

KYMENLAAKSON AMMATTIKORKEAKOULU

University of Applied Sciences

International Business/ International Marketing

Kiia Gråsten

MENTORING AND THE FOUR TEMPERAMENTS THEORY

Bachelor's Thesis 2010

ABSTRACT

KYMENLAAKSON AMMATTIKORKEAKOULU

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Mentoring and the four temperaments theory

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Supervisor

Ilkka Virolainen, lecturer

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This thesis describes how mentoring and the four temperaments theory can be combined. It was done for IVMGlobal Ay. The purpose of this thesis was to find out if it is useful to take the four temperaments theory into consideration when mentoring.

The goal of this research was to investigate whether Amway distributors have different styles when mentoring different temperaments, and if it is useful to do so. In addition the aim was to find out some suggestions for developing the relationship between mentoring and the four temperaments model.

The research method used in this thesis is qualitative. Seven Amway distributors were interviewed. The group consisted of four mentors and three actors. The mentors were also interviewed as actors so there were altogether seven actors. The interview type was theme interview.

The results of the study revealed that the four temperaments theory is already taken into consideration while mentoring in IVMGlobal Ay. However, there are no rules or instructions considering the topic and every mentor has created a system of their own.

TIIVISTELMÄ

KYMENLAAKSON AMMATTIKORKEAKOULU

Kansainvälinen liiketoiminta

GRÅSTEN, KIIA

Mentorointi ja luonnetyyppiteoria

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Tämä opinnäytetyö kuvailee, kuinka mentorointi ja luonnetyyppiteoria voidaan yhdistää. Se on tehty IVMGlobal Ay:lle. Opinnäytetyön tarkoitus on ottaa selvää, voiko mentoroinnissa hyödyntää luonnetyyppiteoriaa.

Tutkimuksen päämääränä oli tutkia, onko Amway- liikkeenharjoittajilla erilaisia tyylejä heidän mentoroidessaan eri luonnetyyppisiä ja onko tästä hyötyä. Tavoitteena oli myös löytää ratkaisuehdotuksia mentoroinnin ja luonnetyyppiteorian yhteyden kehitykseen.

Tutkimuksessa on käytetty laadullista tutkimusmenetelmää. Seitsemää Amway- liikkeenharjoittajaa haastateltiin, heistä neljä oli mentoreita ja kolme aktoreita. Mentoreita haastateltiin myös aktoreina, joten yhteensä aktoreita oli seitsemän. Haastattelutyö oli teemahaastattelu.

Tuloksissa käy ilmi, että luonnetyyppiteoria on jo otettu huomioon kohdeyrityksen mentoroinnissa. Heillä ei kuitenkaan ole sääntöjä tai ohjeita kyseisestä aiheesta. Jokainen mentori on kehittänyt itse oman järjestelmänsä eri luonnetyyppien mentoroinnissa.

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1 INTRODUCTION

I chose the topic mentoring and the four temperaments theory because I have been interested in the temperaments ever since I first heard of them. I learned the four temperaments theory in a seminar IVMGlobal Ay provides. Learning the theory opened a whole new world to me. Now I know why people think and act the way they do. Most of all now I know why I think and act the way I do.

Mentoring also belongs to the education system of IVMGlobal Ay. People who already have accomplished some of their goals teach and help others to reach their goals. As different temperaments communicate and learn in different ways, it is useful to know each other's temperaments when starting mentoring. It is easier to get along with people when you know how they communicate and why they do it the way they do.

The purpose of this study is to research if the four temperaments should be taken into consideration in mentoring. Are they already taken into consideration, and is it useful? In addition the objective is to find some development proposals for the mentoring in IVMGlobal Ay.

The thesis consists of a theoretical part that includes network marketing, the case company, mentoring and the four temperaments theory. The empirical part contains research results and conclusions from the theme interview.

IVMGlobal Ay offers its education to the network marketers who cooperate with Amway. Amway is one of the biggest multilevel marketing companies in the world. IVMGlobal Ay operates in Finland. Its education system provides CDs, books, open business meetings, monthly seminars, product education, and mentoring.

2 THE CASE COMPANY

2.1 Network Marketing

2.1.1 History of network marketing

The first network marketing company was founded in 1941 by Carl Rehnborg. The firm California Vitamins focused on selling different kinds of nutriment products. At first the company had its own sales force, but as the customers were recommending these products to their family and friends and the sales grew just because of that, Rehnborg gave them an opportunity to become retailers. The independent retailers were rewarded from all the purchases of their new retailers. When the company expanded from California to other states in the USA the company changed its name to Nutrilite Products Inc. Currently it is a subsidiary of Amway. (Johansson, Linden & Sarasvuo 1998, 21-22.)

2.1.2 What is network marketing?

There are three parties in network marketing: the main company that manufactures the products, the net worker or retailer, who sells the products, and the customer, who buys the products (Johansson, Linden & Sarasvuo 1998, 21). In network marketing, a network of independent retailers manages the organization's marketing and selling. Network marketing salespeople arrange different face-to-face presentations and interact directly with consumers. They also recruit new retailers to the organisation from their social networks. (Oksanen-Ylikoski 2006, 1.) In this thesis different words are used to describe a network marketer, such as a retailer, a salesperson, an ABO (Amway Business Owner), and an Amway distributor. The two last ones refer to the network marketers working in Amway's organization.

If a retailer wants to earn from network marketing, they must recruit new retailers to their group. It is hard to make large income in network marketing only by selling. In network marketing, a retailer themselves can affect to his revenue. Different factors affect the revenue. A person can become a retailer just to get the products on a wholesale price. He can start selling the products, and he can recruit other people into his group. (Johansson, Linden & Sarasvuo 1998, 23.) A retailer, who recruits others to his group, is called a

sponsor. A sponsor gives advice, supports and educates especially when a new retailer has just joined the organization. A retailer's sponsor, his sponsor's sponsor etc. form the net worker's upline. To same extend the network marketer's downline consists of the new salespeople they sponsor. (Johansson, Linden & Sarasvuo 1998, 19.) Those who actively sponsor people to their group and help others forward, get the biggest income. Building an organization of one's own is hard work and it takes continuous effort and intent work to succeed. The organization's reward systems are fully equal to everybody, regardless of age, sex or race. (Johansson, Linden & Sarasvuo 1998, 23-24.)

Network marketing is a form of direct selling. Direct selling means the personal sales of products and services directly to the consumer. Mainly this happens in a customer's home, workplace, or any other public place, that is not a retail store. Usually direct selling happens via product demonstrations, in which the customer gets personal service and information of the products. (Amway Finland, 2009.)

In traditional direct selling the income is based only on sales. In network marketing a bigger part of the income comes from the bonuses and royalty income. In network marketing the income can be inherited and the income does not stop if the retailer gets permanently sick or passes away. The other difference between traditional direct selling and network marketing is that a network marketer can have an international network and passive income. They do not have to be working all the time in order to get income. (Johansson, Linden & Sarasvuo 1998, 25.)

2.2 Amway

Amway is one of the biggest multilevel marketing companies in the world. It was founded in 1959 by Rich DeVos and Jay Van Andel. Amway offers a low-risk opportunity for everyone to start a business of their own. The first product that DeVos and Van Andel created was L.O.C. (Liquid Organic Cleaner) which is a multi-purpose cleaner for all surfaces that tolerate water. L.O.C. is an environmentally friendly product as well as all other Amway's products. (Amway Finland, 2009.)

Currently Amway produces about 450 products of its own and is a wholesaler for other manufacturers. Amway owns over 600 patents to its own products. Amway has mainly

products that are used every day, such as cleaning products. Amway's Nutriway (Nutrilite) brand is the most sold brand in the world. Nutriway is a vitamin, mineral and dietary supplement brand. Artistry, Amway's skin care and cosmetics brand is in the top four of the most sold brands in the world. Every product has minimum of 90 days 100 per cent satisfy guarantee. (Amway Finland, 2009.)

Amway has expanded to over 80 countries and it has about 3.6 million distributors. They are called Amway Business Owners (ABOs). Amway's parent company Alticor Inc. was founded in 2000. Alticor Inc.'s net revenue in 2007 was 7, 1 billion US dollars. (Amway Finland 2009.)

Amway Scandinavia started 1.7.1999. The market includes Finland, Sweden, Norway and Denmark. It first started with only 13 products but currently there are over 400 of them. There are around 30 000 Amway distributors in the Scandinavian market. (Amway Finland, 2009.)

An ABO can earn income in three different ways. The first way is the sales profit from direct selling. The second one is the rewards based on your sales each month. Thirdly Amway pays bonuses based on the sales volume of the new Amway distributors you have sponsored and educated. (Amway Finland, 2009.) ABOs, who have built their businesses to a certain level get different titles, for example silver producer, platinum, and diamond.

2.3 IVMGlobal Ay

IVMGlobal Ay is a company that provides education. It was founded in 2005 by Vaula and Ian McDermott, and Pia and Harri Pentti. The firm operates according to Yager system's teaching. The Yager system was founded by Dexter Yager in 1964. Yager system was needed because Dexter Yager being an ABO noticed that it is impossible to educate hundreds of people the same way. Information always changes when it goes from mouth to mouth. Yager created an educational system with which he can offer the same information to everybody in his organisation. Only ABOs can join the system. (Pentti 2009.)

The system comprehends CDs, meetings and books. There are two types of meetings: open business meetings and bigger seminars. Also different kind of product education and personal mentoring are part of the system. (IVMGlobal, 2009.) Open business meetings (OBM) are organized in every two weeks in about 20 towns in Finland. Seminars are once a month and they have speakers who already have built a successful Amway business. The speakers can be from abroad or from Finland. They do not speak about the products or train to sell them; instead they tell what mistakes they have done in their business so that others can avoid doing the same mistakes. The speakers also teach how to build a business and how to get along with people. Monthly seminars are recorded to CDs which Amway Business Owners can buy later.

The books in the system deal among other things with dreams, self-esteem, leadership, relationships and financial intelligence. They are meant to increase ABOs' self-esteem and bring the best out of them. The books also help to build ABO's self knowledge, which is a needed skill in the business world.

ABOs organize different kinds of product education, such as skincare and facial classes, pan and kettle demonstrations and make up courses. Product education helps ABOs to use their own products in the most effective way and sell them. Attending on these courses is optional.

Mentoring is part of IVMGlobal Ay's education. ABOs get advice and encouragement from their mentors. This means that people who already have accomplished some of their goals in the business help others to reach their targets. Anyone who wants a mentor gets one. In IVMGlobal a mentor can be someone who has reached at least Platinum-level in their business. That guarantees that the mentor is capable of giving counselling. The mentor has to also have their upline's recommendation to get to be a mentor.

3 MENTORING

Mentoring can be defined and understood in multiple different ways, depending on the culture and situation it is used in. However, in all definitions mentoring has some basic elements. Mentoring is an interactive relationship, where a competent and respected person guides and supports the other person, who wants to develop his skills and reach

his goals. (Viitala 2005, 366.) The person guiding the other is called a mentor; the guided one is called an actor (Juusela, Lillia & Rinne 2000, 208).

Some other features of mentoring are for example commitment, authenticity, and flexibility. Both the mentor and the actor are committed to mentoring and they are willing to invest their time in the relationship. In the mentoring relationship both the sides are equal. Both of them have to be real and honest with each other. Once lost, trust is very hard to regain. The actor is constantly learning during mentoring. That is why the relationship should be flexible and let the learning happen in a phase of its own. (Juusela, Lillia & Rinne 2000, 19.)

The actor has to find their own ways and answers; the mentor just gives direction and guidelines. The mentoring relationship must be sincere and open in order to work. The factors affecting the relationship are for example personality, competence, and a feeling of mutual cohesiveness. (Viitala 2005, 367.)

3.1 Benefits from mentoring

Both parties benefit from mentoring. The actor's know-how grows. They learn how to succeed and they do not have to do the mistakes that the mentor has done, they can learn from the mentor's mistakes. The actor gets information that would be hard to assimilate alone. Their networks expand and their self-esteem grows. (Viitala 2005, 366.) In addition his future plans and goals brighten, and his self knowledge grows. The actor gets new attitudes and learns new ways to behave and act in a situation. (Leskelä 2005, 31.)

The mentor on the other hand can develop his own leadership and interaction skills. They feel important and successful while seeing progress in the actor. The mentor can learn something new from the actor. (Juusela, Lillia & Rinne 2000, 33.) They feel appreciated and motivated, because they help someone succeed. The mentor gets new content to his work and is noticed in a positive way. (Leskelä 2005, 31.)

3.2 Mentoring models

In traditional mentoring, there are just 2 parties, the mentor and the actor. Usually the mentor is older, respected and more experienced than the actor. The mentor gives guidance and support to a younger person who is willing and able to develop. (Viitala 2005, 366.)

Peer mentoring is a type of mentoring where the mentor and the actor are on the same level, meaning that they are colleagues or some other way equal. In peer mentoring the actor benefits from the relationship in many ways, such as sharing information and thoughts about the progress in his career, and getting feedback from issues related to work. The actor may also get help from the peer mentor for example in changes in the organization, adapting into a new situation, and releasing stress in the case of merging, lay offs or adapting to new culture. (Leskelä 2005, 40.)

In group mentoring the mentor guides many actors simultaneously; the actors have a common interest to the mentor (Leskelä 2005, 41). The actors do not have a personal deep relationship with the mentor, because there are many people in the mentoring meetings (Juusela, Lillia & Rinne 2000, 62). Group mentoring can also mean that an organisation, for example a professional association is a mentor for an actor that works on the association's field. This kind of mentoring is helpful in broadening social networks, adopting certain behavioural rules or ethical values, and strengthening professional identity and self-respect. (Leskelä 2005, 41.)

In e-mentoring (also known as distance mentoring or virtual mentoring) the mentor and the actor communicate through e-mail, voicemail, intranet or the Internet. Also cell phones can be added to the list. These communication ways enable quick questions and answers and the parties do not have to wait for the next face-to-face meeting. The technology also makes it possible to start mentoring relationships between people in different locations, even in different countries. (Stone 2004, 75.)

3.3 Mentoring styles

Each person has his own ways and patterns of studying and learning. It is possible to choose a mentoring style, according to the way one learns the best. (Lankinen, Miettinen & Sipola 2004, 112.)

In analyzing and contemplating style questions play the main role. Via questions the parties evaluate different alternatives and make conclusions. Both parties are active and they both have a common goal; to find a proper solution and pattern of work. (Lankinen, Miettinen & Sipola 2004, 113.)

In learning by doing style the mentor gives advice that is then tried in action. After that the parties discuss about the benefits and disadvantages of the patterns. Learning from mistakes is essential in this kind of learning. The mentor gives constructive criticism and supports the actor. (Lankinen, Miettinen & Sipola 2004, 113.)

Stories and tales are suitable for some situations and people. They usually include personal experience or learning that is compared to the modern situation. Stories include a plot and solution. The mentor can give different alternatives and suggestions from which the actor has to choose the best ones for them. (Lankinen, Miettinen & Sipola 2004, 113.)

Experiences from real life are an easy way to learn. All solutions and patterns do not have to be invented by the mentor and the actor. The patterns can be generally known and tested earlier. For example practises in other companies are easily found. The information helps while doing comparison and combining the best patterns and solutions. (Lankinen, Miettinen & Sipola 2004, 113-114.)

Directive style is useful in completely new situations for the actor. In directive style a mentor gives detailed information how to act in the future situation. Examples from this kind of learning are preparing to demanding negotiation, preparing to give a presentation, or management of an important project. (Lankinen, Miettinen & Sipola 2004, 114.)

Information based on facts is used every time in the mentoring meetings. Currently there are more than enough information and facts available. Important issues and events are to

be written down along the mentoring process. Some mentoring partners use a learning diary, where the actor can write down important lessons and solutions to be used later. (Lankinen, Miettinen & Sipola 2004, 114.)

There can be many models and styles of mentoring but they all have one common principle: mentors do not make decisions for the actor. Instead they give all their knowledge, experience and networks to the actors' use. The actor makes his decisions according to the plans, ideas and goals of his own. (Lankinen, Miettinen & Sipola 2004, 102.)

3.4 A good mentor

A mentor has to be for example a critical friend, a questioner, a partner, a role model, a guide, and a listener (Juusela, Lillia & Rinne 2000, 28). In order to be these all, a mentor needs the following skills.

A mentor must be willing to share their knowledge and experiences. They are interested in learning. They want to help others learn and learn themselves. They do not scrimp their knowledge. A good mentor asks questions and is patient enough to wait the actor to figure out the answers. They know how to listen and use facts in the side of his own knowledge. They are respected for who they are and know when to step aside and let others shine and take responsibility. A good mentor is a real person. They do not play any role or try to be something they are not. They dare to be themselves. (Juusela, Lillia & Rinne 2000, 30-31.)

In their book Clutterbuck and Gill (2004) present results of their study of the competences of a good mentor. The study was conducted by asking 1011 people to describe a person who has affected their life significantly with three words. Sixteen respondents who had an actual mentoring relationship with a respected person were also interviewed. The results revealed 8 most wanted characteristics of a mentor which were: authenticity, nurturance, approachability, competence, inspiration, conscientiousness, hard-working and volatility. (Clutterbuck & Gill 2004, 30-31.)

3.5 How to succeed in mentoring

In the interactive relationship between the mentor and actor they both ought not to play a role, instead just be themselves. Underestimating, jealousy, competition, criticism, or punishment should not exist in mentoring. However, mentoring does not always work between the mentor and actor. Reasons for unsuccessful mentoring can be for example lack of time, long distances between the actor, and lack of trust. (Juusela, Lillia & Rinne 2000, 34.)

If the mentor and actor do not spend enough time to get to know each other, it is hard to create a confidential atmosphere. It is really important to explore each other's background, strengths, hopes and needs. They also should discuss how to avoid tension and fear in the meetings. Sometimes if the mentor is highly respected and in a high position the actor fears and is nervous during the mentoring meetings. The respect should be mutual in the mentoring relationship. If the relationship does not work in the beginning it is possible that it will not start to work at any point. (Juusela, Lillia & Rinne 2000, 35.)

When the mentoring relationship is created, it is important to set goals. The goal may and can change during mentoring, but it is hard to get started without a reason to start. Both sides must make a commitment to reach the goals. It is good to make a written or an oral agreement in which both parties know the role of a mentor and an actor, the expectations from the relationship, objectives, time limit, the number and frequency of mentoring meetings, and a plan how to evaluate and follow progress. (Juusela, Lillia & Rinne 2000, 37.)

The actor is responsible for taking the advice and utilizing it in his life. He must believe that success depends on his activities and not on fortune or coincidence. The actor should not try to avoid mistakes or please the mentor by his actions. That limits the openness of the mentoring relationship. In addition avoiding mistakes limits learning. The mentor should open up to the actor; they might get an open response. The mentor should not act diminishing toward the actor. The "you need me in order to survive"- attitude is harming for both parties. (Juusela, Lilli & Rinne 2000, 37-38.)

If the mentor is not motivated enough to his job as a mentor they might get frustrated over the time it takes, especially if they see no progress. They might think that the actor is too dependable on them. (Leskelä 2005, 32.)

Sometimes unsuccessful mentoring is due to the different personalities. The actor and the mentor might have different values. If both sides understand the differences and are willing to discuss and learn from each other, the relationship can be very useful for both of them. (Juusela, Lillia & Rinne 2000, 35.)

3.6 Organizing mentoring

In a regular company mentoring should be planned well before starting. The following questions should be answered: What is mentoring: meaning, contents and objectives? To who mentoring is offered, or is it open to everyone? What are the common rules and principles of mentoring? How do we choose and train the mentors? How to share the information of the possibilities of mentoring? Who plans and coordinates the mentoring process? Also mentoring needs, possible achievements, responsibilities, hindrances and expenses should be discussed. (Lankinen, Miettinen & Sipola 2004, 96-97.)

When starting mentoring, the first steps are to coach mentors of their mission and role and inform actors what mentoring is all about and what the benefits of it are. The actor can find his mentor from his own company or some other organisation. When mentoring in a company, it is good that the managers are aware of it. However, any other information while mentoring is not to be revealed, because the mentoring relationships are confidential. (Lankinen, Miettinen & Sipola 2004, 100).

Usually mentoring is first started with a small pilot group. The mentoring planning team, that usually includes managers and bosses, chooses some experienced and social mentors that are later taught to mentor during a one or two day course. The course should include at least the following subjects: listening, asking, giving criticism, and acting in difficult situations. The mentors have to be willing to help the actors without a monetary benefit. The mentoring planning team discusses and evaluates the actors who are interested in being in the pilot group. (Lankinen, Miettinen & Sipola 2004, 100.)

Companies are seeking talented young workforce who are willing to develop their skills further. The bosses should have a clear picture what kind of skills they have in their company and what they want to have in the future. The decision of mentoring can come fast and suitable mentors should be found quickly. Sometimes mentors are taken outside the company, for example from customer's company, universities or other companies. Mentoring is useful in changing situations like internationalisation, developing products and services, problem solving, and transition of professional skills to next generation. (Lankinen, Miettinen & Sipola 2004, 101.)

When starting mentoring, the actor is the one who contacts first. They must have a plan and vision of what they are interested in and what they aim at. During the first mentoring meeting the roles of a mentor and an actor are made clear. It is important that the mentor and actor get along well and they are willing to get to know each other. The time of mentoring should be agreed on; a mentoring relationship usually lasts from six months to twelve months, depending on the mentoring topic. Also meeting places, contacting and mentoring models and styles should be discussed. Mentoring ends when the other side or both sides want it to end. The process and results should be analysed when the mentoring relationship ends. (Lankinen, Miettinen & Sipola 2004, 103-104.)

4 TEMPERAMENTS

4.1 Why this theory

The four temperaments theory that is presented later is not the only way to categorize people. There are many different kinds of temperament theories and indicators. For example the Big Five Theory, where people are divided into 5 different personality traits according to extraversion, agreeableness, conscientiousness, neuroticism and openness to experience. (Dunderfelt 1998, 28.)

Another well-known classification method is the Myers-Briggs Type Indicator (MBTI). In MBTI a person chooses in 4 different parts their acting and attitude. The points where they have to choose from the two are: 1. Extraversion or Introversion, 2. Sensing or

Intuition, 3. Thinking or Feeling, 4. Judging or Perceiving. From these points 16 different temperament types can be formed. (Myersbriggs, 2009.)

The four temperaments theory that is introduced later is used by IVMGlobal Ay. It is easy to use and understand. The successful people around the world that come to talk in the seminars that IVMGlobal Ay organizes all know the four temperament theory, because it is used by Internet Services, the education system that is based on the Yager system, as well as IVMGlobal Ay.

4.2 Definition of temperament

Temperament means a human being's way to behave. It comprehends tendencies which, with parenting and surroundings, form a human being's personality. It might be the easiest to understand the concept from the following sentence: *Temperament answers the question how; which means how people do what they do.* The question *what* answers what a person is capable of doing, and the question *why* answers the motivation of doing. (Keltikangas-Järvinen 2004, 36-37.)

4.3 The four temperaments theory

This classification of four temperaments was done already 2400 years ago by Hippocrates. (Lahaye 1988, 18.) It categorizes people into four different temperaments: sanguine, choleric, melancholic and phlegmatic. Each temperament has its positive and negative sides and no temperament is better than other. When you get to know the four temperaments, it is easier to understand different people by analysing their behaviour.

According to Littauer (1992, 142) Each person is unique and everyone is a combination of at least two of these temperaments. The idea is not to put everyone in one box and analyze them. Littauer explains the 4 temperaments theory's purpose in the following way:

- *Know what we're made of*
- *Know who we really are*
- *Know why we react as we do*
- *Know our strengths and how to amplify them*
- *Know our weaknesses and how to overcome them* (Littauer 1992, 12.)

4.3.1 Sanguine

Sanguines get easily excited, they love to talk about themselves and be the centre of attention. They are really good with people and everybody tends to like them. Sanguines tell a lot of funny and exciting stories and often exaggerate and magnify their stories. (Littauer, 1992, 32.) They have a lot of friends and people like them because of their natural charm. Sanguines like to look good and wear fashionable clothes. (Lahaye 1988, 46 & 52.)

Sanguines are really extroverted and they love to work with people. They are the bubbly personalities who talk and laugh loud. The problem is that sanguines do not listen to others very well. They do not remember names, dates or even facts. (Littauer, 1992, 33) One of sanguines' weaknesses is selfishness. (Lahaye 1988, 52.)

Sanguines also are the optimistic and childish ones, sometimes even too simple and blue-eyed. They want to keep up the childlike image because they were such adorable children and got a lot of attention younger. (Littauer 1992, 37.) They are very physical people and like to touch and hug others. Sanguines are the ones to hold on to the person they are talking to. (Littauer 1992, 34) The main mission in popular sanguine's life is to live in the moment and have fun.

4.3.2 Melancholic

Melancholies are perfectionists. They might be very talented on sports, music or arts, or in all of these (Lahaye 1988, 48). They have the patience to practise and train to get results. They also appreciate and admire talented people (Littauer 1992, 45).

Melancholies set really high limits and are really harsh and strict on themselves and also on others. Melancholies are introverts. They criticize (in their thoughts) everyone and everything including themselves. They are never satisfied or happy to their own accomplishments because of the high limits. Their motto is: “If it is worth doing, it is worth doing right.” (Littauer 1992, 53) Like sanguines, melancholies base their behaviour on feelings, but melancholies also analyse their feelings and use them on contemplating and reasoning (Lahaye 1988, 48). They can be very compassionate over others problems (Littauer 1992, 55). Melancholies do not show their anger as clearly as sanguines or choleric, but they can be very unforgiving (Lahaye 1988, 58).

Melancholies like to organize, their house is always clean and important papers are never lost. They just can not work or think in a messy place. (Littauer 1992, 51.) Melancholies often make lists, charts and graphs. They also love to analyse charts and graphs. They like details in general. (Littauer 1992, 48-49.) They love theories and are really strict on following rules. They might not be so practical, main point to melancholies is to be theoretical. (Lahaye 1988, 59.) Melancholies always have to plan everything very carefully before action, and often the plan never is perfect enough for melancholic, and action is never taken (Littauer 1992, 112).

4.3.3 Choleric

Choleric are natural leaders. With them the question is not *will* they take control, it is just *when*. (Littauer 1992, 63.) They base their decisions on intuition and are really quick in their moves (Lahaye 1988, 47). If someone can not make up their mind, powerful choleric decides for them instantly (Littauer 1992, 65). Unlike sanguines, choleric do not have a desire to please anyone and they do not care what people think of them (Lahaye 1988, 47-48). They just want to be right, and in most of the cases they are (Littauer 1992, 70). When they start something, they will finish it with or without the help of others (Lahaye 1988, 47-48).

Choleric are extroverted people. They are really determined when they decide something, obstacles are seen as challenges and inspiration, not as problems. (Lahaye 1988, 48.) Sometimes choleric can be seen as scary and dangerous if they do not get what they want. They use other people’s fear to their advantage to get them forward in

their mission. (Lahaye 1988, 54.) They are more interested in achieving their goals than thinking of other people's feelings (Littauer 1992, 67).

Delegating and organizing comes naturally from choleric. They are also very practical. They know that the person, who does not know where they are going, does not get there. That is why they always set goals for themselves and others. Unlike melancholies, choleric take action to achieve these goals. (Littauer 1992, 68-69.)

4.3.4 Phlegmatic

Phlegmatics are very diplomatic; they hate arguments and are really good in negotiating. It is easy to be friends with a phlegmatic because they tend to be in a good mood and calm. In addition, they see humour in everything combined with a vivid imagination. (Lahaye 1988, 50.) They do not have great expectations of anything and they do not think far ahead (Littauer 1992, 77-78).

Phlegmatics are introverted like melancholies. They do not like to be on a spotlight. They are really loyal and trustworthy friends and they like to listen to other's problems and worries, as they usually do not have any of their own. On the other hand, phlegmatics do not often have deep relationships. (Lahaye 1988, 50.)

Phlegmatics are practical and effective, but they do not do extra work (Lahaye 1988, 60). When a sanguine is talking, a choleric is doing, a melancholic is planning, a phlegmatic is watching (Littauer 1992, 44). Phlegmatics tend to take the easiest path. Deep inside phlegmatics are very stubborn and selfish, which is rarely shown. They listen to the guidance and given instructions peacefully and still do the task the way they think is the best and easiest one. (Lahaye 1988, 60.)

Phlegmatics do not stress over anything. They are easygoing, calm, cool and collected. Nothing is worth getting upset over. They stay calm in every situation, and they are never in a hurry. (Littauer 1992, 76-77.)

4.4 Summary of the temperaments

I have gathered the most apparent characteristics of each temperament into a table number 1 Summary of temperaments. This clarifies of the differences of the four temperaments.

Sanguines and choleric are similar because they are both extroverted and have a positive attitude, whereas melancholies and phlegmatics are introverted and have a negative attitude. Sanguines and phlegmatics are social when melancholies and choleric are unsocial. Sanguines and melancholies base their behaviour on feelings whereas choleric and phlegmatics are unemotional. Every temperament has something in common with the other three temperaments.

Table 1. Summary of temperaments

Sanguine	Melancholic	Choleric	Phlegmatic
<ul style="list-style-type: none"> • Extrovert • Positive attitude • Very social • Emotional • Popular • Fun loving • Charming • Bubbly • Childish • Selfish 	<ul style="list-style-type: none"> • Introvert • Negative attitude • Unsocial • Emotional • Perfectionist • Talented in art sports and /or music • Reasonable • Quiet • Critical 	<ul style="list-style-type: none"> • Extrovert • Positive attitude • Unsocial • Unemotional • Powerful • Bossy • Goal-oriented • Practical • No desire to please anyone 	<ul style="list-style-type: none"> • Introvert • Negative attitude • Social • Unemotional • Peaceful • Diplomatic • Calm • Loyal • Lazy • Stubborn

4.5 Teaching the four temperaments theory

This theory is taught to the ABOs in the seminars IVMGlobal Ay organizes. Not in every seminar, but once in a while. Usually there are about 1000 people in a seminar. There is

also a temperament test available on IVMGlobal Ay's webpage, where any ABO who has registered in the webpage can download the test and find out, which temperaments they have. Of course the temperament can also be concluded from one's behaviour. The education system has not sold a book about the temperaments in the system, which could be useful in teaching the temperaments.

5 IMPLEMENTATION OF THE RESEARCH

The research method used in this thesis is qualitative. Qualitative research is about words and sentences, whereas quantitative research uses figures. Qualitative research method was chosen to better understand the inner meaning of the relationship between temperaments and mentoring. (Kananen 2008, 24.)

The methods used in qualitative research are observation, interviews, documents, action research, and case study (Kananen 2008, 57). There are also different types of interviews, for example structured interviews, theme interviews and open interviews (Kananen 2008, 73). In this thesis I have used theme interview, meaning that before the interview I determined the themes. The importance of determining themes is to make sure that every theme is discussed during the interview. (Kananen 2008, 74.) I divided my interview in three main themes: Mentoring, Temperaments, and Mentoring & Temperaments. I introduced the themes to each interviewee before the interview. The interviews were done in September 2009. I recorded the interviews with a dictation machine and later typed them to a computer in order to analyse them. There were altogether seven interviewees, four mentors and three actors. All seven were asked the questions that were directed to the actors, because the mentors also have their own mentors. Therefore there were altogether 7 actors interviewed. In addition I asked the four mentors a few more questions that were not discussed with actors. The interview is the appendix number 1.

Qualitative research method applies the best in the following situations; no earlier information from the phenomena, a need to create a deep vision of the situation, creating new theories and hypotheses, and wanting a good description of the situation (Kananen 2008, 32). Qualitative research is a good way to explore new, undiscovered areas. Often it is used also as feasibility study before the quantitative research. Qualitative research method is also useful when testing new theories and hypotheses. Also sometimes a

description in a way of a story is more useful than statistical information. (Kananen 2008, 32). In this thesis the deep analysis is the main reason for qualitative research method.

6 RESULTS

In this section the results from the interviews are explained. Before interviewing, every interviewee was told that I do not ask personal questions because every mentoring relationship is confidential. If for some reason they do not want to answer some question they do not have to. I promised them that their personality will not be revealed in my text, which is why I chose to refer to all interviewees in a personal pronoun “he”.

6.1 Mentoring

In IVMGlobal Ay the mentoring relationships usually last for the whole time business is built, sometimes even through the life. The mentors that were interviewed had from 2 to 15 actors. The mentors thought that their mentoring skills have developed along their own personal growth and their business’s growth. They have gained experience and started to see things differently. One mentor commented on the development in mentoring as follows: *One develops while building the business. Then he knows what and how to instruct and what are the consequences.* Another interviewee stated that: *When one has gone through a path it is easy to instruct while the actor is walking the same path.*

Usually the mentors just give the same advice their mentor has given them. Some said that they have learned to think before saying. Mentoring is seen merely in a positive way, as something that automatically belongs to the building of the business. Mostly mentoring happens via phone. One mentor described his mentoring relationships to be more of a friendship than a mentoring relationship. One mentor said that: *I like mentoring. Situations teach the best. I have encountered pleasant and less pleasant situations. In talented mentoring issues fight not people.*

6.1.1 Organizing mentoring

Usually the mentoring meetings are once a month. The request for the meeting comes from the actor. Both actors and mentors are satisfied with this arrangement. Sometimes there are more meetings and sometimes less, depending on the phase the business is built. The actors can also call their mentors between the mentoring meetings. One mentor mentioned that he offers some actors meeting time but not all. He stated that: *I offer mentoring times to the active business builders, not all.* The actors choose the mentor for themselves. IVMGlobal Ay sets some limitations for being a mentor: you have to be at least in a Platinum level in the business, and you have to be active in building your business. The actors can pick a person who carries out these requirements as their mentor. Some mentors mentioned that they probably could select their actors but they do not want to. They just feel humble that someone even wants them to be a mentor. One mentor said that: *I can select my actors, too. However, it is a pleasure that someone accepts me as their mentor.*

Mentoring is not particularly educated to the mentors in IVMGlobal Ay. The mentors imitate and follow their mentors' behaviour and teaching. They can always ask help from the mentors of their own if they do not know what to answer or how to go forward with an actor. Also mentoring itself and the situations in the mentoring meetings teach a lot. One mentor mentioned that it could not hurt if mentoring was taught more but who is the one to teach. Only their own mentors know how to mentor in this field, and that is where the education and knowledge already comes from. Everyone I interviewed was satisfied with the situation. Only one mentor stated that: *It could not hurt if mentoring was taught more but who is the one to teach? Only our mentors have the needed knowledge and that is already where the information comes from.*

When asking whether the mentoring meetings deal only with business or are other topics discussed, there were different opinions. Some of the interviewees answered that the meetings are all about the business, the others said that the meetings deal with issues from family relationships to financial advice. One interviewee said that: *Normal life comes naturally into picture. People's life situation affects a lot in their business.*

Sometimes it is helpful for the actor to just have someone who listens, at these times the mentor does not even have to give any advice. The mentor has to be very careful when talking about issues outside the business. He does not want to give too much advice considering actor's personal life.

6.1.2 Benefits

Mentoring was experienced very beneficial among the actors. They have gained financial knowledge, certainty in business, and people skills. The actors are put to the right direction in their business; they know what to concentrate on. They have noticed that their problems in the business are not unique. They believe more in the business and themselves because of mentoring. It was mentioned that some actors do not want to be advised even though they want to be mentored. They are not ready to do what is advised and they want to select the suitable instruction but not all. In these cases the actor can not move forward in their business and if this situation does not change, it is good to change the mentor. It was stated that: *The mentor always has more experience and vision. I have noticed that my problems in the business are quite common. Gaining belief and getting guidance to the right direction are the biggest benefits of mentoring.*

The mentors have also found mentoring very beneficial. They have learned to think before talking, problem solving, certainty in business, and people skills. They have also got to know their group and leaders in their group better. One mentor said that: *Mentoring has been very rewarding. We have solved big issues in mentoring meetings. I feel grateful and humble because I can be part of a person's better future.*

The actors get mostly the same information from the mentoring meetings than from seminars and books that belong to the education system. The information in the mentoring meetings is tailored to the actor and the information is specific. Mentoring meetings are concrete and interactive; they give advice to difficult situations and are more personal than seminars. Mentors teach how to deal with situations and how to search for solutions.

6.2 Temperaments

I chose the interviewees so that there is more than one of each temperament. Each of them had taken the temperament test that IVMGlobal Ay offers in their website. All interviewees mentioned two of their temperaments, a dominant and secondary one. When asking how their temperament emerges sanguines mentioned the following things: They like to perform and have fun, they tend to forget things, and when doing accounting, they have their completely own system that no one else could understand. The most difficult thing in building business for sanguines was organizing issues and the lack of control. Prioritization was also difficult and had to be learned. The easiest thing for sanguines was being with people and talking. They make friends easily even with the people they meet the first time. They have to learn to ask questions and not just talk about themselves. Sanguines arrange new meetings easily. One statement of a sanguine was: *I like getting attention and talking. I find making friends easy and I have fun while building the business.*

Melancholies noticed their temperament from their ability to think from the point of someone else. They do not want to hurt other people and think very carefully before saying anything. They also hate chaos and disorder. It was mentioned that one of the most difficult things for melancholic is to overcome their shyness. They tend to mind what other people think of them. One melancholic told that he had overcome his shyness with the help of the Yager system's education and seminars. He is not afraid of giving presentations anymore. When asking what the easiest part in doing business is, melancholies answered that they like to work with the Amway's cosmetic brand Artistry. They are interested in all the little details that the cosmetics contain. One melancholic stated that: *I think a lot and I pay attention to other people's feelings. I think before I say anything.* Another melancholic said that: *I do not like my melancholic part and the continuous variation of moods. I need to concentrate on being stable.*

Cholerics said that their temperament emerges in bossing and organizing. They are the determinant leaders that take care also of other people's business if they have to. The most difficult thing in the business for choleric was said to be making friends all the time with new people. On the other hand it was said to be the most rewarding thing when one notices that they were successful in it. The easiest thing for a choleric was showing

the business plan. A choleric said that: *I am a determinant organizer. I take care of others businesses, too when the others are not doing anything.*

When asking phlegmatics how their temperament emerges, the following things were mentioned: they get along with people easily and are good listeners. They are peaceful and calm. Most phlegmatics I interviewed admitted to be lazy. The most difficult thing in business for phlegmatics was getting people to do what they are told. Also getting them moving forward and performing on stage were mentioned to be difficult. The easiest things in business were showing the business plan, calling people and agreeing on meetings, and humour. It also came up that when a person is on the field and doing the business all the time it is easier than taking pauses and starting over again. One phlegmatic stated that: *I am peaceful and I get along with different kinds of people easily. I do not lose my temper easily.*

When asking if the knowing of the four temperaments theory is useful every interviewee answered yes. The following reasons were mentioned: it helps to understand other people and the fact that they just think differently. When noticing one's own negative sides, one can start to improve them. One knows how to behave in other temperaments' company, not offending them and not getting offended too easily. When knowing the theory, one can put people in four different boxes and offer a certain way of speaking and approach. On the other hand it is very dangerous because things are not always as they seem to be. Everybody has at least two of these temperaments; you never know how strong the temperaments are. One of the interviewees said that a whole new world has opened when learning the temperament types. It is much easier to understand different kinds of people. One interviewee commented the knowing of the four temperament theory the as follows: *I have started to understand people much better. Now I know why some people might seem irritating and why I may seem irritating to others. It is a pity that everyone do not know the temperaments.*

6.3 Mentoring & temperaments

6.3.1 Actors

When asking how the interviewees learn the best almost everybody, no matter which temperament, answered stories, experiences, and learning from mistakes. It came out that choleric do not learn from stories, instead they learn best by reading and writing themselves. One phlegmatic mentioned that it is hard for them to assimilate some information. They have to study really hard and the best way to learn is to teach someone else. Also numbers were said to be difficult for phlegmatics. One interviewee said that” *Everybody makes mistakes but the smart one does not make the same mistake again. It is better to do a new mistake than the same old one.*

There were no big differences in the good sides that the actors mentioned of their mentors. The mentors were described to be incredible smart in the business and with people. The long-term experience and reliability were mentioned as the best qualities. It came up that mentors are strict and systematic, also energetic. They put others before themselves, and show example. The mentoring relationship can not work if the actor, the mentor or they both do not think mainly positively about each other. One interviewee said that: *My mentor has a big heart and he always thinks about everyone. He thinks so much.*

When asking the downsides of the mentors only few things came up. One downside was said not being able to say no, one meddles too much in to everything, one is sometimes too choleric, one has a lack of smile but that is substituted with something else. Couple actors mentioned that everyone must have also negative sides but they have never thought what might be their mentor’s faults, and they want to keep it that way. One actor mentioned that: *My mentor does not conserve himself. It is also a big plus but he exhausts himself.*

Only one actor mentioned that their mentor does not always make things clear for them. The others thought that the mentors know how to explain things to them. One actor said that in the beginning of their business their mentor let them do their own mistakes and

never notified that their new ideas have been already tested. The actor thought that the mentor was very clever when they did not straight disprove the ideas.

The mentoring meetings were stated inspiring by every interviewee. One actor mentioned that if one has their own plan and they are ready for the advice, they will get much more from the mentoring meetings than those who just feel obligated to have them. Every actor said that they got along with the mentor immediately. It was mentioned that the beginning of the mentoring relationship was exciting and it was very easy to obey when one knew nothing what was going to happen. One actor said that: *The mentoring meetings are inspiring. That is why I could have them more often. I could have more peaks in my business.*

6.3.2 Mentors

I asked if actors with different temperaments should be mentored differently, every mentor answered yes. That was the only similarity in their answers. The temperaments are taught in seminars in a common level. The mentors do not have instructions how they should deal with each temperament, they have created their mentoring habits by themselves. It comes quite naturally. One mentor explained that you have to talk the actors' language. With sanguines you can have fun. It does not really matter whether the meeting place is clean or not. On the other hand with melancholies you have to clean at least a small place so that everything is organised. You can make lists with melancholies and you have to be careful not to hurt them. With choleric you do not have any small talk you get straight to the point and say things loud and clear. With a sanguine the mentoring meetings can take two hours but with choleric they are much shorter. He also said that: *I have learned to mentor different temperaments unconsciously. It comes automatically.*

The other mentor said that they mentor the way the actors want. If someone needs a clear numerical order, they get it. Some others are mentored just via conversation. Another mentor mentioned that people have different kinds of questions, for example melancholies have quite negative "what if"- questions. As a mentor you just have to deal with those questions quickly and then move forward so that the melancholic actor does not focus on those negative questions so much. Another mentor mentioned that as a

mentor you have to be quite choleric with the actors. A total phlegmatic actor makes an exception. Then the mentor has to be on the same level with the phlegmatic. The other temperaments can be guided quite strictly.

When talking about the most difficult temperaments to get on with, there was a clear trend; the sanguines and melancholies do not get a long easily, the same with choleric and phlegmatics. Sanguines have to be really careful not to hurt melancholies' feelings. It can be emotionally tough for a sanguine to have a deep conversation with a melancholic, because they have to think through every word that they say. Melancholies think that sanguines are sometimes too hasty and superficial. One sanguine stated that: *I have learned to watch my words more carefully when dealing with melancholies.*

Phlegmatics have to most trouble with choleric. All the mentors that were phlegmatic mentioned that choleric are the ones that do not accept the information easily. Even if they get clear instructions they do not act the way they are supposed to if they have not planned it themselves. Choleric want to be in charge and do not understand that the mentors are trying to help. On the other hand choleric might think that phlegmatics do accomplish much and even if they do it takes too much time. They tend to do the work for phlegmatics instead of waiting the phlegmatics to get inspiration. One phlegmatic said that: *Choleric tend to boss around and keep their own head. They do not always understand the message.*

When asking the mentors about difficult situations in mentoring meetings two main problems came out. The first one was that sometimes the actors ask for advice in such personal issues that the mentors do not want to help. They do not know what to say and feel afraid of giving too much guidance to the actor's personal life. The mentors are willing to help in every aspect that deals with the business and building it but they are no experts in the personal relationships of the actor. In this kind of situations mentors mainly listen. Even that helps a lot some of the actors. One mentor said that: *We might discuss very personal issues and sometimes I fear that I give advice too much. I do not want to have too much influence in people's decisions.*

The other problem is that sometimes people come to the mentoring meetings just because they know they should. They are not open to the information. They do not want to hear

the answers to their questions. Sometimes the mentor has to explain why they give certain information. If the actor does not accept most of the information and instructions that are given, the mentoring relationship can not continue. *The mentoring meetings are most productive when people come to them open and willing to learn. Time when the actors think they do not dare to come to the meetings, that is the time when they should.*

7 CONCLUSIONS

One difference between traditional mentoring and the mentoring in IVMGlobal Ay is that usually mentoring relationships last from half a year to one year whereas my interviewees said that their relationship can last for a lifetime. Mentoring belongs to the process of building a successful business, and that is usually not done in one year. Some mentoring relationships end or at least stop being regular when the time goes by.

In the results came out that every mentoring relationship does not deal with any other issues than business whereas some discuss issues from family relationships to financial situation. Every mentoring relationship is unique and confidential. Some relationships are deeper than others. The mentors do not have any other training for mentoring than copying their own mentors and asking them for advice. They may not know how deep mentoring relationships should be. Of course that depends also from the actor, how much he is willing to share. On the other hand if a mentor has 15 actors, it may be wise not to develop too many deep relationships, one might not have time to manage them all.

Every interviewee was aware of their dominant and secondary temperament and they knew how the temperaments appear in business and life in general. Everybody also stated that knowing of the four temperaments theory has been useful. The theory is taught to the Amway distributors in the seminars that IVMGlobal Ay organizes. The theory is not taught in every seminar, only once in a while. Only few CDs that are recorded from the seminars deal with the temperaments. IVMGlobal Ay does not offer a book that would tell about the temperaments. To my mind, the theory could be taught more, because people find it so useful. Each temperament has problems of their own in mentoring. Sanguines find it hard to have a deep conversation with melancholies. Melancholies find sanguines insulting. Phlegmatics have hard time trying to inspire people and choleric

tend to be too domineering. These problems have to be acknowledged. Maybe some concrete instructions and detailed information could help to overcome these issues.

In the results of this research there was not much variation in the learning methods of different temperaments. I believe that if a wider research was done concentrating on the learning habits and methods of different temperaments there would be more variation. However, it is good to know the best way to learn for an actor when guiding and teaching him. Different mentoring methods can be tested if the actor does not know the best way for him to learn.

The actors all described their mentors in a similar positive way. This could be because the mentors are able to adapt any temperament they want to without losing personality. They have experience of being with different temperaments and they have learned the best ways to deal with them. They interact well with any type of people and know when to let the actors make their own choices. They also know when to be strict and keep their own mind. As it was mentioned in the results, the mentoring relationship works best when the both sides think positively about each other. Some interviewees did not even want to think of the downsides of their mentors.

All mentors agreed in a fact that different temperaments should be mentored differently. However, they had little in common in the ways of implementing this in practise. This might be because they have all created their mentoring techniques by themselves. They do not have common instructions or teaching how to mentor, they get their knowledge from their mentor. Anyway, all the mentors were more than satisfied with the education they have got from their mentors. They learn from situations and mistakes as well. The fact that they have learned mentoring by themselves makes it personal, the actors who do not like the way they are mentored can always change a mentor.

7.1 Development proposals

As each mentor has a different style of dealing with different temperaments, it could be interesting and beneficial for some of the mentors to gather together and have a discussion about the topic. They all had good methods of dealing with the temperaments, why not sharing them to others? The Yager system was created in order to stop the

information changing. The CDs and books are same for everyone, information always changes when it goes from mouth to mouth. Maybe a CD or a book of mentoring could be useful.

When combining the instructions that I got during the interviews, the following guidelines for mentoring different temperaments were born;

1. When a melancholic is coming to a mentoring meeting, clean up. There has to be at least a little space where everything is organised because melancholies can not think clearly in a messy environment. With the other temperaments the environment is not that important.
2. Talk the actor's language. With sanguines you can have fun and chat about almost anything that comes in to your mind. Small talk is important to sanguines. When mentoring a melancholic, think your words through before saying anything, avoid hurting them. Forget small talk when dealing with choleric. Get straight into business. With phlegmatics you are in control. Try not to go forward too quickly so that they follow you.
3. When a melancholic asks "What if"- questions, try to answer them and go forward. Do not concentrate too much on those negative scenarios. Melancholies like lists, numbered lists are a good way to go forward with them.
4. As a mentor you can be quite choleric with sanguines, melancholies, and choleric. When mentoring a total phlegmatic, you have to be on the same level with him.
5. Sometimes it is good to let the actors try their own ideas and do their own mistakes. That way they learn from their mistakes and are willing to listen when business is not moving forward.

The most difficult challenges that were mentioned in the results were the too revealing and deep conversations and actors that feel forced to come to the mentoring meetings. When starting mentoring the mentor and the actor should agree on common rules of mentoring. They should spend time to get to know each other, and create a confidential atmosphere, but at the same time they can agree on the topics they discuss. It is not beneficial for either of them if they are not looking forward to the meetings; instead they are scared of what might come out next. Tension should be avoided in the meetings.

The actors who feel obligated to the mentoring meetings are not open to new information. In mentoring it is really important that the mentor and actor set goals in the beginning of the mentoring meetings. Goals should be the inspiration for people to come to the meetings. They should have a plan to achieve the goal step by step. After all, the actor is the one responsible for success of his own. He should utilize the mentor's instructions in order to go forward and reach the goals. It is not the mentor's fault if the actor does not use the guidance and advice he is given. When the goal is inspiring enough, the actor will try his best.

7.2 Reliability of the research

The purpose of this thesis was to study if the temperaments are taken into consideration when mentoring and if they should be. The case company in this research was IVMGlobal Ay. I interviewed altogether seven people, four mentors and three actors. All seven were also interviewed as actors, because mentors also have mentors of their own.

Especially in the questions directed to the actors the answers started to be very similar, meaning that no more interviewees were needed. Interviewees understood the questions well. Sometimes I could have made it clearer whether the interviewee should answer as an actor or a mentor. The answers responded to the research problem. Also much information about mentoring and temperaments separately came up.

As I recorded the interviews with a dictation machine I did not have to remember the answers. That way I was able to concentrate on asking the questions and I did not have to write down the answers while interviewing.

7.3 Suggestions for further studies

The four temperament theory has not been studied much, so good topics for new investigations could be combining the four temperaments theory with for example leadership or sales. I also mentioned earlier in the text that it would be interesting to do a wider research of the learning habits of different temperaments.

The four temperaments theory could be introduced to a company or organization that is not aware of different personality or temperament theories. Following the benefits of the theory in such company would make an interesting topic for a thesis. The theory could be used for example in meetings, sales, mentoring, or teaching.

While doing the research for the theoretical part of this thesis, I found out that there are many different definitions of mentoring, depending on the culture you are in. For example in USA mentoring is different from Europe. Differences in mentoring in various cultures could make a good topic for a research.

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Appendix 1. Interview for the ABOs

INTERVIEW

Mentoring

1. Background information
 - a. How long have you been a network marketer?
 - b. How long have you been mentored?
 - c. How long have you been a mentor?
 - d. How have your mentoring skills developed?
 - e. How many actors do you have?
 - f. How has mentoring suited you? Difficult/rewarding?
2. Organizing
 - a. How often do you have mentoring meetings? Who decides the time of the meetings? Are you satisfied with this?
 - b. Did you get to select your mentor/actor?
 - c. How mentoring is educated? Do you think it should be educated more?
3. Meetings
 - a. Do the meetings deal with any other issues than business?
4. Benefits
 - a. How have you benefited from mentoring as an actor/ as a mentor? How?
 - b. Do you get the same information from mentoring than from seminars and books? What kind of new information do you get?

Temperaments

1. What is your temperament type? (mention 2)
2. How does the temperament type come out (for example in the business)?
3. Has the knowing of the four temperaments theory been useful? How?
4. What is the most challenging part in the business for you?
5. What is the easiest part?

Mentoring & Temperaments

1. How do you learn the best? For example statistics, figures, stories, experience, learning from mistakes, examples etc.
2. Which temperament type is your mentor?
3. What is the best/good in your mentor?
4. Does he/she know how to clear things up for you?
5. Do the mentoring meetings inspire you?
6. Does your mentor have any negative sides? If yes, what?
7. Did you get along immediately with your mentor? Why/Why not?
8. Do you mentor different people (temperaments) in different ways?
9. With which one of the temperaments do you get along the easiest/ the worst? Why?

10. Can you tell me, what kinds of difficulties have you had in mentoring? Could something have gone better?