a large amount of formal power in their daily work, and that the commissioner does not see the everyday practice of the quartermaster, rather only small reports. When the quartermastering project is progressing well, the commissioner may think that the quartermaster has formal power.

Hypothesis 3b was that the personal power of the commissioners and quartermaster or project manager would differ during the process of project management and quartermastering. The respondents did not explicitly discuss the different forms of power, stating only that network power is very important. One possible explanation for this is that it is difficult to distinguish the different forms of power and their effects during a project. In the previous hypothesis, it appeared that the power of the commissioners and quartermasters was unstable. Therefore, this hypothesis was rejected.

Hypothesis 3c was that the network power of the quartermaster would be more important in the process in comparison to the network power of the project manager. A yes/no question in the questionnaire asked: "Does the network power of the quartermaster play a major role in the process in comparison to the network power of the project manager?" This was answered with "Yes" by 82.9 % of the respondents. The respondents thought that the skill of networking was a more important skill for a quartermaster to have, in comparison to a project manager. Networking is very important, and the respondents considered that the networking power of the quartermaster is more important than his or her formal power. In the interviews, hypothesis 3c was fully confirmed. The project manager has more formal power, and network power is essential in quartermastering. Therefore, hypothesis 3c was confirmed. Overall, quartermastering is unique because of the importance of network power and the

lower amount of formal power of the quartermaster in comparison to the formal power of the project manager.

### **Negotiation relationship**

The final section of this research concerned the negotiation between the commissioners and the quartermasters, and the project managers. The question was: “What makes quartermastering unique, considering the negotiation relationship between the commissioner and the quartermaster in quartermastering, in comparison to the negotiation relationship between the commissioner and the project manager in project management?” The hypothesis was that there would be a higher degree of negotiation between the commissioner of the project manager and the project manager than between the commissioner of the quartermaster and the quartermaster. The respondents in the questionnaire considered that there is more collaboration between quartermaster and commissioner because of mutual dependence, than negotiation between commissioner and quartermaster because of opposing interests. During the interviews, the opinions about collaboration or negotiation were divided. Some respondents stated that there is only collaboration because of the intensive relationship with the commissioner. The respondents were also unequal in their thoughts about negotiation in project management. Some participants thought that there is more collaboration in project management than negotiation, while others thought the opposite. This hypothesis should therefore be rejected according to the results of the interviews, but not according to the results of the questionnaire. Therefore, opinions were divided over the uniqueness of quartermastering concerning negotiation between the commissioner and the quartermaster.

### **Uniqueness of quartermastering**

The final question in the questionnaire was an open question about the uniqueness of quartermastering. In answer to this question, the uniqueness of the relationship between commissioner and quartermaster was mentioned several times. The uniqueness of the equality

between the commissioner and the quartermaster and the advisory role of the quartermaster were also mentioned. The respondents explained the importance of collaboration between the commissioner and the quartermaster.

## **7.2 Contradictory results between questionnaire and interviews**

Differences in the data between the questionnaire and the interviews were noted. The two main differences were the importance of the social-emotional relationship, and negotiation versus collaboration between the commissioner and the quartermaster. In the questionnaire, no strong result was found regarding the importance of the social-emotional relationship between the commissioner and the quartermaster. One possible explanation for this is the manner of questioning; in the questionnaire there a comparison was always made between the social-emotional relationship and the instrumental relationship. Perhaps both relationships, or a balance between both, is very important. In the interviews, the importance of the social-relationship was the main result. All the interviewees, including the commissioners, emphasised the importance of trust. Trust in the quartermaster and the commissioner is essential for good collaboration, a good process and results.

The second difference between the questionnaire and the interviews concerned collaboration and negotiation (the final hypothesis). The respondents to the questionnaire considered that there was more collaboration between the quartermaster and the commissioner because of mutual dependence, than negotiation between commissioner and quartermaster because of opposing interests. In the interviews, respondents provided many examples of negotiation. For example, they spoke about their salaries and the number of people with whom they needed to work; however, they also indicated that much discussion occurs during which the quartermasters give advice. Other quartermasters and a commissioner claimed that negotiation is not an issue. One possible explanation for this difference between the results of



the questionnaire and the interviews is the type of people. Perhaps the more open and social persons participated in the interviews, who negotiate to a less-than-average amount.

### **7.3 Connecting results to theory**

In this section, the results of the current research are connected to the theory.

#### **Instrumental relationship**

The theory about project management and the instrumental relationship between the commissioner and the project manager is applicable to the relationship between the commissioner and the quartermaster. The responsibilities involved in project management and quartermastering are not very different. Janssen (2014) argued that it is more difficult for the commissioner to judge the quartermaster on the specific result of the assignment, because the assignment in quartermastering has a high degree of freedom. This was repeated by some interviewees. The distribution of tasks in project management and quartermastering is not different, but the environment is.

#### **Social-emotional relationship**

Janssen (2014) described the emotional phases of the commissioner. This theory, based on the results of this research, is untenable for future use. In the questionnaire, the respondents reacted neutrally to questions regarding the emotions of the commissioner. In the interviews, most of the interviewees said that the emotions of the commissioner are different in each assignment.

The theory of Mastenbroek (1996) regarding the social-emotional relationship and the importance of open communication was fully confirmed by the quartermasters. Trust and good communication are crucial for the relationship between the quartermaster and the project manager.

**Power relationship**

In the results of the questionnaire and the interviews, expert and network power seemed to be the most important types of power for the quartermaster. The informal power of centrality provides power to the quartermaster. This is in line with the report from the WWR, which stated that centrality is very important; the more contacts and appreciation of other colleagues, the stronger the position of the person is (WWR, 2010). Other forms of power, such as irreplaceability and the ability to control and generate resources (Mastenbroek, 1996), were not explicitly investigated in the research. However, because of the central position and the network power of the quartermaster, he or she becomes irreplaceable.

Greer and Van Kleef (2010) performed research on “power dispersion”; the consequences of this vary over power levels. The power dispersion did not appear to be as large as that seen in quartermastering. One of the commissioners mentioned that, in her opinion, the daily power of the quartermaster was comparable to her own power. The power dispersion in quartermastering is smaller than in project management, according to this research. This is because, in quartermastering, the quartermaster has an advisory role and a high degree of informal power.

**Negotiation relationship**

Sherif (1966) showed with his experiments that a superordinate goal creates mutual interdependence. Three of the interviewees reported that the commissioner and the project manager are mutually interdependent from each other. The respondents in the questionnaire considered that there was more collaboration between the quartermaster and the commissioner because of mutual dependence, than negotiation between the commissioner and the quartermaster because of opposing interests. The superordinate goal and mutual interdependence are present in quartermastering, along with self-interest. Huguenin (2004) distinguished three states during a project: fight, negotiate and work together. In

quartermastering, working together and negotiating were the most often seen. The style of negotiation (Huguenin, 2004) used in quartermastering was often that of collaboration. A compromise is not often possible, due to the legitimate power of the commissioner.

## **7.4 Strengths and limitations**

### **Strengths**

One strength of this research was the combination of qualitative and quantitative research. On the basis of the results of the questionnaire, interview questions were formulated. For example, the emotional phases of the commissioner of the quartermaster were difficult to measure through the use of the questionnaire alone. The interviews were complementary to the questionnaire .

A further strength of the research was the large amount of information concerning quartermastering was gathered through the performance of this study. This research was explorative, as a limited amount of previous research had been performed regarding quartermastering. The questionnaire contained a large number of questions.

### **Questionnaire limitations**

Despite the large number of questions in the questionnaire, there were several limitations. The first and most important limitation was the number of respondents: 35 quartermasters and 17 commissioners, of which 23 quartermasters and 11 commissioners completed the questionnaire till the end. This made it difficult to compare the quartermasters and commissioners, because at some items there were only 11 commissioners. The significant results were not very reliable. The response rate was estimated to be only 10 %. There were two main reasons for the low response rate: the length of the questionnaire and the identification of those invited to participate with the role of quartermaster of commissioner. The large number of questions in the questionnaire led to a lower response rate (Roszkowski & Bean, 1990). Furthermore, some quartermasters from the database of the

Kwartiermakersgilde wrote an email response containing several excuses for non-participation, for example, “The project I’m now working on is not really a quartermaster project,” or “I think I’ve more an advisory role than a role of a quartermaster in my current project.” In the follow-up research, the definition of the quartermaster and the project aim should be clear before potential participants are approached. The low number of respondents and the low response rate also has consequences for the reliability of the research. When defining groups, for example, males and females in the commissioner group, the results were unreliable. Therefore, it was not possible to ascertain differences in this sector. Due to the large degree of difference in the sectors and because most of the respondents choose the category “other,” differences between groups could not be tested. Another important limitation concerned the measuring processes. In theory, there is a paradigm concerned with the fluctuation of the total power of the commissioner and the quartermaster, and a paradigm regarding the emotions of the commissioner of the quartermaster in different phases. It is difficult to tease out the answers to these processes in a questionnaire without using biased questions.

### **Interview limitations**

The two main limitations of the questionnaire, namely the sample size and the difficulties encountered in measuring processes, were also the main limitations in the interviews. Only two official interviews were conducted with commissioners. These commissioners did not agree with the statement that quartermastering is different to project management. Therefore, the uniqueness of quartermastering was not confirmed during the interviews with the commissioners. There are two possible explanations for this finding. One is non-familiarity with the differences between project management and quartermastering. It was remarkable that the commissioners and quartermasters, when speaking about the same project, explained different facets. For example, regarding the budget, the quartermaster claimed that there was

no budget set in advance, while the commissioners stated that there was. Another possible explanation for the fact that the interviewed commissioners did not recognize differences between project management and quartermastering is that quartermasters are good at their jobs. When they deftly solve difficult problems which occur during the process, the commissioner may form the opinion that quartermastering does not encompass more than the project.

## **7.5 Achievements**

This study collected a large amount of information about the relationship between the quartermaster and the commissioner, and the comparison with project management. This led to the insight that quartermasters have much in common with commissioners, but that they also are different in their approach to the relationship with the commissioner. This is the first time that research has been performed in which not only quartermasters, but also commissioners responded to questions regarding the relationship with the quartermaster. This research also contributed to the awareness of the brand of the Kwartiermakersgilde.

## **7.6 Follow-up research**

Follow-up research would benefit from the inclusion of several interesting fields, one of which is a focus on commissioners and quartermasters in the commercial sector. In the current research, only seven respondents were employed in the commercial sector. It would be interesting for follow-up research to further examine these employees. What kind of assignments do they complete? Who are the stakeholders in the process? What is the relationship between the quartermaster and the commissioner?

A further option for research would be to focus more on one of four relationships between the commissioner and the quartermaster. The current research has provided an overview of the relationship between the commissioner and the quartermaster. In particular,

the power relationship could be researched in further depth. The different types of power, such as network power and referent power, and their effects, were not clearly distinguished in the current research.

Further focus on the commissioner and good commissionership could also be included in future research. What does the uniqueness of quartermastering imply for the leadership of the commissioner? What can the commissioner do to facilitate the quartermaster? In which part of the process does the quartermaster have an advisory role? Which quartermaster is suitable for which assignment?

## **7.7 Recommendations for the Kwartiermakersgilde**

One of the most important recommendations for the Kwartiermakersgilde is to give information to quartermasters and commissioners about the uniqueness of quartermastering. The degrees of freedom, the lack of a framework, the importance of the social-emotional relationship and the informal power of the quartermaster are several aspects that make quartermastering unique. An implication of this is that it is important to have the right quartermaster for each assignment. However, in order to realise this, quartermasters and commissioners must know exactly what quartermastering entails. The Kwartiermakersgilde can develop, for example, self-tests for commissioners and quartermasters, to provide further insight into their assignments and their collaboration styles.

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## Appendix A Questionnaire

Deze vragenlijst hoort bij een onderzoek naar de relatie tussen de kwartiermaker en de opdrachtgever. Het is de bedoeling dat u overal een zo eerlijk mogelijk antwoord geeft. Ik doe dit onderzoek voor mijn afstudeerscriptie/stage voor de master Social and Organisational Psychology aan de Universiteit Leiden bij de Stichting Het Kwartiermakersgilde. De vragenlijst omvat 65 vragen en zal ongeveer tien minuten in beslag nemen. Uw antwoorden zullen vertrouwelijk en volledig anoniem behandeld worden. U kunt op elk moment de vragenlijst afbreken. Mocht u na het invullen van de vragenlijst nog vragen hebben, stuurt u dan een mail naar [flikweert@kwartiermakersgilde.nl](mailto:flikweert@kwartiermakersgilde.nl). Het onderzoek valt onder verantwoording van dhr. dr. Steensma. Bij vragen, klachten of meer informatie, stuur een mail naar [Steensma@fsw.leidenuniv.nl](mailto:Steensma@fsw.leidenuniv.nl).

Ik geef toestemming om mee te doen aan het onderzoek

- Ja (1)

### Algemene vragen

Q1 Geslacht

- Man (1)  
 Vrouw (2)

Q2 Leeftijd

Q3 Hoogst voltooide opleiding

- Middelbare school (1)  
 MBO (2)  
 HBO (3)  
 WO (4)  
 Anders, nl. (5) \_\_\_\_\_

Q4 Branche

- Onderwijs (1)  
 Zorg (2)  
 Politiek (3)  
 Financieel (4)  
 Ruimtelijke ordening, vastgoed (5)  
 Anders, nl. (6) \_\_\_\_\_

Q5 Sector

- Publiek (1)  
 Commercieel (2)

Q6 Arbeidssituatie

- Loondienst (1)  
 Zelfstandig (2)

Q7 Over het algemeen ben ik

- Kwartiermaker (1)  
 Opdrachtgever (2)

Q8 (Indien Q7 is beantwoord met Kwartiermaker) Aantal jaar ervaring in kwartiermaken

Q9 Ik heb ervaring met het projectmanagement

- Ja (1)  
 Nee (2)

Q10 In onderstaande vragen is de verdeling van de taken tussen de kwartiermaker en de opdrachtgever van belang. De verantwoordelijkheden van de kwartiermaker en zijn opdrachtgever worden afgezet tegen de verantwoordelijkheden van de projectmanager en de opdrachtgever van de manager.

	Volledig mee oneens (1)	Sterk mee oneens (2)	Enigszins mee oneens (3)	Neutraal (4)	Enigszins mee eens (5)	Sterk mee eens (6)	Volledig mee eens (7)
De opdrachtgever is eindverantwoordelijke voor het proces in een kwartiermakersopdracht. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Een kwartiermaker is eindverantwoordelijke voor het proces in een kwartiermakersopdracht. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De opdrachtgever is eindverantwoordelijke voor het resultaat van een kwartiermakersopdracht. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Een kwartiermaker is eindverantwoordelijke voor het resultaat van een kwartiermakersopdracht. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Een belangrijke taak van de opdrachtgever is dat hij/zij de kwartiermaker faciliteert. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Een belangrijke taak van de kwartiermaker is mensen bij elkaar brengen. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De kwartiermaker moet de vaardigheden van de opdrachtgever aanvullen. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Een projectmanager is meer verantwoordelijk voor het resultaat in een projectopdracht dan voor het proces. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De verantwoordelijkheden in een kwartiermakers-opdracht zijn anders dan bij een project. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q11 In welk opzicht zijn de verantwoordelijkheden bij een kwartiermakersopdracht anders dan bij een project? (Indien Q10 'De verantwoordelijkheden in een kwartiermakersopdracht zijn anders dan bij een project' is beantwoord met 5, 6 of 7 op de Likertschaal)

Q12 De verantwoordelijkheden in een kwartiermakersopdracht zullen worden afgezet tegen de verantwoordelijkheden in een projectopdracht.

	Volledig mee oneens (1)	Sterk mee oneens (2)	Enigszins mee oneens (3)	Neutraal (4)	Enigszins mee eens (5)	Sterk mee eens (6)	Volledig mee eens (7)
De opdrachtgever is eindverantwoordelijke voor het proces in een projectopdracht. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De opdrachtgever is eindverantwoordelijke voor het resultaat in een projectopdracht. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De projectmanager is eindverantwoordelijke voor het proces in een projectopdracht. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De projectmanager is eindverantwoordelijke voor het resultaat in een projectopdracht. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q13 De volgende stellingen zeggen iets over het leiderschap van de kwartiermaker of de opdrachtgever. Met 'de ander' wordt iemand bedoeld waarmee de kwartiermaker samen werkt bij een opdracht, waarbij de kwartiermaker moet zorgen dat diegene meewerkt. Het is geen leider, maar meer een ondergeschikte of gelijk geplaatste in vergelijking met de functie van de kwartiermaker.

	Volledig mee oneens (1)	Sterk mee oneens (2)	Enigszins mee oneens (3)	Neutraal (4)	Enigszins mee eens (5)	Sterk mee eens (6)	Volledig mee eens (7)
Ik bied de ander iets aantrekkelijks aan wanneer deze doet wat ik vraag. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik moedig de ander aan doelen te stellen waarmee hij zichzelf kan overtreffen. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik zorg dat de ander een nieuwe invalshoek op een probleem kan kiezen. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik laat de ander een probleem omzetten in een uitdaging. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik presenteer een belangrijk en waardevol plan met enthousiasme. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ik stel een promotie in het vooruitzicht als de opdracht wordt uitgevoerd. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik laat de ander datgene doen waar deze goed in is. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik verschaf voorbeelden (metaforen en analogieën) bij het oplossen van problemen. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik zeg dat ik de ander zal belonen wanneer op mijn verzoek wordt ingegaan. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik laat de ander een probleem eens anders formuleren. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik zorg ervoor dat de ander een heldere voorstelling van een probleem heeft. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik geef de ander de ruimte om zijn/haar creativiteit ten aanzien van een oplossing van een probleem te gaan gebruiken. (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik motiveer mensen om hun visie op een probleem te delen. (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Een beloning zal op zijn plaats zijn wanneer de ander op mijn verzoek ingaat. (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De ander wordt gemotiveerd om aan een opdracht te beginnen, doordat ik de kracht van de ander vooraf benadruk. (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wanneer de ander gehoor geeft aan mijn oproep, geef ik de ander een vergoeding. (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q14 Is de kwartiermaker over het algemeen een meer inspirerend leider dan een projectmanager?

- Ja (1)
- Nee (2)

Q15 De relatie van de kwartiermaker met zijn opdrachtgever wordt vaak intensief gevonden. Hoe zit dat op emotioneel vlak? Hoe belangrijk is het om een goede relatie te hebben met de opdrachtgever?

	Volledig mee oneens (1)	Sterk mee oneens (2)	Enigszins mee oneens (3)	Neutraal (4)	Enigszins mee eens (5)	Sterk mee eens (6)	Volledig mee eens (7)
De sociaal-emotionele relatie van de kwartiermaker met de opdrachtgever is belangrijker dan de taakgerichte relatie. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De emoties van de opdrachtgever ten opzichte van de kwartiermaker zijn in de middenfase van het proces negatiever dan in de beginfase. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Negatieve emoties op relationeel vlak tussen de kwartiermaker en de opdrachtgever komen pas naar voren als de opdracht ongeveer drie maanden loopt. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De negatieve emoties van de opdrachtgever beïnvloeden de voortgang van het proces op een nadelige manier. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De opdrachtgever moet initiatief tonen als er problemen zijn in de relatie met de kwartiermaker. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Open communicatie tussen de opdrachtgever en de kwartiermaker is belangrijker dan een goede probleemanalyse. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problemen met de opdrachtgever zijn er vooral als de opdrachtgever en de kwartiermaker erg van karakter verschillen. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problemen op het relationele vlak met de opdrachtgever zijn er in elke kwartiermakersopdracht. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

De emotionele relatie tussen opdrachtgever en opdrachtnemer kent gedurende de looptijd meer variatie bij een kwartiermakersopdracht in vergelijking met een project opdracht. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Q16 (Indien Q15 De emotionele relatie tussen opdrachtgever en opdrachtnemer kent gedurende de looptijd meer variatie bij een kwartiermakersopdracht in vergelijking met een project opdracht is beantwoord met 5,6 of 7 op de Likertschaal) Hoe verschilt de relatie tussen de opdrachtgever en kwartiermaker tijdens de looptijd, vergeleken met de relatie van een projectmanager met zijn/haar opdrachtgever?

Q17 De volgende vragen gaan over de machtsverhoudingen tussen de opdrachtgever en de kwartiermaker. Wie heeft er meer macht? Op welke terreinen ligt die macht? En hoe zit dat bij een projectopdracht?

	Volledig mee oneens (1)	Sterk mee oneens (2)	Enigszins mee oneens (3)	Neutraal (4)	Enigszins mee eens (5)	Sterk mee eens (6)	Volledig mee eens (7)
De opdrachtgever heeft meer macht dan de kwartiermaker. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De macht van de kwartiermaker en opdrachtgever is ongeveer gelijk. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De macht van de kwartiermaker en opdrachtgever ligt op verschillende terreinen. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De opdrachtgever heeft macht doordat hij het project kan laten doorgaan of stoppen. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De kwartiermaker heeft macht door zijn leiderschapskwaliteiten. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De kwartiermaker moet zijn (informele) macht ontleen aan goed leiderschap. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De machtsrelatie tussen opdrachtgever en opdrachtnemer kent gedurende de looptijd meer variatie bij een kwartiermakersopdracht in vergelijking met een project opdracht. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q18 (Indien Q17 De machtsrelatie tussen opdrachtgever en opdrachtnemer kent gedurende de looptijd meer

variatie bij een kwartiermakersopdracht in vergelijking met een project opdracht is beantwoord met 5,6 of 7 op de Likertschaal) Hoe verschilt de machtsrelatie tussen de opdrachtgever en kwartiermaker tijdens de looptijd, vergeleken met de relatie van een projectmanager met zijn/haar opdrachtgever?

## Q19 Machtsrelatie

	Volledig mee oneens (1)	Sterk mee oneens (2)	Enigszins mee oneens (3)	Neutraal (4)	Enigszins mee eens (5)	Sterk mee eens (6)	Volledig mee eens (7)
Een kwartiermaker is over het algemeen een charismatisch persoon. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mensen bij elkaar brengen zorgt ervoor dat de kwartiermaker meer macht heeft dan de opdrachtgever. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tijdens een opdracht blijkt dat de macht van de kwartiermaker niet stabiel is. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tijdens een opdracht blijkt dat de macht van de opdrachtgever niet stabiel is. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De expertise van de kwartiermaker geeft hem/haar macht. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Als kwartiermaker is het belangrijker om goed te kunnen netwerken dan als opdrachtgever. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Voor een kwartiermaker is het belangrijker om goed te kunnen netwerken dan als een projectmanager. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Een kwartiermaker heeft geen formele macht. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De macht als opdrachtgever ten opzichte van een kwartiermaker of een projectmanager is gelijk. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De macht van een projectmanager is vooral formeel. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De macht van de opdrachtgever van een projectmanager is groter dan de macht van de projectmanager. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## Q20 Machtsrelatie

	Volledig mee oneens (1)	Sterk mee oneens (2)	Enigszins mee oneens (3)	Neutraal (4)	Enigszins mee eens (5)	Sterk mee eens (6)	Volledig mee eens (7)
De kwartiermaker is de spil in het proces, waardoor er gedurende de opdracht, de macht van de kwartiermaker stijgt. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De opdrachtgever heeft minder netwerkmacht dan de kwartiermaker. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De macht die een kwartiermaker verkrijgt door het netwerk kan tijdens de opdracht belangrijker zijn dan de formele macht. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wanneer er veel partijen bij elkaar moeten worden gebracht, heeft de kwartiermaker de meeste macht. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q21 Speelt de netwerkmacht van de kwartiermaker een belangrijkere rol dan de netwerkmacht van de projectmanager?

- Ja (1)  
 Nee (2)

Q22 De volgende stellingen gaan in op de onderhandelingsrelatie tussen de opdrachtgever en de kwartiermaker. Wordt er veel onderhandeld tijdens een opdracht? En hoe is dat tijdens een project?

	Volledig mee oneens (1)	Sterk mee oneens (2)	Enigszins mee oneens (3)	Neutraal (4)	Enigszins mee eens (5)	Sterk mee eens (6)	Volledig mee eens (7)
Door tegengestelde belangen van de opdrachtgever en kwartiermaker zijn onderhandelingen aan de orde van de dag. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De wederzijdse afhankelijkheid van opdrachtgever en kwartiermaker zorgt ervoor dat samenwerking tussen de opdrachtgever en kwartiermaker voorop staat en er weinig onderhandelingen nodig zijn. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

De onderhandeling tussen de opdrachtgever en kwartiermaker eindigt meestal in een compromis. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De onderhandeling tussen de opdrachtgever en de kwartiermaker eindigt meestal in een win-win situatie. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bij onderhandelingen wordt de kwartiermaker vooral gestuurd door de opdrachtgever en niet andersom. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De onderhandeling tussen de opdrachtgever en de kwartiermaker gaat over het proces, niet over het doel. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De onderhandeling tussen de kwartiermaker en de opdrachtgever gaat over de inhoud van de opdracht, niet over het proces. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bij onderhandeling tussen kwartiermaker en opdrachtgever moet de kwartiermaker vooral inhoudelijke argumenten gebruiken. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Een kwartiermaker onderhandelt meer op basis van informele macht dan een projectmanager. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bij een kwartiermakersopdracht is samenwerken met de opdrachtgever belangrijker dan onderhandelen in vergelijking met projectmanagement. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Onderhandelen komt meer voor in een projectopdracht dan in een kwartiermakersopdracht. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Q23 Praktijk van de kwartiermaker

	Volledig mee oneens (1)	Sterk mee oneens (2)	Enigszins mee oneens (3)	Neutraal (4)	Enigszins mee eens (5)	Sterk mee eens (6)	Volledig mee eens (7)
Gedurende een kwartiermakersopdracht heb ik de volledige controle. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Een nieuwe opdracht zorgt voor een blij gevoel. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De stress loopt vaak op tijdens een opdracht. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q24 Wat is er uniek aan het kwartiermaken in vergelijking met bijvoorbeeld een project?

Q25 Ik mag benaderd worden voor een verdiepend interview van een half uur.

- Ja (1)
- Nee (2)

Q26 (Indien Q25 met ja is beantwoord) Naam:

Q27 (Indien Q25 met ja is beantwoord) E-mailadres:

Hartelijk dank voor het invullen van de vragenlijst. Met deze informatie heeft u bijgedragen aan de professionalisering van het vak van de kwartiermaker. Voor verdere vragen kunt u contact opnemen met Nanja Flikweert via [flikweert@kwartiermakersgilde.nl](mailto:flikweert@kwartiermakersgilde.nl). Hieronder kunt u aangeven of u geïnteresseerd bent om een kort overzicht van de resultaten van het onderzoek te ontvangen. De gehele scriptie zal op de website van het Kwartiermakersgilde te vinden zijn, [www.kwartiermakersgilde.nl](http://www.kwartiermakersgilde.nl).

Q28 Wilt u een kort overzicht van de resultaten van deze vragenlijst per e-mail ontvangen?

- Ja (1)
- Nee (2)

Q29 (Indien Q28 met ja is beantwoord en Q25 met nee) E-mailadres:

## Appendix B Scales

### Inspire Scale

$\alpha = .81$ ,  $M = 5.792$ ,  $SD = .556$ ,  $N = 39$

	<b>Item</b>	<b>Rename</b>	<b><i>M</i></b>	<b><i>SD</i></b>
Q13.2	Ik moedig de ander aan doelen te stellen waarmee hij zichzelf kan overtreffen.	Encourage	5.41	.910
Q13.3	Ik zorg dat de ander een nieuwe invalshoek op een probleem kan kiezen.	Own perspective	5.87	.951
Q13.4	Ik laat de ander een probleem omzetten in een uitdaging.	Challenge	5.69	1.080
Q13.5	Ik presenteer een belangrijk en waardevol plan met enthousiasme.	Enthusiastic	6.44	.718
Q13.7	Ik laat de ander datgene doen waar deze goed in is.	Talent	5.95	.826
Q13.8	Ik verschaf voorbeelden (metaforen en analogieën) bij het oplossen van problemen.	Examples	5.31	1.360
Q13.10	Ik laat de ander een probleem eens anders formuleren.	Reformulate	5.49	.756
Q13.11	Ik zorg ervoor dat de ander een heldere voorstelling van een probleem heeft.	Clear problem	5.77	.872
Q13.12*	Ik geef de ander de ruimte om zijn/haar creativiteit ten aanzien van een oplossing van een probleem te gaan gebruiken.	Creativity	6.10	.821
Q13.13*	Ik motiveer mensen om hun visie op een probleem te delen.	Share vision	5.90	.718

\*: Added items to original PIT scale

**Exchange Scale**

$\alpha = .83$ ,  $M = 2.769$ ,  $SD = 1.057$ ,  $N = 39$

	<b>Item</b>	<b>Rename</b>	<b>M</b>	<b>SD</b>
Q13.1	Ik bied de ander iets aantrekkelijks aan wanneer deze doet wat ik vraag.	Attractive thing	3.79	1.490
Q13.6	Ik stel een promotie in het vooruitzicht als de opdracht wordt uitgevoerd.	Promotion	2.51	1.393
Q13.9	Ik zeg dat ik de ander zal belonen wanneer op mijn verzoek wordt ingegaan.	Reward	2.51	1.295
Q13.14*	Een beloning zal op zijn plaats zijn wanneer de ander op mijn verzoek ingaat.	Reward2	2.82	1.335
Q13.16*	Wanneer de ander gehoor geeft aan mijn oproep, geef ik de ander een vergoeding.	Compensation	2.21	1.321

\*: Added items to original PIT scale

**Quartermaster Power Scale**

$\alpha = .72$ ,  $M = 5.171$ ,  $SD = .723$ ,  $N = 35$

	<b>Item</b>	<b>Rename</b>	<b>M</b>	<b>SD</b>
Q17.5	De kwartiermaker heeft macht door zijn leiderschapskwaliteiten.	Qualities	5.57	.065
Q17.6	De kwartiermaker moet zijn (informele) macht ontlenen aan goed leiderschap.	Leadership	5.80	.833
Q19.1	De kwartiermaker is over het algemeen een charismatisch persoon.	Charismatic	5.46	.780
Q19.2	Mensen bij elkaar brengen zorgt ervoor dat de kwartiermaker meer macht heeft dan de opdrachtgever.	Bring together	4.20	1.052
Q19.6	Als kwartiermaker is het belangrijker om goed te kunnen netwerken dan als opdrachtgever.	Network	5.20	1.605
Q20.2	De opdrachtgever heeft minder netwerkmacht dan de kwartiermaker.	Network2	4.80	1.183

## Appendix C Characteristics of the interviewees

	<b>Quartermaster or Commissioner</b>	<b>Sexe</b>	<b>Expertise</b>	<b>Date of interview</b>	<b>Location</b>
<b>Interview 1</b>	Quartermaster	Man	Social domain	December 3rd, 2014	The Hague
<b>Interview 2</b>	Quartermaster	Man	Government	December 5th, 2014	The Hague
<b>Interview 3</b>	Commissioner	Woman	Government	December 8th, 2014	The Hague
<b>Interview 4</b>	Commissioner	Man	Education	December 12th, 2014	Utrecht
<b>Interview 5</b>	Quartermaster	Man	Culture	December 15th, 2014	Deventer
<b>Interview 6</b>	Quartermaster	Woman	Health	December 17th, 2014	Lelystad
<b>Interview 7</b>	Quartermaster	Woman	Social domain	January 23rd, 2015	Nuenen

## Appendix D Guiding questions of the semi-structured interviews

### **Instrumental relationship**

1. Is there a difference in distribution of tasks between quartermastering and project management?

### **Social-emotional relationship**

2. One of the results of the questionnaire is the quartermaster is a more inspiring leader in comparison to the project manager. What is your explanation for that?
3. How is your contact with the commissioner being quartermaster? Or: How is your contact with the quartermaster being commissioner?
4. Is there a specific cycle in the emotions of the commissioner towards you as a quartermaster? Or: How are your emotions towards the quartermaster during quartermastering?

### **Power relationship**

5. Is there a difference in power between quartermastering and project management?

### **Negotiation relationship**

6. Is there any difference in negotiation of collaboration between quartermastering and project management?

## Appendix E Summary of interviews

### Interview 1

*Is there a difference in distribution of tasks between quartermastering and project management?*

Generally, it's difficult to say. It depends from the task you have to do. Sometimes, project management is also quartermastering, the definition is not always clear. There are no differences in the instrumental relationship, but in the social-emotional relationship and power. Quartermaster is mainly responsible for the process.

*One of the results of the questionnaire is the quartermaster is a more inspiring leader in comparison to the project manager. What is your explanation for that?*

It's because of the quartermaster haven't formal power, leadership gives the quartermaster power.

*How is your contact with the commissioner being quartermaster?*

Hardly any contact with the commissioner, but sometimes moments of feedback.

*Is there a specific cycle in the emotions of the commissioner towards you as a quartermaster?*

No general idea about the emotional phases of the commissioner. Feeling of losing control induce discomfort. Confidence in the quartermaster is important.

*Is there a difference in power between quartermastering and project management?*

Quartermasters have informal power, project managers more formal power. Leadership provides power to get confirmation of people.

*Is there any difference in negotiation of collaboration between quartermastering and project management?*

In the first phase of quartermastering, there is negotiation about the approach, after that, there is collaboration. The commissioner of the quartermaster facilitates the quartermaster. In project management, there is more collaboration, because the tasks are clear.



**Interview 2**

*Is there a difference in distribution of tasks between quartermastering and project management?*

In quartermastering, the commissioner of the quartermaster have to create conditions, in project management, there are already the conditions. The tasks of quartermaster and project manager aren't different, but the circumstances are. Both the quartermaster and project manager are responsible for the process.

*One of the results of the questionnaire is the quartermaster is a more inspiring leader in comparison to the project manager. What is your explanation for that?*

The quartermaster has power because of his/her persuasion. The social-emotional relationship is more important in quartermastering than in project management.

*How is your contact with the commissioner being quartermaster?*

It's not so important, when the task is going well. Trust is very important.

*Is there a specific cycle in the emotions of the commissioner towards you as a quartermaster?*

The emotional phases of the commissioner are different in each assignment. The commissioner experiences stress, sometimes.

*Is there a difference in power between quartermastering and project management?*

Quartermasters have informal power, project managers more formal power.

*Is there any difference in negotiation of collaboration between quartermastering and project management?*

In quartermastering, there is negotiation about money. There is less negotiation in project management.

**Interview 3**

*Is there a difference in distribution of tasks between quartermastering and project management?*

In quartermastering and project management, the commissioner takes care of the preconditions. The quartermaster and the project manager work both practical.

*One of the results of the questionnaire is the quartermaster is a more inspiring leader in comparison to the project manager. What is your explanation for that?*

The quartermaster isn't a more inspiring leader than the project manager, because there's no difference between the quartermaster or the project manager.

*How is your contact with the quartermaster being commissioner?*

The commissioner is responsible to the preconditions. The commissioner is consulting with the quartermaster. A large amount of trust between commissioner and quartermaster is important. The relationship is on base of collaboration.

*Is there a specific cycle in the emotions of the commissioner?*

The commissioner is mostly excited, but there are moments of stress. It also depends on the involvement of the commissioner at the new organization.

*Is there a difference in power between quartermastering and project management?*

The quartermaster has power because of his/her expertise. But the commissioner has more power. If the quartermaster becomes the leader of the new organization, he/she has more power during the phase of quartermastering.

*Is there any difference in negotiation of collaboration between quartermastering and project management?*

The budget is already clear, so negotiation about that is not applicable. It's more a collaboration between commissioner and project manager or quartermaster.

**Interview 4**

*Is there a difference in distribution of tasks between quartermastering and project management?*

There is no difference between project management and quartermastering: the commissioner indicates the direction of the assignment, the quartermaster specifies it.

*One of the results of the questionnaire is the quartermaster is a more inspiring leader in comparison to the project manager. What is your explanation for that?*

There's no difference between quartermasters and project managers. They have to be a good discussion partner rather than a inspiring leader.

*How is your contact with the quartermaster being commissioner?*

A good social relationship is important. The commissioner trusts in the expertise of the quartermaster. The commissioner arranges conversations for the quartermaster.

*Is there a specific cycle in the emotions of the commissioner?*

The start is positive, but there can be some negative emotions in a later stage because of uncertainty.

*Is there a difference in power between quartermastering and project management?*

The commissioner has more power, to stop or continue the project. Informal, the relationship is equal.

*Is there any difference in negotiation of collaboration between quartermastering and project management?*

It's a collaboration, in a project and also in quartermastering.

**Interview 5**

*Is there a difference in distribution of tasks between quartermastering and project management?*

A quartermaster has a more advisory function in comparison with a project manager.

*One of the results of the questionnaire is the quartermaster is a more inspiring leader in comparison to the project manager. What is your explanation for that?*

Because there's no hierarchical position of the quartermaster, the quartermaster has to be an inspiring leader.

*How is your contact with the commissioner being quartermaster?*

In the first stage of the assignment, the contact is intense, and in later stages only when uncertainty plays a role.

*Is there a specific cycle in the emotions of the commissioner towards you as a quartermaster?*

There is no specific cycle.

*Is there a difference in power between quartermastering and project management?*

The commissioner has the power, in quartermastering and in project management. The quartermaster has power because of his expertise and network skills.

*Is there any difference in negotiation of collaboration between quartermastering and project management?*

Being a quartermaster, there's more negotiation in comparison to a project manager, because there are many more uncertainties.

**Interview 6**

*Is there a difference in distribution of tasks between quartermastering and project management?*

The responsibilities of a quartermaster are less framed in comparison to the project manager. The quartermaster has a more advisory role.

*One of the results of the questionnaire is the quartermaster is a more inspiring leader in comparison to the project manager. What is your explanation for that?*

As a quartermaster, you must have the skills to bring parties together.

*How is your contact with the commissioner being quartermaster?*

The commissioner trusts the quartermaster and grants freedom in work. In project management, the commissioner has a more guiding role. In quartermastering, the quartermaster has the guiding role.

*Is there a specific cycle in the emotions of the commissioner towards you as a quartermaster?*

In the middle phase, there is a lot of uncertainty because of trial-and-error phase. After that, it's more peaceful. The emotions of the commissioner follows this uncertainty and peacefulness.

*Is there a difference in power between quartermastering and project management?*

The quartermaster has more informal power, the project manager formal power. I give examples to clarify the problem, to get power through my leadership.

*Is there any difference in negotiation of collaboration between quartermastering and project management?*

In quartermastering, there is a lot more collaboration in comparison with project management.

**Interview 7**

*Is there a difference in distribution of tasks between quartermastering and project management?*

As a quartermaster, you have to notice the environment. As a project manager, there is a more executive role.

*One of the results of the questionnaire is the quartermaster is a more inspiring leader in comparison to the project manager. What is your explanation for that?*

The quartermaster has to create support from other parties, so the quartermaster has to be an inspiring leader.

*How is your contact with the commissioner being quartermaster?*

The relationship is important. Trust in each other is very important. It's nice when you can act quickly because of the good relationship. The commissioner provides important things for the quartermaster.

*Is there a specific cycle in the emotions of the commissioner towards you as a quartermaster?*

In the first phase, the commissioner is enthusiastic. After that, there are moments of doubt. In that case, trust in each other is important to continue.

*Is there a difference in power between quartermastering and project management?*

The commissioner is always the boss. The quartermaster has only informal power.

*Is there any difference in negotiation of collaboration between quartermastering and project management?*

In quartermastering, the quartermaster has a better position of negotiation in comparison to the project manager in project management. .