



## The web method in guidance: Resonant thinking as a mechanism of collective coherence

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**Abstract.** The relevance of this study was determined by the need to update management approaches in education in the context of digitalisation, decentralisation, and the growing role of horizontal forms of interaction. Traditional leadership models based on control and hierarchy are losing their effectiveness, which necessitates the search for new guidance concepts focused on co-creation, trust, and emotional coherence. The aim of the article was to theoretically substantiate the web method as an innovative model of educational guidance and to empirically identify the relationship between the level of managers' resonant thinking and the effectiveness of their managerial activities. The web method was defined as a system of horizontal coordination in which the manager acts not as a controller but as a facilitator, constructing a network of interconnected meanings, values, and interactions. The main mechanism of this process was reflective activity, namely resonant thinking – the ability of a leader to perceive the emotional state of subordinates, maintain cognitive and emotional coherence, and create an environment in which trust and partnership prevail. The principal research design employed a mixed-methods approach (questionnaire, interviews, statistical analysis, and thematic analysis), and the leading methodological framework was a synergistic-network approach. As a result of the study, the concept of resonant thinking as a cognitive-emotional mechanism for coordinating collective action was substantiated, and its positive correlation with guidance effectiveness was confirmed ( $r = 0.68$ ,  $p < 0.01$ ). A structural model of the web method was developed, integrating the principles of facilitation, partnership, and spiritual service. The practical significance of the study lies in the potential implementation of the web method in the training of educational leaders, while its

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theoretical significance lies in the formation of a holistic concept of resonant guidance as a new paradigm for managing educational communities

**Keywords:** facilitation management; network interaction; horizontal leadership models; guidance tools in education; innovative models; concept of resonant guidance

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## Introduction

The relevance of this topic arises from the transformation of management paradigms: education increasingly functions as a decentralised network rather than as a vertical hierarchy. In the digital environment, the role of the leader as a facilitator, coordinator, and creator of a semantic space – a guide – is expanding. The issue of guidance in education occupies a central place in contemporary pedagogical discourse, since the quality of management and the nature of interaction within the educational space determine the system's capacity to adapt to global change. A modern educational institution increasingly operates as a dynamic social ecosystem in which effectiveness depends not on hierarchical structures but on the level of coherence, cooperation, and collective meaning-making.

Digitalisation, the decentralisation of management, the democratisation of the educational space, and the growth of pedagogical autonomy create new challenges for leaders, who must combine managerial competence with communicative flexibility, empathy, and strategic thinking. The traditional model of leadership as an instrument of control is gradually losing its effectiveness. According to A. Negrov & R. Riggio (2025), it is being replaced by a conception of guidance as a horizontal process of interaction, spiritual influence, and co-creation. P. Northouse (2021) emphasises that although the terms leader and guide are often used as synonyms, there are fundamental differences between them. This approach is consistent with the anthroposophical vision of education as a process of spiritual and moral formation.

The differences between guidance and guidance are manifested in values, communication strategies, and mechanisms of influence, as argued by G. Yukl (2019): the leader acts according to

the principle of “manager-subordinates”, whereas the guide functions as a “participant in the network” who coordinates, inspires, and unites. At the core of this activity are mutual resonance and coordinated co-creation. In this context, the web method emerges as an innovative model of educational guidance. N. Cuneen (2025) highlights its key characteristic: it is based on the principles of network interaction, synergism, and coherence of thinking. The web symbolises a system of interconnected elements in which each participant has a distinct sphere of influence while resonating with others through shared values. The central mechanism of this approach, as concluded by A. Farrel (2020), is resonant thinking – the ability to recognise the interdependence of system elements, integrate emotional, cognitive, and social processes, and maintain harmonious coherence within the team. This enables a transition from a monologic style of management to a dialogical one based on trust, shared responsibility, and empathy. Therefore, the study of resonant thinking as a mechanism of cognitive-emotional coherence is of particular importance.

Modern research confirms the effectiveness of resonant thinking. N. Cuneen (2025) demonstrates that empathy, awareness, and positive emotions foster trust and enhance interaction. The author also notes that the integration of analytical and affective processes facilitates group problem-solving. In parallel, the field of emotional management is developing. D. Clutterbuck (2020) confirms that emotionally competent leaders create productive teams through emotional transmission and emphasises the role of coaching strategies in building trust. The updated understanding of leadership and guidance

is also supported by contemporary research. P. Northouse (2021) recognises the growing importance of partnership models. S. López-Pernas *et al.* (2025) examine the phenomenon of ethical guidance in the context of educational transformation, highlighting the importance of the leader's moral responsibility. J. Martín-Vaqueiro *et al.* (2025) analyse guidance as a process of meaning-making within pedagogical teams, emphasising the role of emotional support and reflective dialogue. Y. Bao (2025) proposes a model of an "integrative leader" that combines the functions of mentor, facilitator, and strategic coordinator. J. Varghese & M. Rao (2025) consider guidance as a form of spiritual service based on trust, openness, and shared development. All these concepts – resonant thinking, emotional management, network models, and guidance – share a common feature: an effective leader builds coherence, resonance, and co-creation rather than relying on control or administrative influence.

The purpose of the study was to provide a scientific substantiation of the web method as a model of educational guidance and to analyse the role of resonant thinking in shaping the coherence of pedagogical communities. To achieve this aim, the following research tasks were formulated: to conduct a conceptual analysis of the categories of leadership and guidance within the context of modern pedagogy; to determine the essence and components of resonant thinking as a cognitive-emotional phenomenon of managerial activity; and to develop a theoretical model of the web-weaving method and define its pedagogical principles.

### Literature Review

The web method is gaining relevance in the context of transformations in educational management occurring against the backdrop of digitalisation, globalisation, and the expanding role of social networks. The contemporary educational system increasingly functions as an open network in which relationships, trust, communication, and emotional synergy are no

less important than formal management procedures, as indicated by M. Castells (2004) and M. Fullan (2016). Under such conditions, there is a growing need for new guidance models based not on hierarchy, but on horizontal interaction and the coherence of joint actions.

Methodologically, the phenomenon of guidance is examined within three main scientific paradigms: transformational, servant, and resonant leadership. M. Fullan (2016) emphasises that the leader acts as an agent of change, forms a vision of the future, mobilises resources, and creates conditions for development. Within the educational sector, transformational leadership supports the adaptation of schools to reforms; however, its limitation lies in insufficient attention to the spiritual and value-based dimensions of interaction. Servant leadership conceptualises the leader as one who serves the community, prioritising the development of others over personal interests. This model, as concluded by I. Sidanich (2015), resonates with the Ukrainian tradition of guidance as spiritual service. At the same time, the servant approach requires supplementation with a systemic dimension, as it does not always explain how cognitive networks of cooperation are formed within large teams.

Resonant leadership, according to R. Boyatzis & A. McKee (2005), is grounded in the leader's ability to create "resonant states" through empathy, attentiveness, and emotional synchronisation. N. Cuneen (2025) conceptualises resonant thinking not only as an emotional but also as a cognitive-semantic competence that ensures system coherence. Resonant thinking thus becomes a key factor in building trust, emotional coherence, and effective decision-making within pedagogical teams. Network thinking is increasingly integrated into educational management. According to A. Harris (2004), effective leadership in times of change is based on the capacity to establish horizontal connections, distribute responsibility, and create spaces for collective decision-making. C. Day & K. Leithwood (2007) interpret leadership as a moral practice that combines

authenticity, ethics, and reflexivity. These approaches correspond to the understanding of guidance as a spiritual and value-based process that shapes not only organisational outcomes but also the internal cohesion of educational communities. Of particular importance is the work of Y. Bao (2025), who proposes a model of an integrative leader – an individual who combines the functions of mentor, facilitator, and coordinator of moral resources. J. Varghese & M. Rao (2025) interpret guidance as a form of spiritual service grounded in trust, openness, and shared development. S. López-Pernas *et al.* (2025) investigate ethical guidance as a factor in transforming the educational environment, emphasising the moral responsibility of the leader towards the team.

The gradual convergence of educational leadership concepts in the Ukrainian, German, and Swiss contexts indicates the formation of a common strategic vector of guidance. In particular, German researchers L. Seifert *et al.* (2023) interpret the concept of Vordenker as a leader who thinks ahead and formulates educational and innovation strategies, focusing on digital transformation and intersectoral cooperation. In Switzerland, J. Díaz-Gibson *et al.* (2016) describe the educational leadership (Bildungsführung) system as the governance of education through shared goals, statistical indicators, and strategic planning, in which the role of leading figure/educational leader (Leitfigur/Bildungsführer) is understood as the coordinator of educational processes at the cantonal and federal levels. Both models demonstrate common features with the Ukrainian concept of guidance, namely strategic vision, an orientation towards innovation, network interaction, and coordination of actions.

At the same time, significant differences can be observed. The German and Swiss models place less emphasis on emotional synergy, the spiritual dimension, and national identity, which constitute key components of Ukrainian guidance. The Ukrainian model evolves from individual influence towards collective resonant interaction, and from vertical administration towards horizontal

facilitative leadership. In this context, the web method emerges as a promising management model that integrates cognitive synergy, emotional coherence, and spiritual unity. Its theoretical substantiation and practical implementation open new horizons for the development of educational organisations as network communities capable of adaptation, co-creation, and sustainable growth. Network thinking is increasingly being incorporated into educational management. M. Castells (2004) characterises modern society as a network of interactions in which knowledge, trust, and influence are distributed not through hierarchy, but through multiple interconnected nodes. Within this framework, the web method appears as a management model that combines cognitive depth, emotional sensitivity, and the structural logic of network interaction. In such a system, the leader is not a source of power but rather a facilitator who coordinates information flows, aligns actions, and creates zones of resonance – spaces of trust, empathy, and shared meaning-making.

In the international context, ideas closely related to the web method are developed within the concepts of distributed leadership, networked leadership, and transformational coaching (Spillane, 2006; Clutterbuck, 2020). L. Lambert (2003) conceptualises leadership as a distributed responsibility, in which each participant in the educational process possesses the potential to exert influence. A. Hargreaves & D. Shirley (2021) highlight the role of emotional engagement in educational leadership, arguing that successful leaders construct “emotional architectures” of trust, support, and inspiration. K. Leithwood (2010), in her meta-analysis, demonstrates that leadership grounded in values and mindfulness has a direct impact on teacher motivation and student outcomes. C. Day & K. Leithwood (2007) interpret leadership as a moral practice that integrates authenticity, ethics, and reflexivity. A. Harris *et al.* (2025) emphasise the importance of horizontal connections and collective decision-making in times of change.

In Ukrainian scientific discourse, guidance is conceptualised as a spiritual and value-based

form of educational leadership. I. Sidanich (2015) interprets guidance as an integration of spiritual guidance, pedagogical tact, and social facilitation. A. Negrov & R. Riggio (2025) emphasise that a leader is not merely an organiser, but a bearer of moral impulse, capable of harmonising collective meanings. Y. Bao (2025) proposes a model of an integrative leader – an individual who combines the functions of mentor, facilitator, and coordinator of moral resources. J. Varghese & M. Rao (2025) regard guidance as a form of spiritual service grounded in trust, openness, and shared development. S. López-Pernas *et al.* (2025) investigate ethical guidance as a factor in the transformation of the educational environment, highlighting the moral responsibility of the leader towards the team.

The current state of research on this problem can be characterised as a stage of conceptual maturity: although distinct theoretical models exist, there remains a lack of empirical evidence and validated measurement instruments. In addition, the analysis of the literature reveals a gradual convergence of Ukrainian, German, and Swiss approaches to guidance – from individual influence to collective resonant interaction, and from vertical administration to horizontal facilitative leadership. Among the methodological shortcomings, the following should be noted: the predominance of descriptive approaches without quantitative analysis; fragmented definitions of the concepts of resonant thinking and web method; and insufficient adaptation of guidance theories. The web method emerges as a promising model of educational guidance that integrates cognitive synergy, emotional coherence, and spiritual unity. Its theoretical substantiation and practical implementation open new horizons for the development of educational organisations as network communities capable of adaptation, co-creation, and sustainable growth. Moreover, it enables a transition from hierarchical administration to network-based co-creation founded on resonant thinking, empathy, and the spiritual unity of the team.

## Materials and Methods

The study was conducted between 2020 and 2025. The research was organised into the following stages. The preparatory stage (2020 – early 2021) involved the formation of the theoretical foundations of the study, including a literature review and clarification of the concept of guidance. Research instruments were developed through the creation of a questionnaire and an interview protocol, followed by pilot testing of the questionnaire on a small sample of leaders. The main stage prior to the outbreak of the war (mid-2021 – February 2022) included a quantitative survey of 112 heads of educational institutions. The first qualitative data were also collected through eight interviews with leaders who demonstrated innovative approaches to management. A primary analysis of the results was conducted, and key trends were identified. The adaptation stage during the war (March 2022 – the end of 2023) involved a transition to remote data collection methods, including online interviews and electronic questionnaires. Research tools were adjusted to reflect new challenges related to stress, mobility, and changes in management practices. An additional seven interviews were conducted with managers who had adapted their leadership strategies to wartime conditions. This stage also included an analysis of transformations in guidance, such as the emergence of new motivational mechanisms and changes in communication models. The final stage (2024-2025) consisted of the generalisation of quantitative and qualitative data, a comparison of pre-war and wartime management practices, the formulation of conclusions regarding guidance in crisis conditions, and the preparation of the publication.

The quantitative component of the study involved a survey of 112 managers from general secondary, vocational, and pre-higher education institutions in Ukraine. Data collection was carried out during advanced training courses at the Zaporizhia Academy of Postgraduate Education; the School of Adaptive Management of Social and Pedagogical Systems; the School of Guidance

of Berdyansk State Pedagogical University; Ivan Franko Zhytomyr State University; the Kherson Institute of Postgraduate Pedagogical Education; and other educational institutions. The questionnaire consisted of 35 items measured on a Likert scale (from 1 to 5), which enabled the assessment of the frequency and intensity of the use of elements of the web method and resonant thinking in managerial practice.

The qualitative component included 15 semi-structured interviews with managers who demonstrated a high level of innovative activity. The interviews were conducted using open-ended questions related to personal aspects of guidance, communication strategies, motivational mechanisms, and internal reflective processes. This research design made it possible to identify not only statistical patterns, but also the deeper meanings that managers attribute to their managerial activities. J. Creswell & J. Creswell (2018) propose mixed research methods that allow hidden connections to be revealed – an analogue of web thinking.

The sample was based on purposive sampling and was formed to include heads of various types of educational institutions, namely general schools, lyceums, gymnasiums, colleges, and vocational education centres. Geographically, the study covered the Zaporizhia, Kharkiv, Kherson, Mykolaiv, Odesa, Dnipropetrovsk, Poltava, Kirovohrad, and Kyiv regions of Ukraine, which ensured sufficient representativeness for analysing trends at the national level. The participants were leaders with varying lengths of professional experience (from 3 to 28 years), which made it possible to examine differences related to age and experience in the perception of the concept of guidance. Of the respondents, 68% were women and 32% were men. The average age of the participants was 44 years. This distribution reflected the actual gender structure of managerial personnel in the education sector of Ukraine.

The following instruments were used for data collection: a questionnaire consisting of 35 items measured on a five-point Likert scale,

covering four blocks: (1) self-perception of the leader, (2) communication management practices, (3) use of the web method, and (4) manifestations of resonant thinking; semi-structured interviews lasting 40-50 minutes, during which leaders shared personal examples of leadership behaviour, difficulties in team management, and experiences of interaction within a network environment; and observation of participants during online meetings and strategic sessions conducted within professional communities of leaders. The questionnaire was administered mainly online (via Google Forms), while interviews were conducted either face-to-face or using the Zoom platform. Each interview was audio-recorded with the respondent's consent and subsequently transcribed for further analysis. To ensure the validity and reliability of the results, several procedures were implemented. These included pilot testing of the questionnaire with a group of 20 heads of educational institutions, which made it possible to refine the wording of the questions and verify the clarity of the terminology. According to the results of the pilot testing, reliability coefficients (Cronbach's  $\alpha$ ) ranged from 0.87 to 0.91, indicating a high level of internal consistency of the scales. Methodological triangulation was applied through the combination of quantitative and qualitative data, enabling verification of the consistency of results obtained from different sources. Source triangulation involved the integration of data from questionnaires, interviews, and observations. Peer debriefing was conducted through discussions of the interpretations of the results with independent experts in the field of pedagogical management, which helped to minimise subjectivity. Owing to these procedures, the results of the study may be considered reliable, valid, and reflective of real processes in the field of educational guidance.

For the quantitative data, the following statistical methods were employed: calculation of mean values (M) and standard deviations (SD); determination of Pearson correlation coefficients (r) to identify relationships between the level of

resonant thinking and the effectiveness of leadership practices; and comparative analyses between groups according to age, professional experience, and type of educational institution. For the qualitative data, thematic analysis was conducted in accordance with the six stages proposed by V. Braun & V. Clarke (2008): familiarisation with the data, initial coding, searching for themes, reviewing themes, and their clarification and interpretation. As a result of the analysis, four key themes were identified: (1) guidance as partnership, (2) resonant thinking as a means of inspiring the team, (3) challenges of facilitative management, and (4) transformation of communication culture within an educational institution. The integration of quantitative and qualitative analyses made it possible to obtain a comprehensive picture of the relationship between the cognitive, emotional, and behavioural aspects of guidance.

The study was conducted in accordance with the ethical standards of the American Sociological Association's Code of Ethics (2018). All stages of the research complied with the requirements of academic integrity and the ethical principles defined in international and national documents. Prior to participation, all respondents were informed about the purpose of the study, its procedures, and their right to withdraw voluntarily at any stage. Oral and written informed consent was obtained from all participants, ensuring confidentiality and voluntary participation. The data were stored in encrypted form, and all personal names were replaced with codes, which ensured the anonymisation of information. The study did not involve any risks for the participants, did not address sensitive topics, and was conducted within the framework of academic ethics, adhering to the principles of respect, dignity, and non-discrimination. Thus, the methodological foundation of the study combined systematicity, interdisciplinarity, and a humanistic approach to understanding guidance in education. The use of mixed methods made it possible to gain deeper insight into the structure of guidance competencies, to determine the impact of resonant thinking on management

effectiveness, and to substantiate new approaches to the training of leaders in the context of contemporary educational change.

## Results and Discussion

To determine the level of application of the web method in educational guidance practices, a quantitative study was conducted among 112 heads of various types of educational institutions (schools, gymnasiums, lyceums, and colleges). The results revealed clear trends towards the expansion of horizontal forms of interaction and the development of a facilitative culture of management. According to the questionnaire data, 74% of respondents regularly employ horizontal interaction practices based on the principles of partnership, joint decision-making, and distributed responsibility. This finding indicates a shift in the management paradigm from authoritarian and control-oriented models towards network-based approaches, which is fully consistent with the concepts of distributed and networked leadership (Harris, 2004; Fullan, 2016).

In addition, 68% of leaders reported implementing facilitation methods, deliberately creating environments that involve teachers in the discussion of strategic decisions. These practices include round tables, strategic sessions, creative councils, and pedagogical councils. Such approaches not only enhance staff motivation but also foster a sense of involvement in the development of the institution. The mean level of resonant thinking was  $M = 4.2$  ( $SD = 0.48$ ) on a five-point scale, indicating a high level of managers' ability to empathically understand the emotional and semantic states of their teams. This result reflects a well-developed level of cognitive–emotional integration, which forms the basis for coordinated collective thinking.

Statistical analysis demonstrated a significant positive correlation between the level of resonant thinking and guidance effectiveness ( $r = .68$ ,  $p < .01$ ). This finding confirms that managers who exhibit a greater capacity for emotional resonance achieve more stable team dynamics,

more effective communication, and higher efficiency in managerial decision-making. The identified correlation is consistent with the concept of resonant leadership proposed by R. Boyatzis & A. McKee (2005), according to which the harmonisation of the team's emotional climate is a key factor in sustainable organisational effectiveness. Additional correlation analysis also revealed a relationship between managers' facilitation skills and overall team job satisfaction ( $r = .59, p < .05$ ). This result suggests that facilitation functions not only as a communication tool but also as a mechanism for supporting the psychological well-being of the professional community. Thus, the quantitative findings demonstrate a systemic transition towards guidance as a network-based process in which cognitive and emotional-resonant factors play a central role. These results confirm the assumption regarding the effectiveness of the web method in managing contemporary educational teams. In-depth interviews enabled a more detailed understanding of the phenomenon of guidance and the practical aspects of applying the web method. The analysis of textual data was conducted using thematic coding according to the procedure proposed by V. Braun & V. Clarke (2008), which made it possible to identify the principal semantic categories: synergy, trust, facilitation, inspiration, barriers, and conditions for development.

According to N. Cuneen (2025), the phenomenon of guidance is understood as a synthetic category that integrates cognitive, emotional, and spiritual-value aspects of leading educational teams. The concept of the web method emerges as a response to the challenges of a network society, in which organisational effectiveness is determined not only by the individual qualities of the leader, but also by the ability to create a coordinated "field of interaction". In turn, as emphasised by R. Boyatzis & A. McKee (2005), the central element of this method is resonant thinking – a form of cognitive activity that enables the harmonisation of values and the creation of a state of collective coherence. I. Sidanich (2015) and

A. Negrov & R. Riggio (2025) identify three main directions shaping scientific interest in this topic: the transition from authoritarian to facilitative management; the integration of emotional intelligence into leadership competencies; and the development of network communication models in educational institutions. These trends indicate a shift in the management paradigm from control to co-creation. At the same time, significant research gaps remain, including the theoretical vagueness of the concept of guidance, the lack of empirical evidence regarding the relationship between resonant thinking and management effectiveness, and the absence of assessment methodologies adapted to the Ukrainian context.

Synergy and support as the core of guidance. Most respondents (over 80%) stated that a modern leader should not be a "supervisor" but rather a "catalyst" of interaction processes. Their statements confirm the thesis that a leader creates an "energy field of cooperation" in which trust and creativity develop. One respondent described his role as follows: "I do not manage, I connect people to a common wave". This perspective fully corresponds to the metaphor of a spider's web, in which nodes (participants) are linked by invisible yet strong threads of mutual resonance.

Facilitation practices and the "guide on the side". The interviews also demonstrated that many leaders are moving from the role of the "sage on the stage" to the model of the "guide on the side" (King, 1993; Weimer, 2013). Participants considered it appropriate to delegate certain managerial decisions to pedagogical teams, encourage independence in the development of educational strategies, and support initiatives. Such a transformation of management style represents a sign of mature guidance, which does not dominate but rather reveals the potential of others. The web method also shows potential for integration with the concepts of distributed leadership, network governance, and transformational coaching. In particular, research by D. Clutterbuck (2020) demonstrates that coaching-based management strategies contribute to the creation of an

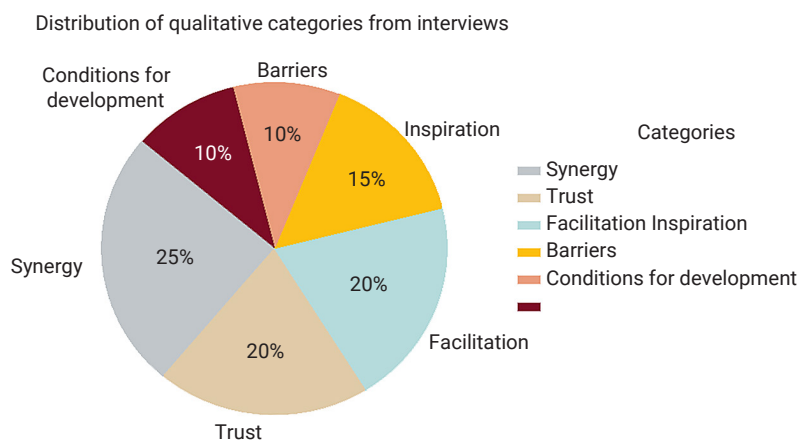
atmosphere of trust, while resonant leadership serves as a key factor in staff engagement. Despite the theoretical richness of this field, most studies remain predominantly descriptive. The dominance of qualitative methods (interviews and case studies) limits opportunities for quantitative verification of concepts. Only a small number of authors propose empirical indicators of resonant thinking or instruments for measuring its impact on management effectiveness. This situation highlights the need to develop mixed-methods approaches (quantitative and qualitative), which would allow for a more in-depth investigation of the relationships between cognitive processes, emotional coherence, and the effectiveness of educational teams.

### Resonant thinking as a factor of trust

Almost all respondents acknowledged that a key element of effective guidance is the ability to “feel the team”. A leader’s capacity to attune to the emotional state of the group enables the emergence of a “shared resonance” effect, whereby the team functions as a single organism. N. Cuneen (2025) defines this phenomenon as cognitive-emotional coherence, which enhances creativity and mutual support. In this context, it is appropriate to refer to the study by M. Shvardak (2019), which emphasises

that building a cohesive team in a general secondary education institution is impossible without the development of trust, mutual support, and psychological safety. The author argues that it is precisely the strengthening of team interaction that creates the prerequisites for the emergence of a phenomenon of “shared feeling” within the group, which fully corresponds to the idea of resonant thinking as a managerial resource. Thus, the results of the present study are consistent with the author’s conclusions, highlighting that effective guidance begins with the leader’s ability to create an environment of emotional openness and cooperation.

Barriers and conditions for success. At the same time, a number of barriers to the development of this new type of guidance were identified (Fig. 1). Most frequently, respondents referred to the hierarchical nature of the management system, limited financial and time resources, and the lack of systematic support for the professional development of leaders. As conditions for success, participants identified openness to change, mutual support, the existence of a safe environment for making mistakes, and continuous training of leaders. These factors are consistent with the findings of I. Sidanich (2015), who emphasises the importance of developing a facilitative culture in educational management.



**Figure 1.** Distribution of qualitative categories from interviews

**Source:** developed by the authors

A comparison of quantitative and qualitative data demonstrated their mutual consistency and complementarity. Leaders who actively apply the web method show a significantly higher level of resonant thinking (mean score 4.4 compared with 3.8 in the control group). This pattern confirms the hypothesis that cognitive-resonant interaction functions as a systemic resource for team development. At the same time, the national specificity of the Ukrainian guidance model was identified. Unlike the concepts of distributed leadership or servant leadership, Ukrainian leaders tend to combine spiritual and value orientations with facilitation methods (Spillane, 2006). This combination creates a unique type of guidance – ethical-resonant guidance – in which effectiveness is inseparable from humanity, and management from service. The substantive analysis of the interviews also confirmed that where the web method is applied systematically (through regular collegial meetings, mentoring sessions, and network platforms), not only does the effectiveness of communication increase, but so does the level of employees' emotional comfort. This finding is consistent with the concept of emotionally intelligent leadership, according to which a positive emotional climate directly influences staff productivity and loyalty. The integration of the results allows several key conclusions to be formulated: the web method creates conditions for a transition from individual management to collective guidance; resonant thinking functions as the cognitive core of this process, ensuring a harmonious connection between members of the community; facilitation practices serve as a bridge between managerial actions and the humanistic values of education; and the Ukrainian guidance model is characterised by a combination of pragmatic and spiritual components, which renders it deeper than formal management models. Thus, the quantitative data confirm the statistical significance of the relationship between the level of resonant thinking and guidance effectiveness, while the qualitative data explain the mechanism of this

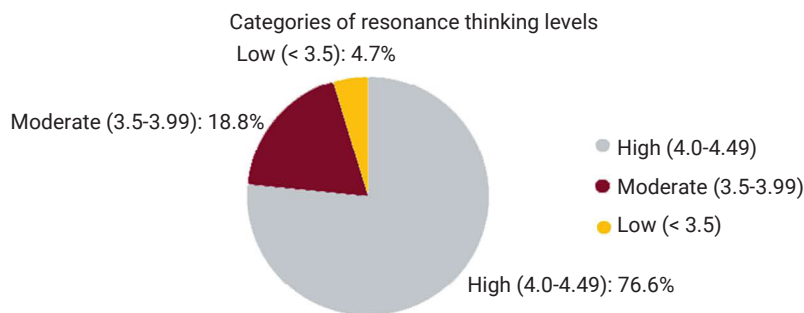
relationship: the creation of an emotional-cognitive space in which participants “tune in” to one another. It is precisely this tuning – a “web of meanings and emotions” – that constitutes a key factor in successful management in contemporary Ukrainian education.

Modern Ukrainian education is undergoing a systemic transformation that requires a rethinking of traditional management models. Hierarchical leadership based on control and authority increasingly fails to meet the conditions of networked, open, and emotionally rich pedagogical interaction. This contradiction defined the research problem: the search for an effective guidance model capable of ensuring coherence, co-creation, and development within teams. Within this framework, the hypothesis was proposed that the use of the web method of guidance – as a synergistic model of horizontal interaction – contributes to the development of resonant thinking among teachers and increases the effectiveness of managing educational communities. To test this hypothesis, the study aimed to identify the level of implementation of horizontal practices and facilitation methods, as well as to establish the relationship between resonant thinking and leadership effectiveness. The results of the quantitative analysis showed that 74% of respondents actively use horizontal interaction in their professional activities, and 68% apply facilitation approaches in team management. This indicates a gradual transition from authoritarian forms of management to partnership-based models of cooperation, which supports the hypothesis of a positive shift towards “guidance rather than control-based leadership”.

The average level of resonant thinking among participants was  $M = 4.2$  ( $SD = 0.48$ ), indicating a generally high degree of coherence in the perception of collective values. Most respondents (over 70%) demonstrated a high or very high level ( $M \geq 4.0$ ), while only 18% showed an average level ( $3.5 \leq M < 4.0$ ), and fewer than 5% exhibited a low level ( $M < 3.5$ ). This distribution confirms the prevalence of resonant thinking as

a key characteristic of effective team interaction. The most important result was the positive correlation between resonant thinking and guidance effectiveness ( $r = .68, p < .01$ ), which confirms the hypothesis of a cognitive–emotional relationship between these phenomena (Fig. 2). Qualitative analysis of the interviews revealed that successful leaders create an atmosphere of synergy, trust, and mutual support through the use of the web method – that is, by connecting participants in the educational process into interconnected

“nodes of co-creation”. Leaders assume the role of coordinators and facilitators rather than controllers, helping to unlock the potential of others. At the same time, several barriers to implementation were identified, including residual hierarchical structures, limited resources, and the lack of professional programmes for the development of facilitation competencies. This confirms the need for systematic support for guidance development through staff training and the cultivation of a management culture based on openness.



**Figure 2.** Categories of resonance thinking levels

**Source:** developed by the authors

Summarising the results of the quantitative and qualitative analyses, it can be argued that the web method emerges not merely as an innovative management technology, but as a holistic philosophy of guidance that reorients educational teams towards interaction, trust, and resonant co-creation. Empirical data confirmed that a leader’s ability to develop horizontal connections, facilitate professional dialogue, and ensure emotional and cognitive coherence constitutes the foundation of sustainable team development. The web method creates conditions in which management becomes a collective process of thinking and action, while the leader assumes the role of an architect of an environment that inspires, supports, and unites. The findings of the study demonstrate that where this method is applied systematically, not only does the effectiveness of managerial decision-making increase, but so too do teachers’ levels of psychological well-being, motivation,

and readiness for innovation. Thus, the web method becomes a key factor in the modernisation of Ukrainian educational management culture, defining a developmental vector in which humanity, co-creation, and resonance serve as new criteria of a leader’s professional maturity.

## Conclusions

The results obtained make it possible to formulate generalised conclusions, each of which directly corresponds to the research objectives. Guidance in education represents a qualitatively new form of leadership that integrates value orientation, cognitive flexibility, and empathic thinking. Unlike traditional administration, it is grounded in horizontal interaction and facilitation, which create conditions for sustainable team development. The web guidance method has proven to be an effective model of organisational management, ensuring the distribution of

responsibility, strengthening trust, and activating collective potential. The findings of the study indicate that leaders who actively implement this method demonstrate higher levels of cognitive coherence and emotional coherence within their teams. Resonant thinking constitutes a key cognitive mechanism of effective guidance. Its high level correlates with indicators of team productivity, emotional climate, and trust among team members. This confirms the necessity of developing cognitive-emotional competence in the training of educational leaders. The Ukrainian context of guidance is characterised by a distinctive spiritual and humanistic foundation that combines the ideas of service, co-creation, and moral responsibility. It is precisely this value base that enhances the resonant effect of the web method, creating a synthesis between European leadership practices and national pedagogical traditions. Thus, the results of the study confirm that the web method of guidance is an effective mechanism for fostering resonant thinking and improving management effectiveness in educational communities. In practical terms, this implies a transition from a culture of control to a culture of co-creation, and from

individual influence to collective resonance. The implementation of this approach contributes to the formation of a new ethic of pedagogical leadership based on trust, dialogue, and spiritual and semantic unity. Further research should focus on the quantitative verification of the effectiveness of resonant thinking, the development of psychometric instruments for its measurement, and the examination of the dynamics of resonant team formation in different types of educational institutions, including the development of tools for assessing levels of resonant thinking and resonance zones within teaching teams.

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### Conflict of Interest

None.

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## Метод павутиння в провідництві: резонансне мислення як механізм колективної узгодженості

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**Анотація.** Актуальність дослідження зумовлена потребою оновлення управлінських підходів в освіті в умовах цифровізації, децентралізації та зростання ролі горизонтальних форм взаємодії. Традиційні моделі лідерства, засновані на контролі та ієрархії, втрачають ефективність, що зумовлює пошук нових концепцій провідництва, орієнтованих на співтворення, довіру й емоційну узгодженість. Метою статті було теоретичне обґрунтування методу павутиння як інноваційної моделі освітнього провідництва та емпіричне виявлення зв'язку між рівнем резонансного мислення керівників і ефективністю їхньої управлінської діяльності. Метод павутиння визначався як система горизонтальної координації, у якій керівник виступає не контролером, а фасилітатором, що вибудовує мережу взаємопов'язаних смислів, цінностей і взаємодії. Головним механізмом цього процесу виступали рефлексивні процеси, а саме резонансне мислення – здатність керівника відчувати емоційний стан підлеглих, підтримувати когнітивну та емоційну узгодженість, створювати середовище в якому панує довіра та партнерство. Ведучим методом дослідження було обрано змішану методологію (анкета, інтерв'ю, статистичний і тематичний аналіз), а провідним підходом – синергетично-мережевий. У результаті дослідження обґрунтовано поняття «резонансного мислення» як когнітивно-емоційного механізму узгодження колективних дій, доведено його позитивну кореляцію з ефективністю провідництва ( $r = 0,68$ ,  $p < 0,01$ ). Розроблено структурну модель методу павутиння, що поєднала принципи фасилітації, партнерства й духовного служіння. Практична значущість полягає у можливості впровадження методу павутиння у підготовку керівників освіти, а теоретична – у формуванні цілісної концепції резонансного провідництва як нової парадигми управління освітніми спільнотами

**Ключові слова:** фасилітаційне управління; мережева взаємодія; горизонтальні моделі лідерства; інструменти провідництва в освіті; інноваційні моделі; концепція резонансного провідництва