



## A CASE STUDY OF MANAGEMENT BY PROFILE

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### **Abstract:**

*The objectives of this model are: “good management ensures that the model won’t worsen, that we will be preventing complications that we will do our best to fix important breakdowns that we will be helping the kid get the most from the way he is (Mel Levine, 2002, p. 277).” The topics treated in my paper are: Teachers who collect the information and children. As a main resource I have used newspapers, pedagogical journals of Albanian and foreign authors, teaching practices observations in different schools, consultations and discussions with different teachers and university professors. The following procedure has been applied for this study: (1) The problem that was studied: Management by profile can provide a stable framework for helping any child or adolescent overcome barriers to learning and accomplishment. (2) Every learner in the schools in Albanian would benefit from any version of Management by profile. (3) The literature studied and used: other authors’ quotes, foreign and domestic authors views about various changes in the educational system and also about Management by profile.*

*Keywords: management, learners, teachers.*

## 1. EFFECTIVE TEACHING REQUIRES “MANAGEMENT BY PROFILE”

In effective schools, teachers hold high expectations that students can learn, and they translate these expectations into teaching behaviours. They set objectives, work toward mastery of those objectives, spend more time on instruction, and actively monitor student progress. They are convinced that students can succeed.

Good classroom management requires constant monitoring of student behaviour. Research also shows that effective classroom managers are good planners. In my opinion when rules are easily understood and convey a sense of moral fairness, most students will comply. We can create a productive learning community when rules are: (1) few in number, (2) fair and reasonable, and (3) appropriate for student maturation. Good managers also carefully arrange their classroom to minimize disturbances, provide students with a sense of confidence and security, and make sure that instruction can proceed efficiently.

As researcher David Berliner says, “In short, from the opening bell to the end of the day, the better classroom managers are thinking ahead. While maintaining a pleasant classroom atmosphere, these teachers keep planning how to organize, manage, and control activities to facilitate instruction (Mhhe, b.l.)”. Berliner makes an important connection between management and instruction. Effective teachers in addition to being good classroom managers must also be good organizers of academic content and instruction.

I personally believe that it is very important for Albanian teachers to be able to manage their classroom profiles so they can improve their teaching quality and increase the ability of the students to learn new things. For this reason we made this questionnaire so we can see the difference between the rural and urban schools and learn more about their classroom profile.

*What is your classroom management profile?*

Answer these 12 questions and learn more about your classroom management profile (retrieved from <http://education.indiana.edu/cas/tt/vl:2/what.html>). The steps are simple:

- Read each statement carefully.
- Write your response, from the scale below, on a sheet of paper.
- Respond to each statement based upon either actual or imagined classroom experience.
- Then, follow the scoring instructions below. It couldn't be easier!

1 = Strongly disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly agree

- \_\_\_\_\_ 1. If a student is disruptive during class, I assign him or her to detention without further discussion.
- \_\_\_\_\_ 2. I don't want to impose any rules on my students.
- \_\_\_\_\_ 3. The classroom must be quiet in order for students to learn.
- \_\_\_\_\_ 4. I am concerned about both what my students learn and how they learn.
- \_\_\_\_\_ 5. If a student turns in a late homework assignment, it is not my problem.

- \_\_\_\_\_ 6. I don't want to reprimand a student because it might hurt his or her feelings.
- \_\_\_\_\_ 7. Class preparation isn't worth the effort.
- \_\_\_\_\_ 8. I always try to explain the reasons behind my rules and decisions.
- \_\_\_\_\_ 9. I will not accept excuses from a student who is tardy.
- \_\_\_\_\_ 10. The emotional well-being of my students is more important than classroom control.
- \_\_\_\_\_ 11. My students understand that they can interrupt my lecture if they have a relevant question.
- \_\_\_\_\_ 12. If a student requests a hall pass, I always honour the request.

To score your quiz, add your responses to statements 1, 3 and 9. This is your score for the authoritarian style.

Statements 4, 8 and 11 refer to the authoritative style.

Statements 6, 10 and 12 refer to the laissez-faire style.

Statements 2, 5 and 7 refer to the indifferent style.

The result is your classroom management profile. Your score for each management style can range from 3 to 15. A high score indicates a strong preference for that particular style. After you have scored your quiz and determined your profile, read the descriptions of each management style. You may see a little bit of yourself in each one.

As you gain teaching experience, you may find that your preferred style(s) will change. Over time, your profile may become more diverse or more focused. Also, it may be suitable to rely upon a specific style when addressing a particular situation or subject. Perhaps the successful teacher is one who can evaluate a situation and then apply the appropriate style. Finally, remember that the intent of this exercise is to inform you and arouse your curiosity regarding classroom management styles.

From the results of this questionnaire we found out that the teachers of the urban schools were more informed about the management methods than the teachers of the rural schools. There are many factors for this problem, like the insufficient training of the rural teachers and the absence of the psychologists (which are present in every urban school). To identify how the teachers manage a situation like this, the methods and the sources that they use are based “on experience, internet, the new innovations, the will of the students to learn, keeping in touch with the professors, different seminars, different games, etc.

The questionnaire shows us that the methods that the institution uses to spread and to support the management by profile after the problem is identified are: “Support from different groups, support of local and rural coaches and their activity, the contact with other teachers to spread these methods, discussions with the colleagues, teachings inside and outside of the school”.

The primary training is offered by the universities that know what the management by profile is. The inefficient methods of hiring have caused the rural schools to hire teachers that don't have enough academic preparation and because of that, these teachers don't know what the management by profile is.

In my opinion every student in a school would benefit from one or another version of Management by profile. “We even need plans to deal with kids who are too successful; we don’t want those golden boys and girls to peak prematurely in life. They need to be better understood and that need to understand themselves better. They are on thin ice, precarious, as we all are, at least from time to time” (Mel Levine, 2002, p. 294).

### **1.1 Strengthening strengths and affinities**

“We should never miss a chance to capitalize on a child’s strengths and affinities (Mel Levine, 2002, p.284).” The biggest mistake schools make is teaching as if everyone learns the same way. Everyone’s learning style is different. Children thrive when they understand the many ways in which they are strong and smart. In order for children to live productive, meaningful lives, they must be aware of their individual Learning Strengths and have the language to communicate them to others. Many students fail in school simply because the teacher can’t figure out how they learn. Similarly, many adults fail in the world because they are not able to articulate how they learn on the job, and their bosses do not know how to make the simple adjustments that would spur growth. Failure in our society is too frequently the terrible consequence of an inability to effectively communicate about learning needs. I think that it is important to help children discover their strengths, it is important to learn how to listen in ways that validate their feelings and to begin doing it as early you can.

In our schools many students are excellent in different physical activities, but our teachers don’t pay attention to their physical abilities, they give importance only to the academics. I think it is very important to know your own learning strengths and to explain them to others.

#### *How do children discover their strengths?*

“The real process of strengths discovery begins with self-reflection. When children and adults begin to reflect regularly on the things they do that make them feel strong, they develop a new way of thinking. Thinking about strengths becomes part of your daily life and eventually part of your habit (Fox, 2008, p. 97)”.

We cannot discover our strengths without being able to focus on what we are doing and how it makes us feel. This will entail quieting the mind and beginning to observe how you respond to activities and interactions. It is important to guide children into this activity, the better they will become at it. We should work more with our students, recognizing and thinking about strengths, the more habit forming that kind of thinking will become. Currently, our minds are programmed the negative and the weaknesses in people. It is easy and seemingly to see what needs “fixing” in another person. Strengths are not simple preferences. They are not just items to pick and choose from a list of options. Discovering strengths is a lifelong commitment. Parents and teachers can seed the strength garden through recognizing innate tendencies in a child’s personality without trying to change or squelch them. Developing strengths does not give people license to act inappropriately or rudely, but telling someone all the time what they ought not to do, especially when that thing is a central part of what makes them feel enlivened is not going to help them discover how to put that quality to use in ways that are productive. Children who are easily verbally exited need channelling, not outright extinguishing. That is what parents and teachers of young children can do-notice their personalities, the dominant aspect as well as the quirky smaller things, channel behaviours toward positive and appropriate uses of those traits, that is

where children will discover their strengths when they are ready. Your children's strengths are not for you to choose. What you can do is provide them with a variety of rich and rewarding activities so they are able to explore how they feel while doing varied tasks. But it is a mistake to believe that just because you engage them in certain activities at a young age, they will develop a passion for those activities. Sometimes, forcing children into too many activities will actually dampen rather than ignite strength. Discovering strengths is a very active process. Strengths are not talents or skills, or what your children are good at. All those things are open to evaluation and criticism. Strengths are far more personal—they are the activities that make someone feel strong. The strengths are already in your child. Your job is to help your child see and release them. Strengths are for the future. They never go out of style. They are generative and they keep pace. They will provide meaning for us as we move full speed ahead into a future that we have not yet imagined. The schools in Albania need strengths not only in concept but also in practice, tightly moved into the fabric of the curriculum and the culture.

Contrary to popular belief, the opposite of strength is not weakness. The opposite of strength is depletion. If an activity is not engaging on individual strengths, thereby energizing the person, the activity is depleting. Knowing your strengths and putting them to use is empowering. They can give people agency, freedom and independence (Fox, 2008, p. 172). Parents and teachers are often good at seeing the potential in children. However, in order their true strengths to emerge and grow, children need to self-identify them ultimately they are the ones who know best what makes them feel strengths. Adults can help in this endeavour.

## **1.2 What does it mean to be a self-regulated learner?**

Students who are self-regulated learners set goals for themselves and then independently plan, manage, and evaluate what it takes to reach their goals. Developing the ability to understand and regulate their own behaviour is an important undertaking for children (Harris and Graham, 1996a). Indeed, the call to cultivate self-understanding and self-control has sounded repeatedly throughout the ages.

Benjamin Franklin, for example, was a staunch advocate of self-regulation. He used an assortment of self-regulation procedures in what he described as his struggles for self-improvement. At one point in his life he defined 13 virtues, such as temperance and order, that he wished to develop and established a goal of increasing each virtue during the space of a week. He then monitored his performance, recording each instance of success or failure in a daily journal. If, at the end of a week, no offenses were recorded against the virtue, he extended his goal to include the next virtue on his list (Schunk and Zimmerman, 1994; Zimmerman and Schunk, 1989).

It comes as no surprise that researchers have found self-regulation to be a key ingredient in effective writing and spelling. Many famous authors have told how they manage their environment and the writing process, as well as how they maintain or reenergize their commitment to their work (Cowley, 1958; Graham and Harris, 1996a; Plimpton, 1967). Ernest Hemingway established goals for himself and recorded his daily output of words on a chart. If he did not write as much as planned, he curtailed his fishing. When he reached a particular goal, he rewarded himself.

While self-regulation is a natural part of children's work in the classroom, it is clear that many children need teacher support to develop self-regulated learning (Biemiller and Meichenbaum, 1992; Graham and Harris, 1996b).

#### *How to protect children from public humiliation?*

Not all misbehaviour can be anticipated, and proactive behaviour intervention plans do not prevent all misconduct. Therefore, teachers must have additional humane and effective procedures for discouraging student's misbehaviour.

Consequently, any plan to help a kid must include provisions for safeguards from public humiliation. Those who feel ostracized are highly vulnerable to a wide range of negative outcomes throughout their lives. Their humiliation must be prevented at all costs. Happily, the cost of protecting them is not at all great.

The consequences that educators intend to be punishing often are not perceived as such by students. Effective punishment need not cause pain or embarrassment. In fact, corporal punishment and strategies that rely on embarrassment or humiliation place educators at risk of legal sanctions and cannot be justified on ethical grounds. Used properly and as a secondary strategy to supplement positive strategies for teaching expected behaviour, some forms of nonviolent punishment are appropriate and legally and morally defensible. However, strategies other than punishment may discourage misbehaviour, and these are always preferable when punishment is not required to resolve a problem.

If managed well, the withdrawal of rewards and privileges is less likely than other punishment procedures to produce aggression and lead to legal liabilities. The wise teacher always consults and follows detailed guides for using such procedures. (e.g., Alberto & Troutman, 1995; Kerr & Nelson, 1998; Rhode et al., 1992; Sprick & Howard, 1995; Walker, 1995).

### **1.3 Interventions that can help students with emotional or behavioural problems**

The focus of behaviour management in special education has changed from reacting effectively to misbehaviour to planning proactive programs intended to void problems. Teachers, in our schools must be prepared to deal with ordinary misbehaviour and the kind of rule infraction that invokes the special discipline considerations we discussed earlier.

The teacher's first line of attack on emotional or behaviour problems should be to ensure competent academic instruction. The second should be to teach the social skills needed to function well in society and to reinforce appropriate behaviour exhibited by the student. The third should be to decrease or eliminate the student's socially inappropriate behaviour.

#### *Modifying the learning environment for proactive management*

Proactive management means avoiding behaviour problems. The most effective approach to managing emotional or behavioural problems is to assume that the expected, desirable behaviour needs to be taught. The precorrection checklist and plan devised provides a convenient format for

organizing one's thinking about behaviour management. Precorrection focuses on teaching students to do what is expected (Colvin et al., 1993).

The first step begins with the context-the setting, circumstances, in which a predictable misbehaviour occurs. Identifying the context of predictable misbehaviour is critically important.

The second step in precorrection is stating the expected behavior-what the teacher wants the student to do instead of making the behavioural mistake. This step is essential because precorrection involves teaching students what to do, not simply what to avoid.

Third, the teacher must devise a plan for modifying the content in a way that will reduce the likelihood that the student will make a behavioural mistake. The modification can be very simple and straight forward, but small changes can often be critical in helping students learn to behave as desired.

The fourth step involves the student in rehearsal-either practice runs through the expected behaviour or cognitive rehearsal in which the student describes the expected behaviour. The rehearsal should occur just before the performance is expected so that it is fresh in the student's mind.

Fifth, the teacher must arrange strong reinforcement for correct performance of the expected behaviour. To ensure high motivation to perform the expected behaviour, the teacher must ensure that doing what is expected results in some highly satisfying consequence-a privilege or perk beyond the ordinary.

Sixth, the teacher must arrange prompts or signals that the student understands to mean "remember" or "do it now". At first, if students do not have a special prompt, they may miss the typical cue and forget to apply what students know. Effective monitoring involves systematic, direct observation and recording so that progress, or lack of it, is not a matter of guesswork.

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