CoCoReCo
Core Congruence Reset Co-create

Your team at a glance

Example organisation · Fictional team · T1

Fictional example — no real team data.

Overall score	Participation	Calculated score band
62.6/100	**10 / 12 · 83.3%**	**3 / 5**

Scores for structure are higher than those for connection. Explore how agreements and organisation can also support trust, openness and conversations about tension.

Most invited team members took part. Discuss whether everyone recognises this picture.

What is already working well?

Boundaries and respect · 89/100

Timing and conversational space · 84.5/100

What should you discuss first?

1. Follow-up and repair · 38.3/100
2. Clear expression · 40/100
3. Tension and self-regulation · 40/100

Are experiences shared?

No theme reaches the indicative spread threshold of 20 points used here. This does not mean everyone shares the same experience.

Selected working agreements

1. Clear expression

Practise factual observation, impact and a specific request using a recent situation.

Owner: Team coordinator and those involved · Review: To agree together

2. Follow-up and repair

End a feedback conversation with an agreement and a two-week check-in.

Owner: Team coordinator and those involved · Review: To agree together

3. Tension and self-regulation

Agree a pause signal and resume with one observation and one request.

Owner: Team coordinator and those involved · Review: To agree together

+32 (0)475 38 42 93 henk@cocoreco.be www.cocoreco.be

CoCoReCo
Core Congruence Reset Co-create

Your team at a glance

How to read this report

Spread (SD, standard deviation) shows how much individual theme scores differ. Lower means more agreement; higher means more difference. Here, 20 points is a prompt for discussion.

Read this summary first, then review the theme scores and charts. Finally, agree on no more than three working agreements.

+32 (0)475 38 42 93 henk@cocoreco.be www.cocoreco.be

Feedback and assertive communication

Example organisation · Fictional team · T1

Model version: 1.0 · 60+ · 8D

Overall score: 62.6/100

Calculated score band: 3 · Not an established developmental phase

Responses: 10/12

Clear expression: 40.0/100 · SD 12.2

Listening and receiving: 63.3/100 · SD 12.2

Boundaries and respect: 89.0/100 · SD 9.0

Follow-up and repair: 38.3/100 · SD 12.2

Appreciation and recognition: 67.5/100 · SD 12.2

Timing and conversational space: 84.5/100 · SD 8.6

Tension and self-regulation: 40.0/100 · SD 12.2

Requests and workable agreements: 65.0/100 · SD 12.2

Development guidance

Feedback and assertive communication: Make useful habits more consistent. Explore the lowest-scoring dimension and practise one shared behaviour.

Follow-up and repair

End a feedback conversation with an agreement and a two-week check-in.

Clear expression

Practise factual observation, impact and a specific request using a recent situation.

A day of equine coaching

Practise a clear invitation, saying no and receiving feedback during groundwork. Then prepare a real difficult conversation.

At most three agreements with an owner and deadline; follow up after four to six weeks. Survey and observation remain separate.

Scoring rules

Psychological safety and autonomy-supportive communication inform specific feedback, listening, respectful boundaries and follow-up.

Edmondson (1999) · Psychological Safety and Learning Behavior

https://doi.org/10.2307/2666999

Ryan & Deci · Self-Determination Theory

https://selfdeterminationtheory.org/the-theory/

Weighted mean: boundaries weight 1.5, other dimensions 1. Boundaries below 40 caps level at 2. FAG4 is reverse scored.

Answer 1–5; reversed: 6 − answer. Per person and dimension: (weighted mean of valid answers − 1) × 25. Equal person weights. Cannot assess is not zero.

Boundaries and respect < 40 => Level <= 2

Formula: Weighted average of all dimensions

Minimum scored questions per dimension: 10

Minimum participants: 5

Clear expression · weight: 1

Listening and receiving · weight: 1

Boundaries and respect · weight: 1.5

Follow-up and repair · weight: 1

Appreciation and recognition · weight: 1

Timing and conversational space · weight: 1

Tension and self-regulation · weight: 1

Requests and workable agreements · weight: 1

Opening conversations: 0 – 35

Practising clarity: 35 – 50

Aligning with each other: 50 – 65

Speaking respectfully: 65 – 80

Embedding feedback: 80 – 100

Questions

We describe specific behaviour rather than label people.

35.0/100 · SD 12.2 · n=10

FAD1 · weight: 1

We explain how behaviour affects work.

35.0/100 · SD 12.2 · n=10

FAD2 · weight: 1

We make a specific request when we need something different.

35.0/100 · SD 12.2 · n=10

FAD3 · weight: 1

We express expectations before frustration builds.

60.0/100 · SD 12.2 · n=10

FAD4 · weight: 1

We have concrete working agreements to give specific and clear feedback.

35.0/100 · SD 12.2 · n=10

FAD_E1 · weight: 1

We know who takes the initiative to give specific and clear feedback.

35.0/100 · SD 12.2 · n=10

FAD_E2 · weight: 1

We allocate time in our planning to give specific and clear feedback.

60.0/100 · SD 12.2 · n=10

FAD_E3 · weight: 1

We can discuss a recent work example where we managed to give specific and clear feedback.

35.0/100 · SD 12.2 · n=10

FAD_E4 · weight: 1

We ask those involved what helps them to give specific and clear feedback.

35.0/100 · SD 12.2 · n=10

FAD_E5 · weight: 1

New team members also know how we try to give specific and clear feedback.

35.0/100 · SD 12.2 · n=10

FAD_E6 · weight: 1

When it is difficult to give specific and clear feedback, we discuss the obstacle with those involved.

35.0/100 · SD 12.2 · n=10

FAD_E7 · weight: 1

We check whether our chosen approach really helps us to give specific and clear feedback.

35.0/100 · SD 12.2 · n=10

FAD_E8 · weight: 1

We question routines that hinder our ability to give specific and clear feedback.

60.0/100 · SD 12.2 · n=10

FAD_E9 · weight: 1

We use feedback from those involved when we try to give specific and clear feedback.

35.0/100 · SD 12.2 · n=10

FAD_E10 · weight: 1

We agree a follow-up point to review how we manage to give specific and clear feedback.

35.0/100 · SD 12.2 · n=10

FAD_E11 · weight: 1

We let someone explain feedback before responding.

60.0/100 · SD 12.2 · n=10

FAL1 · weight: 1

We check that we understood the message.

60.0/100 · SD 12.2 · n=10

FAL2 · weight: 1

We can explore feedback without immediately becoming defensive.

85.0/100 · SD 12.2 · n=10

FAL3 · weight: 1

We thank people for raising difficult points.

35.0/100 · SD 12.2 · n=10

FAL4 · weight: 1

We have concrete working agreements to explore feedback without immediate defense.

85.0/100 · SD 12.2 · n=10

FAL_E1 · weight: 1

We know who takes the initiative to explore feedback without immediate defense.

35.0/100 · SD 12.2 · n=10

FAL_E2 · weight: 1

We allocate time in our planning to explore feedback without immediate defense.

60.0/100 · SD 12.2 · n=10

FAL_E3 · weight: 1

We can discuss a recent work example where we managed to explore feedback without immediate defense.

85.0/100 · SD 12.2 · n=10

FAL_E4 · weight: 1

We ask those involved what helps them to explore feedback without immediate defense.

60.0/100 · SD 12.2 · n=10

FAL_E5 · weight: 1

New team members also know how we try to explore feedback without immediate defense.

60.0/100 · SD 12.2 · n=10

FAL_E6 · weight: 1

When it is difficult to explore feedback without immediate defense, we discuss the obstacle with those involved.

85.0/100 · SD 12.2 · n=10

FAL_E7 · weight: 1

We check whether our chosen approach really helps us to explore feedback without immediate defense.

60.0/100 · SD 12.2 · n=10

FAL_E8 · weight: 1

We question routines that hinder our ability to explore feedback without immediate defense.

35.0/100 · SD 12.2 · n=10

FAL_E9 · weight: 1

We use feedback from those involved when we try to explore feedback without immediate defense.

85.0/100 · SD 12.2 · n=10

FAL_E10 · weight: 1

We agree a follow-up point to review how we manage to explore feedback without immediate defense.

60.0/100 · SD 12.2 · n=10

FAL_E11 · weight: 1

We can say no with a clear explanation.

85.0/100 · SD 12.2 · n=10

FAG1 · weight: 1

A stated boundary is taken seriously.

100.0/100 · SD 0.0 · n=10

FAG2 · weight: 1

We seek a workable agreement when needs conflict.

85.0/100 · SD 12.2 · n=10

FAG3 · weight: 1

We agree to avoid confrontation and later fail to follow through.

85.0/100 · SD 12.2 · n=10

FAG4 · weight: 1 · 6 − answer

We have concrete working agreements to state boundaries clearly and respectfully.

85.0/100 · SD 12.2 · n=10

FAG_E1 · weight: 1

We know who takes the initiative to state boundaries clearly and respectfully.

100.0/100 · SD 0.0 · n=10

FAG_E2 · weight: 1

We allocate time in our planning to state boundaries clearly and respectfully.

85.0/100 · SD 12.2 · n=10

FAG_E3 · weight: 1

We can discuss a recent work example where we managed to state boundaries clearly and respectfully.

85.0/100 · SD 12.2 · n=10

FAG_E4 · weight: 1

We ask those involved what helps them to state boundaries clearly and respectfully.

85.0/100 · SD 12.2 · n=10

FAG_E5 · weight: 1

New team members also know how we try to state boundaries clearly and respectfully.

85.0/100 · SD 12.2 · n=10

FAG_E6 · weight: 1

When it is difficult to state boundaries clearly and respectfully, we discuss the obstacle with those involved.

85.0/100 · SD 12.2 · n=10

FAG_E7 · weight: 1

We check whether our chosen approach really helps us to state boundaries clearly and respectfully.

100.0/100 · SD 0.0 · n=10

FAG_E8 · weight: 1

We question routines that hinder our ability to state boundaries clearly and respectfully.

85.0/100 · SD 12.2 · n=10

FAG_E9 · weight: 1

We use feedback from those involved when we try to state boundaries clearly and respectfully.

85.0/100 · SD 12.2 · n=10

FAG_E10 · weight: 1

We agree a follow-up point to review how we manage to state boundaries clearly and respectfully.

100.0/100 · SD 0.0 · n=10

FAG_E11 · weight: 1

After feedback, we agree what will change.

60.0/100 · SD 12.2 · n=10

FAO1 · weight: 1

We follow up communication agreements.

35.0/100 · SD 12.2 · n=10

FAO2 · weight: 1

When misunderstandings arise, we contact each other directly.

10.0/100 · SD 12.2 · n=10

FAO3 · weight: 1

We acknowledge when our own message was unclear.

60.0/100 · SD 12.2 · n=10

FAO4 · weight: 1

We have concrete working agreements to follow feedback agreements and repair misunderstandings.

10.0/100 · SD 12.2 · n=10

FAO_E1 · weight: 1

We know who takes the initiative to follow feedback agreements and repair misunderstandings.

35.0/100 · SD 12.2 · n=10

FAO_E2 · weight: 1

We allocate time in our planning to follow feedback agreements and repair misunderstandings.

60.0/100 · SD 12.2 · n=10

FAO_E3 · weight: 1

We can discuss a recent work example where we managed to follow feedback agreements and repair misunderstandings.

35.0/100 · SD 12.2 · n=10

FAO_E4 · weight: 1

We ask those involved what helps them to follow feedback agreements and repair misunderstandings.

35.0/100 · SD 12.2 · n=10

FAO_E5 · weight: 1

New team members also know how we try to follow feedback agreements and repair misunderstandings.

60.0/100 · SD 12.2 · n=10

FAO_E6 · weight: 1

When it is difficult to follow feedback agreements and repair misunderstandings, we discuss the obstacle with those involved.

35.0/100 · SD 12.2 · n=10

FAO_E7 · weight: 1

We check whether our chosen approach really helps us to follow feedback agreements and repair misunderstandings.

10.0/100 · SD 12.2 · n=10

FAO_E8 · weight: 1

We question routines that hinder our ability to follow feedback agreements and repair misunderstandings.

60.0/100 · SD 12.2 · n=10

FAO_E9 · weight: 1

We use feedback from those involved when we try to follow feedback agreements and repair misunderstandings.

35.0/100 · SD 12.2 · n=10

FAO_E10 · weight: 1

We agree a follow-up point to review how we manage to follow feedback agreements and repair misunderstandings.

35.0/100 · SD 12.2 · n=10

FAO_E11 · weight: 1

We have a clear agreement to express concrete appreciation for everyone’s contribution.

85.0/100 · SD 12.2 · n=10

FAW_D8_1 · weight: 1

We know who is responsible for taking action to express concrete appreciation for everyone’s contribution.

60.0/100 · SD 12.2 · n=10

FAW_D8_2 · weight: 1

We can give a recent example where we managed to express concrete appreciation for everyone’s contribution.

60.0/100 · SD 12.2 · n=10

FAW_D8_3 · weight: 1

We have enough time and resources to express concrete appreciation for everyone’s contribution.

60.0/100 · SD 12.2 · n=10

FAW_D8_4 · weight: 1

Even under time pressure, we manage to express concrete appreciation for everyone’s contribution.

60.0/100 · SD 12.2 · n=10

FAW_D8_5 · weight: 1

We ask the colleagues involved what is needed to express concrete appreciation for everyone’s contribution.

60.0/100 · SD 12.2 · n=10

FAW_D8_6 · weight: 1

New colleagues receive an explanation of how we try to express concrete appreciation for everyone’s contribution.

85.0/100 · SD 12.2 · n=10

FAW_D8_7 · weight: 1

When we do not manage to express concrete appreciation for everyone’s contribution, we discuss what gets in the way.

60.0/100 · SD 12.2 · n=10

FAW_D8_8 · weight: 1

We use feedback to improve how we express concrete appreciation for everyone’s contribution.

60.0/100 · SD 12.2 · n=10

FAW_D8_9 · weight: 1

We regularly evaluate whether our approach helps us to express concrete appreciation for everyone’s contribution.

85.0/100 · SD 12.2 · n=10

FAW_D8_10 · weight: 1

We have a clear agreement to choose a suitable time and a calm setting for feedback.

60.0/100 · SD 12.2 · n=10

FAT_D8_1 · weight: 1

We know who is responsible for taking action to choose a suitable time and a calm setting for feedback.

85.0/100 · SD 12.2 · n=10

FAT_D8_2 · weight: 1

We can give a recent example where we managed to choose a suitable time and a calm setting for feedback.

100.0/100 · SD 0.0 · n=10

FAT_D8_3 · weight: 1

We have enough time and resources to choose a suitable time and a calm setting for feedback.

85.0/100 · SD 12.2 · n=10

FAT_D8_4 · weight: 1

Even under time pressure, we manage to choose a suitable time and a calm setting for feedback.

85.0/100 · SD 12.2 · n=10

FAT_D8_5 · weight: 1

We ask the colleagues involved what is needed to choose a suitable time and a calm setting for feedback.

100.0/100 · SD 0.0 · n=10

FAT_D8_6 · weight: 1

New colleagues receive an explanation of how we try to choose a suitable time and a calm setting for feedback.

85.0/100 · SD 12.2 · n=10

FAT_D8_7 · weight: 1

When we do not manage to choose a suitable time and a calm setting for feedback, we discuss what gets in the way.

60.0/100 · SD 12.2 · n=10

FAT_D8_8 · weight: 1

We use feedback to improve how we choose a suitable time and a calm setting for feedback.

100.0/100 · SD 0.0 · n=10

FAT_D8_9 · weight: 1

We regularly evaluate whether our approach helps us to choose a suitable time and a calm setting for feedback.

85.0/100 · SD 12.2 · n=10

FAT_D8_10 · weight: 1

We have a clear agreement to stay calm and clear when communicating under tension.

35.0/100 · SD 12.2 · n=10

FAS_D8_1 · weight: 1

We know who is responsible for taking action to stay calm and clear when communicating under tension.

60.0/100 · SD 12.2 · n=10

FAS_D8_2 · weight: 1

We can give a recent example where we managed to stay calm and clear when communicating under tension.

35.0/100 · SD 12.2 · n=10

FAS_D8_3 · weight: 1

We have enough time and resources to stay calm and clear when communicating under tension.

35.0/100 · SD 12.2 · n=10

FAS_D8_4 · weight: 1

Even under time pressure, we manage to stay calm and clear when communicating under tension.

35.0/100 · SD 12.2 · n=10

FAS_D8_5 · weight: 1

We ask the colleagues involved what is needed to stay calm and clear when communicating under tension.

35.0/100 · SD 12.2 · n=10

FAS_D8_6 · weight: 1

New colleagues receive an explanation of how we try to stay calm and clear when communicating under tension.

35.0/100 · SD 12.2 · n=10

FAS_D8_7 · weight: 1

When we do not manage to stay calm and clear when communicating under tension, we discuss what gets in the way.

60.0/100 · SD 12.2 · n=10

FAS_D8_8 · weight: 1

We use feedback to improve how we stay calm and clear when communicating under tension.

35.0/100 · SD 12.2 · n=10

FAS_D8_9 · weight: 1

We regularly evaluate whether our approach helps us to stay calm and clear when communicating under tension.

35.0/100 · SD 12.2 · n=10

FAS_D8_10 · weight: 1

We have a clear agreement to translate feedback into a concrete and feasible request.

85.0/100 · SD 12.2 · n=10

FAV_D8_1 · weight: 1

We know who is responsible for taking action to translate feedback into a concrete and feasible request.

35.0/100 · SD 12.2 · n=10

FAV_D8_2 · weight: 1

We can give a recent example where we managed to translate feedback into a concrete and feasible request.

60.0/100 · SD 12.2 · n=10

FAV_D8_3 · weight: 1

We have enough time and resources to translate feedback into a concrete and feasible request.

85.0/100 · SD 12.2 · n=10

FAV_D8_4 · weight: 1

Even under time pressure, we manage to translate feedback into a concrete and feasible request.

60.0/100 · SD 12.2 · n=10

FAV_D8_5 · weight: 1

We ask the colleagues involved what is needed to translate feedback into a concrete and feasible request.

60.0/100 · SD 12.2 · n=10

FAV_D8_6 · weight: 1

New colleagues receive an explanation of how we try to translate feedback into a concrete and feasible request.

85.0/100 · SD 12.2 · n=10

FAV_D8_7 · weight: 1

When we do not manage to translate feedback into a concrete and feasible request, we discuss what gets in the way.

60.0/100 · SD 12.2 · n=10

FAV_D8_8 · weight: 1

We use feedback to improve how we translate feedback into a concrete and feasible request.

35.0/100 · SD 12.2 · n=10

FAV_D8_9 · weight: 1

We regularly evaluate whether our approach helps us to translate feedback into a concrete and feasible request.

85.0/100 · SD 12.2 · n=10

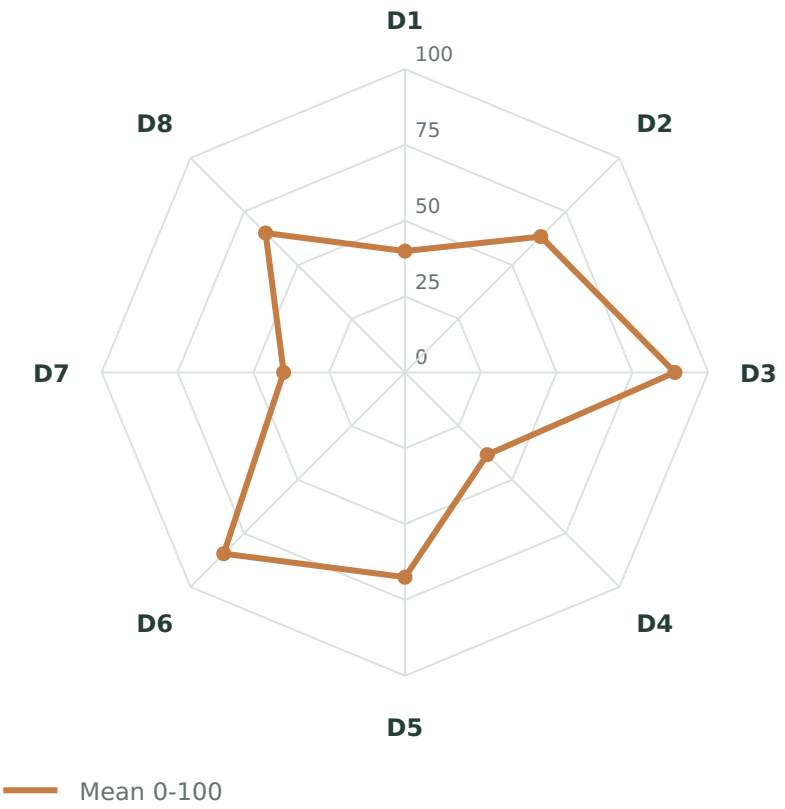
FAV_D8_10 · weight: 1

Overall profile

n=10 | Scale 0-100 | Model builtin-feedback-assertiviteit-1-q60-d8

Invited: 12 | 83%

Read mean and spread together, alongside concrete work examples.



Fixed axis order. Compare domain scores, not radar area. D codes refer to the table below.

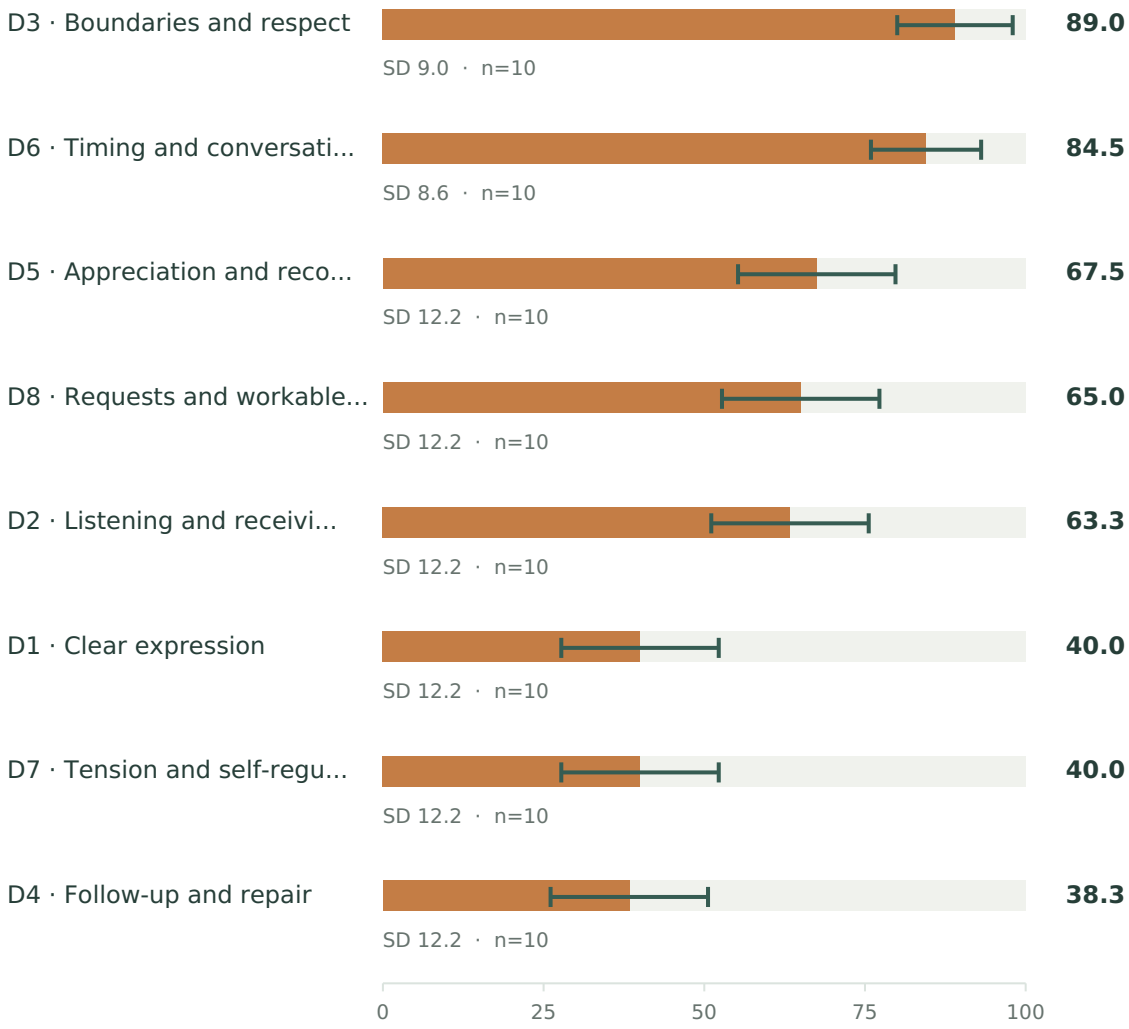
Mean and spread by dimension

Code / dimension	Mean	SD	n
D1 | Clear expression	40.0	12.2	10
D2 | Listening and receiving	63.3	12.2	10
D3 | Boundaries and respect	89.0	9.0	10
D4 | Follow-up and repair	38.3	12.2	10
D5 | Appreciation and recognition	67.5	12.2	10
D6 | Timing and conversational space	84.5	8.6	10
D7 | Tension and self-regulation	40.0	12.2	10
D8 | Requests and workable agreements	65.0	12.2	10

+32 (0)475 38 42 93 henk@cocoreco.be www.cocoreco.be

COCORECO | FICTIONAL EXAMPLE

Strengths and development areas

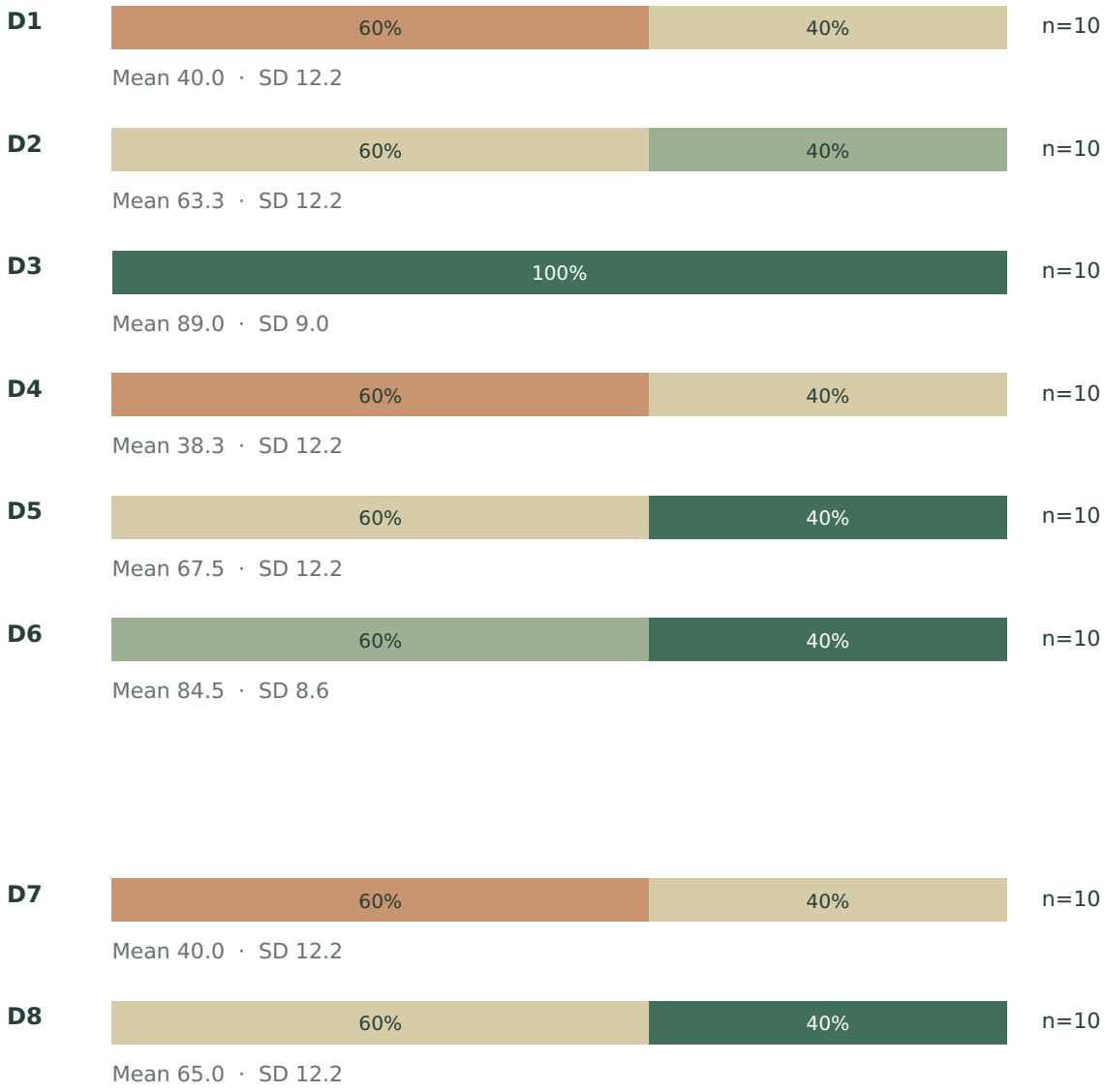


Descending means. Whiskers = mean +/- 1 SD, clipped to the scale; not a confidence interval or significance test. Relatively strong does not mean sufficient; low does not automatically mean a deficit.

Population SD of individual dimension means. Large spread can indicate different experiences. No individual results or identifying filters are provided.

+32 (0)475 38 42 93 henk@cocoreco.be www.cocoreco.be

Response distribution and spread



Five equal scale intervals. Each respondent dimension mean counts once; the upper endpoint belongs to the final interval.

Extended report - continued

Dimension	0-20	20-40	40-60	60-80	80-100
D1	0	6	4	0	0
D2	0	0	6	4	0
D3	0	0	0	0	10
D4	0	6	4	0	0
D5	0	0	6	0	4
D6	0	0	0	6	4
D7	0	6	4	0	0
D8	0	0	6	0	4

Different perspectives

Unavailable: this survey does not collect roles or infer them from answers.

+32 (0)475 38 42 93 henk@cocoreco.be www.cocoreco.be

Progress

No suitable released baseline. A comparable follow-up enables this chart.

Discussing developmental phase carefully

A calculated score band does not establish a developmental phase. Check behavior, consistency under pressure and examples per theme. These are discussion anchors for exploring concrete experiences.

1. Agreements require explanation and external follow-up.

2. Agreements work on simple tasks; under pressure someone else takes over.

3. Regular agreements are visible; deviations are noticed and discussed.

4. The team repairs agreements and adjusts behavior, including under pressure.

5. The team repeatedly learns, checks effects and transfers useful practices.

Coaching observations remain separate from survey scores. Record evidence and counterexamples before naming a phase.

+32 (0)475 38 42 93 henk@cocoreco.be www.cocoreco.be

Priority matrix

Expected impact x feasibility, both 1-5. Judgments come from development dialogue, not scores or algorithmic predictions. Choose two or three themes.

Fictionally rated priorities for illustration.



Top right: high impact and feasibility. Orange: selected. Unrated: not plotted.

Extended report - continued

Theme	Expected impact	Feasibility	Selected
D1 | Clear expression	4	3	Yes
D2 | Listening and receiving	4	3	-
D3 | Boundaries and respect	4	3	-
D4 | Follow-up and repair	4	3	Yes
D5 | Appreciation and recognition	4	3	-
D6 | Timing and conversational space	4	3	-
D7 | Tension and self-regulation	4	3	Yes
D8 | Requests and workable agreements	4	3	-

From priority to action

1. Clear expression

Specific behavior: Practise factual observation, impact and a specific request using a recent situation.

Owner: Team coordinator and those involved

Review date: To agree together

Observable effect: After two weeks, review three concrete work examples.

2. Follow-up and repair

Specific behavior: End a feedback conversation with an agreement and a two-week check-in.

Owner: Team coordinator and those involved

Review date: To agree together

Observable effect: After two weeks, review three concrete work examples.

3. Tension and self-regulation

Specific behavior: Agree a pause signal and resume with one observation and one request.

Owner: Team coordinator and those involved

Review date: To agree together

Observable effect: After two weeks, review three concrete work examples.

After two weeks, review visible changes and preserve what works. Repeat only with the same question and scoring model.

+32 (0)475 38 42 93 henk@cocoreco.be www.cocoreco.be

Discuss your next step

Questions about this report or support for your team’s development?

Henk Van 't Net

CoCoReCo

+32 (0)475 38 42 93

henk@cocoreco.be

www.cocoreco.be

26 Grand Route · 6990 Hotton · Belgium