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
59.5/100	**10 / 12 · 83.3%**	**2 / 5**

Scores for connection are higher than those for structure. Explore how clear goals, roles and agreements can support the connections already present.

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

What is already working well?

Learning and reflecting together · 89/100

Experimentation and learning from mistakes · 84.5/100

What should you discuss first?

1. Application and embedding · 38.3/100
2. Learning goals and direction · 40/100
3. Knowledge sharing and transfer · 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. Learning goals and direction

Choose one skill linked to a real work challenge and define behaviour that shows progress.

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

2. Application and embedding

Link one learning goal to a work experiment, feedback partner and four-week follow-up.

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

3. Knowledge sharing and transfer

Have two colleagues perform a process together and update the explanation for a newcomer.

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

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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.

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Learning development

Example organisation · Fictional team · T1

Model version: 1.0 · 60+ · 8D

Overall score: 59.5/100

Calculated score band: 2 · Not an established developmental phase

Responses: 10/12

Learning goals and direction: 40.0/100 · SD 12.2

Learning space and support: 63.3/100 · SD 12.2

Learning and reflecting together: 89.0/100 · SD 9.0

Application and embedding: 38.3/100 · SD 12.2

Feedback and learning evidence: 67.5/100 · SD 12.2

Experimentation and learning from mistakes: 84.5/100 · SD 8.6

Knowledge sharing and transfer: 40.0/100 · SD 12.2

Learning follow-up and leadership: 65.0/100 · SD 12.2

Development guidance

Learning development: Clarify expectations and test one new working agreement for two weeks. Then discuss what helped.

Application and embedding

Link one learning goal to a work experiment, feedback partner and four-week follow-up.

Learning goals and direction

Choose one skill linked to a real work challenge and define behaviour that shows progress.

A day of equine coaching

Choose one learning question. Complete a ground task, reflect, ask for feedback and repeat with a new approach. Translate the difference into a workplace experiment with a practice partner.

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, autonomy, competence and relatedness inform learning goals, practice space, shared reflection and transfer.

Edmondson (1999) · Psychological Safety and Learning Behavior

https://doi.org/10.2307/2666999

Ryan & Deci · Self-Determination Theory

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

Axis A = goals (1) and learning space (1.5); B = shared learning (1) and application (1.5). Total = √(A × B). Learning space or application below 40 caps level at 2. This rates perceived learning practices, not intelligence or individual learning ability.

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.

Learning space and support < 40 => Level <= 2

Application and embedding < 40 => Level <= 2

Formula: Weighted geometric mean of both axes

Minimum scored questions per dimension: 10

Minimum participants: 5

Learning goals and direction · weight: 1

Learning space and support · weight: 1.5

Learning and reflecting together · weight: 1

Application and embedding · weight: 1.5

Feedback and learning evidence · weight: 1

Experimentation and learning from mistakes · weight: 1

Knowledge sharing and transfer · weight: 1

Learning follow-up and leadership · weight: 1

Clarifying learning needs: 0 – 35

Creating learning space: 35 – 50

Practising shared learning: 50 – 65

Applying learning: 65 – 80

Embedding learning at work: 80 – 100

Questions

We know which skills our team needs to develop.

35.0/100 · SD 12.2 · n=10

LOD1 · weight: 1

Our learning goals relate to concrete work challenges.

35.0/100 · SD 12.2 · n=10

LOD2 · weight: 1

Employees influence their own learning goals.

35.0/100 · SD 12.2 · n=10

LOD3 · weight: 1

We know how to recognise progress towards a learning goal.

60.0/100 · SD 12.2 · n=10

LOD4 · weight: 1

We have concrete working agreements to choose appropriate learning goals.

35.0/100 · SD 12.2 · n=10

LOD_E1 · weight: 1

We know who takes the initiative to choose appropriate learning goals.

35.0/100 · SD 12.2 · n=10

LOD_E2 · weight: 1

We allocate time in our planning to choose appropriate learning goals.

60.0/100 · SD 12.2 · n=10

LOD_E3 · weight: 1

We can discuss a recent work example where we managed to choose appropriate learning goals.

35.0/100 · SD 12.2 · n=10

LOD_E4 · weight: 1

We ask those involved what helps them to choose appropriate learning goals.

35.0/100 · SD 12.2 · n=10

LOD_E5 · weight: 1

New team members also know how we try to choose appropriate learning goals.

35.0/100 · SD 12.2 · n=10

LOD_E6 · weight: 1

When it is difficult to choose appropriate learning goals, we discuss the obstacle with those involved.

35.0/100 · SD 12.2 · n=10

LOD_E7 · weight: 1

We check whether our chosen approach really helps us to choose appropriate learning goals.

35.0/100 · SD 12.2 · n=10

LOD_E8 · weight: 1

We question routines that hinder our ability to choose appropriate learning goals.

60.0/100 · SD 12.2 · n=10

LOD_E9 · weight: 1

We use feedback from those involved when we try to choose appropriate learning goals.

35.0/100 · SD 12.2 · n=10

LOD_E10 · weight: 1

We agree a follow-up point to review how we manage to choose appropriate learning goals.

35.0/100 · SD 12.2 · n=10

LOD_E11 · weight: 1

There is time to practise new skills.

60.0/100 · SD 12.2 · n=10

LOR1 · weight: 1

We have access to suitable guidance or learning resources.

60.0/100 · SD 12.2 · n=10

LOR2 · weight: 1

We can ask beginner questions without losing face.

85.0/100 · SD 12.2 · n=10

LOR3 · weight: 1

Learning is postponed because routine work always takes priority.

35.0/100 · SD 12.2 · n=10

LOR4 · weight: 1 · 6 − answer

We have concrete working agreements to make time and support available for learning.

85.0/100 · SD 12.2 · n=10

LOR_E1 · weight: 1

We know who takes the initiative to make time and support available for learning.

35.0/100 · SD 12.2 · n=10

LOR_E2 · weight: 1

We allocate time in our planning to make time and support available for learning.

60.0/100 · SD 12.2 · n=10

LOR_E3 · weight: 1

We can discuss a recent work example where we managed to make time and support available for learning.

85.0/100 · SD 12.2 · n=10

LOR_E4 · weight: 1

We ask those involved what helps them to make time and support available for learning.

60.0/100 · SD 12.2 · n=10

LOR_E5 · weight: 1

New team members also know how we try to make time and support available for learning.

60.0/100 · SD 12.2 · n=10

LOR_E6 · weight: 1

When it is difficult to make time and support available for learning, we discuss the obstacle with those involved.

85.0/100 · SD 12.2 · n=10

LOR_E7 · weight: 1

We check whether our chosen approach really helps us to make time and support available for learning.

60.0/100 · SD 12.2 · n=10

LOR_E8 · weight: 1

We question routines that hinder our ability to make time and support available for learning.

35.0/100 · SD 12.2 · n=10

LOR_E9 · weight: 1

We use feedback from those involved when we try to make time and support available for learning.

85.0/100 · SD 12.2 · n=10

LOR_E10 · weight: 1

We agree a follow-up point to review how we manage to make time and support available for learning.

60.0/100 · SD 12.2 · n=10

LOR_E11 · weight: 1

We share useful knowledge with colleagues.

85.0/100 · SD 12.2 · n=10

LOS1 · weight: 1

We discuss what we learn from mistakes or unexpected outcomes.

100.0/100 · SD 0.0 · n=10

LOS2 · weight: 1

We ask for specific feedback while practising.

85.0/100 · SD 12.2 · n=10

LOS3 · weight: 1

Experienced colleagues make their approach understandable to others.

85.0/100 · SD 12.2 · n=10

LOS4 · weight: 1

We have concrete working agreements to explore practical experience together.

85.0/100 · SD 12.2 · n=10

LOS_E1 · weight: 1

We know who takes the initiative to explore practical experience together.

100.0/100 · SD 0.0 · n=10

LOS_E2 · weight: 1

We allocate time in our planning to explore practical experience together.

85.0/100 · SD 12.2 · n=10

LOS_E3 · weight: 1

We can discuss a recent work example where we managed to explore practical experience together.

85.0/100 · SD 12.2 · n=10

LOS_E4 · weight: 1

We ask those involved what helps them to explore practical experience together.

85.0/100 · SD 12.2 · n=10

LOS_E5 · weight: 1

New team members also know how we try to explore practical experience together.

85.0/100 · SD 12.2 · n=10

LOS_E6 · weight: 1

When it is difficult to explore practical experience together, we discuss the obstacle with those involved.

85.0/100 · SD 12.2 · n=10

LOS_E7 · weight: 1

We check whether our chosen approach really helps us to explore practical experience together.

100.0/100 · SD 0.0 · n=10

LOS_E8 · weight: 1

We question routines that hinder our ability to explore practical experience together.

85.0/100 · SD 12.2 · n=10

LOS_E9 · weight: 1

We use feedback from those involved when we try to explore practical experience together.

85.0/100 · SD 12.2 · n=10

LOS_E10 · weight: 1

We agree a follow-up point to review how we manage to explore practical experience together.

100.0/100 · SD 0.0 · n=10

LOS_E11 · weight: 1

After training, we agree where to apply the learning.

60.0/100 · SD 12.2 · n=10

LOT1 · weight: 1

We have opportunities to try new behaviour at work.

35.0/100 · SD 12.2 · n=10

LOT2 · weight: 1

After a few weeks, we check whether learning is still being used.

10.0/100 · SD 12.2 · n=10

LOT3 · weight: 1

We incorporate useful practices into working agreements.

60.0/100 · SD 12.2 · n=10

LOT4 · weight: 1

We have concrete working agreements to embed new skills in our work.

10.0/100 · SD 12.2 · n=10

LOT_E1 · weight: 1

We know who takes the initiative to embed new skills in our work.

35.0/100 · SD 12.2 · n=10

LOT_E2 · weight: 1

We allocate time in our planning to embed new skills in our work.

60.0/100 · SD 12.2 · n=10

LOT_E3 · weight: 1

We can discuss a recent work example where we managed to embed new skills in our work.

35.0/100 · SD 12.2 · n=10

LOT_E4 · weight: 1

We ask those involved what helps them to embed new skills in our work.

35.0/100 · SD 12.2 · n=10

LOT_E5 · weight: 1

New team members also know how we try to embed new skills in our work.

60.0/100 · SD 12.2 · n=10

LOT_E6 · weight: 1

When it is difficult to embed new skills in our work, we discuss the obstacle with those involved.

35.0/100 · SD 12.2 · n=10

LOT_E7 · weight: 1

We check whether our chosen approach really helps us to embed new skills in our work.

10.0/100 · SD 12.2 · n=10

LOT_E8 · weight: 1

We question routines that hinder our ability to embed new skills in our work.

60.0/100 · SD 12.2 · n=10

LOT_E9 · weight: 1

We use feedback from those involved when we try to embed new skills in our work.

35.0/100 · SD 12.2 · n=10

LOT_E10 · weight: 1

We agree a follow-up point to review how we manage to embed new skills in our work.

35.0/100 · SD 12.2 · n=10

LOT_E11 · weight: 1

We have a clear agreement to turn feedback into a concrete learning question.

85.0/100 · SD 12.2 · n=10

LOF_D8_1 · weight: 1

We know who is responsible for taking action to turn feedback into a concrete learning question.

60.0/100 · SD 12.2 · n=10

LOF_D8_2 · weight: 1

We can give a recent example where we managed to turn feedback into a concrete learning question.

60.0/100 · SD 12.2 · n=10

LOF_D8_3 · weight: 1

We have enough time and resources to turn feedback into a concrete learning question.

60.0/100 · SD 12.2 · n=10

LOF_D8_4 · weight: 1

Even under time pressure, we manage to turn feedback into a concrete learning question.

60.0/100 · SD 12.2 · n=10

LOF_D8_5 · weight: 1

We ask the colleagues involved what is needed to turn feedback into a concrete learning question.

60.0/100 · SD 12.2 · n=10

LOF_D8_6 · weight: 1

New colleagues receive an explanation of how we try to turn feedback into a concrete learning

question.

85.0/100 · SD 12.2 · n=10

LOF_D8_7 · weight: 1

When we do not manage to turn feedback into a concrete learning question, we discuss what gets in the way.

60.0/100 · SD 12.2 · n=10

LOF_D8_8 · weight: 1

We use feedback to improve how we turn feedback into a concrete learning question.

60.0/100 · SD 12.2 · n=10

LOF_D8_9 · weight: 1

We regularly evaluate whether our approach helps us to turn feedback into a concrete learning question.

85.0/100 · SD 12.2 · n=10

LOF_D8_10 · weight: 1

We have a clear agreement to run small learning experiments without hiding mistakes.

60.0/100 · SD 12.2 · n=10

LOX_D8_1 · weight: 1

We know who is responsible for taking action to run small learning experiments without hiding mistakes.

85.0/100 · SD 12.2 · n=10

LOX_D8_2 · weight: 1

We can give a recent example where we managed to run small learning experiments without hiding mistakes.

100.0/100 · SD 0.0 · n=10

LOX_D8_3 · weight: 1

We have enough time and resources to run small learning experiments without hiding mistakes.

85.0/100 · SD 12.2 · n=10

LOX_D8_4 · weight: 1

Even under time pressure, we manage to run small learning experiments without hiding mistakes.

85.0/100 · SD 12.2 · n=10

LOX_D8_5 · weight: 1

We ask the colleagues involved what is needed to run small learning experiments without hiding mistakes.

100.0/100 · SD 0.0 · n=10

LOX_D8_6 · weight: 1

New colleagues receive an explanation of how we try to run small learning experiments without hiding mistakes.

85.0/100 · SD 12.2 · n=10

LOX_D8_7 · weight: 1

When we do not manage to run small learning experiments without hiding mistakes, we discuss what gets in the way.

60.0/100 · SD 12.2 · n=10

LOX_D8_8 · weight: 1

We use feedback to improve how we run small learning experiments without hiding mistakes.

100.0/100 · SD 0.0 · n=10

LOX_D8_9 · weight: 1

We regularly evaluate whether our approach helps us to run small learning experiments without hiding mistakes.

85.0/100 · SD 12.2 · n=10

LOX_D8_10 · weight: 1

We have a clear agreement to transfer practical knowledge accessibly to colleagues.

35.0/100 · SD 12.2 · n=10

LOK_D8_1 · weight: 1

We know who is responsible for taking action to transfer practical knowledge accessibly to colleagues.

60.0/100 · SD 12.2 · n=10

LOK_D8_2 · weight: 1

We can give a recent example where we managed to transfer practical knowledge accessibly to colleagues.

35.0/100 · SD 12.2 · n=10

LOK_D8_3 · weight: 1

We have enough time and resources to transfer practical knowledge accessibly to colleagues.

35.0/100 · SD 12.2 · n=10

LOK_D8_4 · weight: 1

Even under time pressure, we manage to transfer practical knowledge accessibly to colleagues.

35.0/100 · SD 12.2 · n=10

LOK_D8_5 · weight: 1

We ask the colleagues involved what is needed to transfer practical knowledge accessibly to colleagues.

35.0/100 · SD 12.2 · n=10

LOK_D8_6 · weight: 1

New colleagues receive an explanation of how we try to transfer practical knowledge accessibly to colleagues.

35.0/100 · SD 12.2 · n=10

LOK_D8_7 · weight: 1

When we do not manage to transfer practical knowledge accessibly to colleagues, we discuss what gets in the way.

60.0/100 · SD 12.2 · n=10

LOK_D8_8 · weight: 1

We use feedback to improve how we transfer practical knowledge accessibly to colleagues.

35.0/100 · SD 12.2 · n=10

LOK_D8_9 · weight: 1

We regularly evaluate whether our approach helps us to transfer practical knowledge accessibly to colleagues.

35.0/100 · SD 12.2 · n=10

LOK_D8_10 · weight: 1

We have a clear agreement to follow up learning agreements with the manager.

85.0/100 · SD 12.2 · n=10

LOL_D8_1 · weight: 1

We know who is responsible for taking action to follow up learning agreements with the manager.

35.0/100 · SD 12.2 · n=10

LOL_D8_2 · weight: 1

We can give a recent example where we managed to follow up learning agreements with the manager.

60.0/100 · SD 12.2 · n=10

LOL_D8_3 · weight: 1

We have enough time and resources to follow up learning agreements with the manager.

85.0/100 · SD 12.2 · n=10

LOL_D8_4 · weight: 1

Even under time pressure, we manage to follow up learning agreements with the manager.

60.0/100 · SD 12.2 · n=10

LOL_D8_5 · weight: 1

We ask the colleagues involved what is needed to follow up learning agreements with the manager.

60.0/100 · SD 12.2 · n=10

LOL_D8_6 · weight: 1

New colleagues receive an explanation of how we try to follow up learning agreements with the manager.

85.0/100 · SD 12.2 · n=10

LOL_D8_7 · weight: 1

When we do not manage to follow up learning agreements with the manager, we discuss what gets in the way.

60.0/100 · SD 12.2 · n=10

LOL_D8_8 · weight: 1

We use feedback to improve how we follow up learning agreements with the manager.

35.0/100 · SD 12.2 · n=10

LOL_D8_9 · weight: 1

We regularly evaluate whether our approach helps us to follow up learning agreements with the manager.

85.0/100 · SD 12.2 · n=10

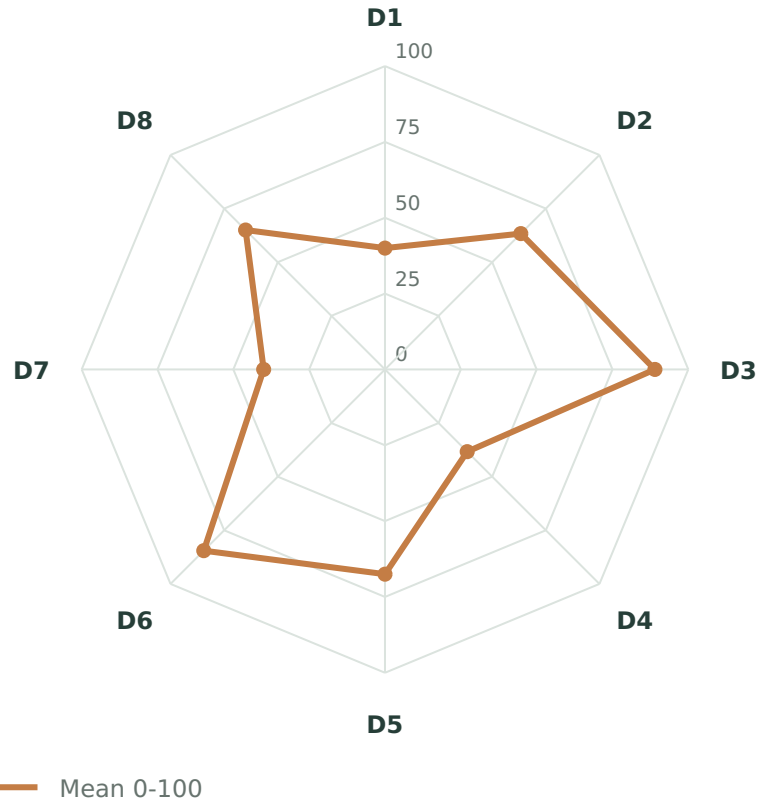
LOL_D8_10 · weight: 1

Overall profile

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

Invited: 12 | 83%

Read mean and spread together, alongside concrete work examples.



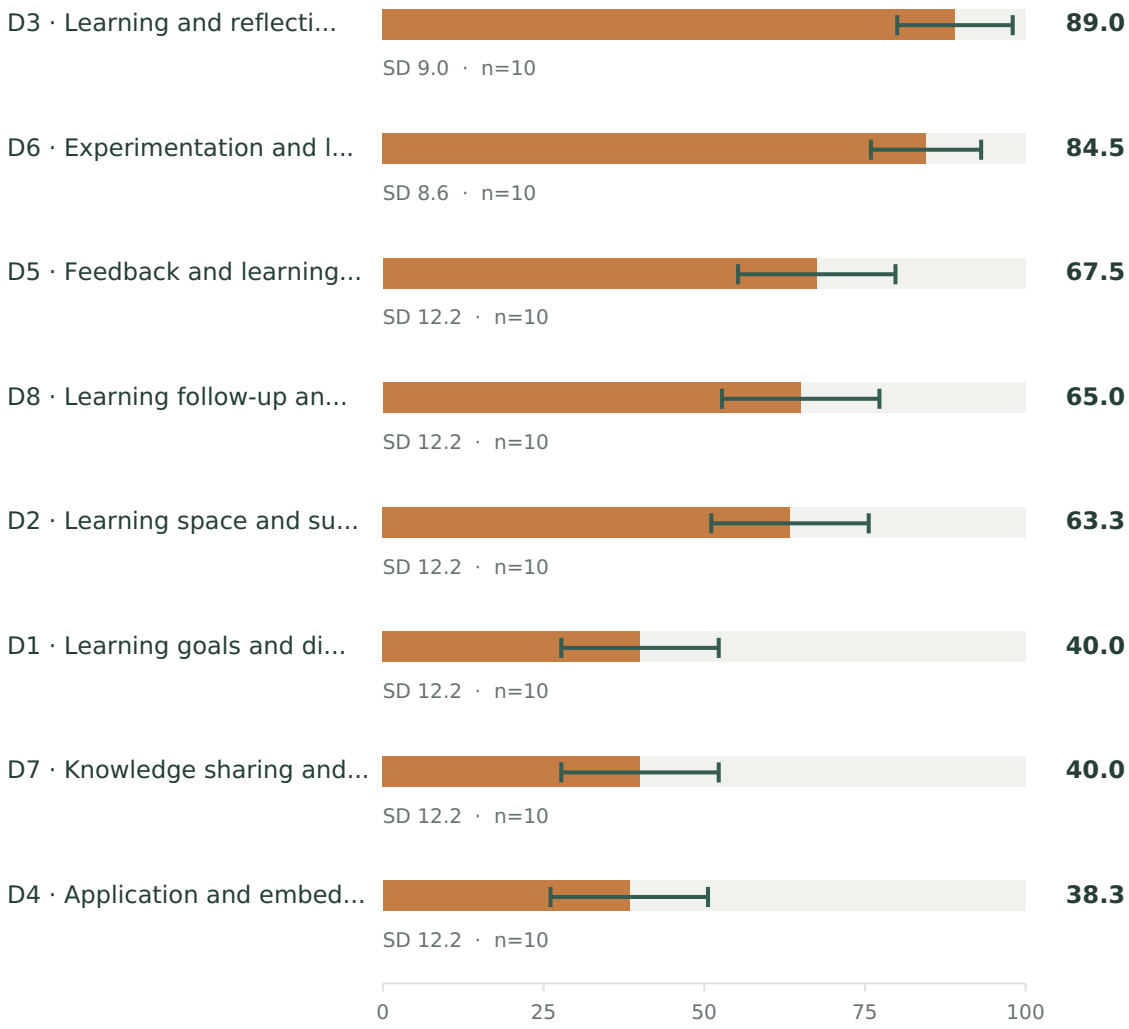
Fixed axis order. Compare domain scores, not radar area. D codes refer to the table below.

Mean and spread by dimension

Code / dimension	Mean	SD	n
D1 | Learning goals and direction	40.0	12.2	10
D2 | Learning space and support	63.3	12.2	10
D3 | Learning and reflecting together	89.0	9.0	10
D4 | Application and embedding	38.3	12.2	10
D5 | Feedback and learning evidence	67.5	12.2	10
D6 | Experimentation and learning from mistakes	84.5	8.6	10
D7 | Knowledge sharing and transfer	40.0	12.2	10
D8 | Learning follow-up and leadership	65.0	12.2	10

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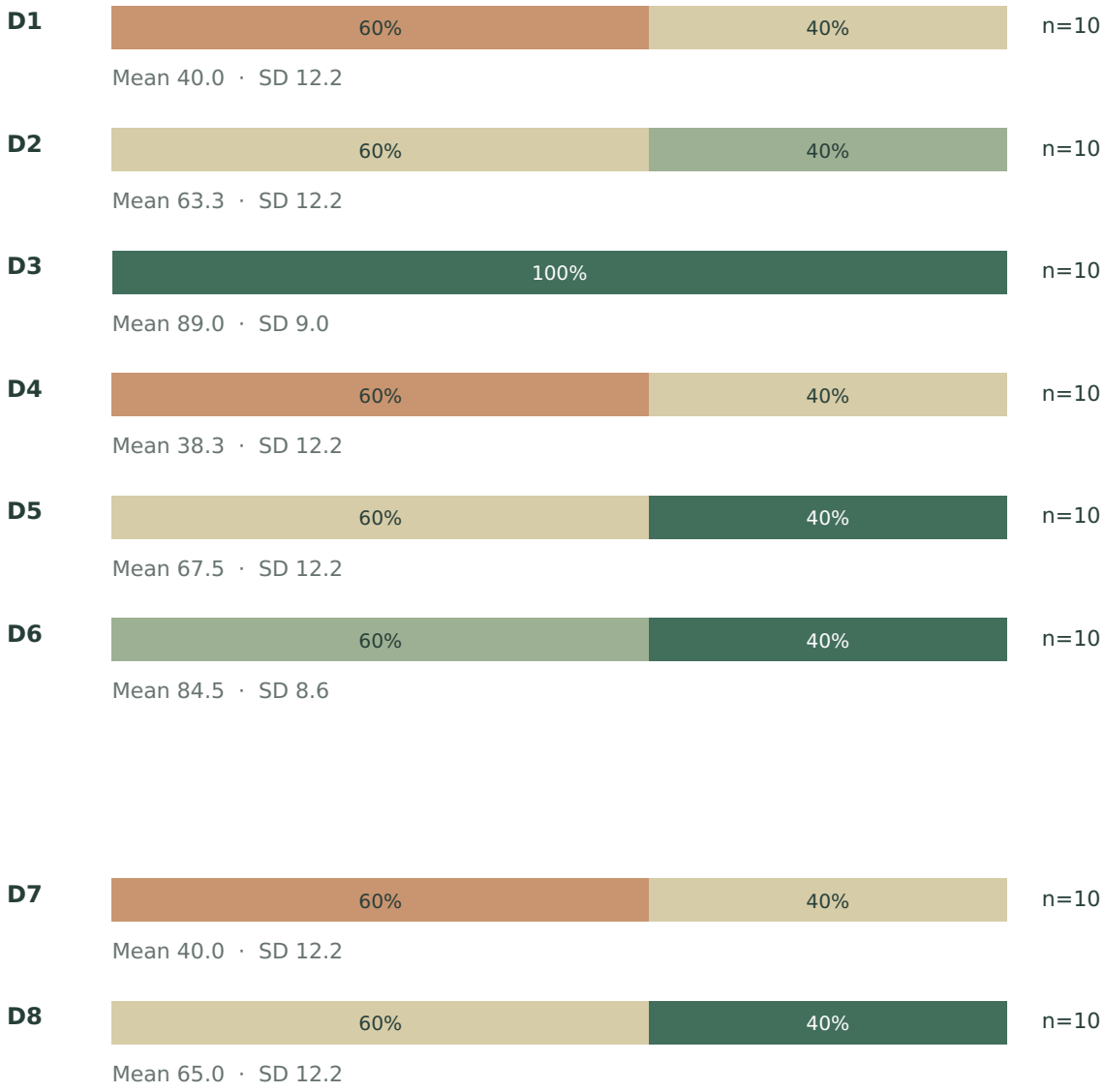
Strengths and development areas



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.

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.

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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.

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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 | Learning goals and direction	4	3	Yes
D2 | Learning space and support	4	3	-
D3 | Learning and reflecting together	4	3	-
D4 | Application and embedding	4	3	Yes
D5 | Feedback and learning evidence	4	3	-
D6 | Experimentation and learning from mistakes	4	3	-
D7 | Knowledge sharing and transfer	4	3	Yes
D8 | Learning follow-up and leadership	4	3	-

From priority to action

1. Learning goals and direction

Specific behavior: Choose one skill linked to a real work challenge and define behaviour that shows progress.

Owner: Team coordinator and those involved

Review date: To agree together

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

2. Application and embedding

Specific behavior: Link one learning goal to a work experiment, feedback partner and four-week follow-up.

Owner: Team coordinator and those involved

Review date: To agree together

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

3. Knowledge sharing and transfer

Specific behavior: Have two colleagues perform a process together and update the explanation for a newcomer.

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.

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Discuss your next step

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

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