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?

Autonomy and accountability · 89/100

Decision-making and fairness · 84.5/100

What should you discuss first?

1. Role modelling and learning · 38.3/100

2. Direction and clarity · 40/100

3. Tension and psychological safety · 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. Direction and clarity

Clarify the outcome, autonomy and check-in point for one assignment.

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

2. Role modelling and learning

Ask for feedback on one behaviour and report back within two weeks on what you change.

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

3. Tension and psychological safety

Explicitly invite a different view and respond first with a clarifying question.

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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Leadership in practice

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

Direction and clarity: 40.0/100 · SD 12.2

Listening and support: 63.3/100 · SD 12.2

Autonomy and accountability: 89.0/100 · SD 9.0

Role modelling and learning: 38.3/100 · SD 12.2

Feedback and development conversations: 67.5/100 · SD 12.2

Decision-making and fairness: 84.5/100 · SD 8.6

Tension and psychological safety: 40.0/100 · SD 12.2

Workload and sustainable support: 65.0/100 · SD 12.2

Development guidance

Leadership in practice: Make useful habits more consistent. Explore the lowest-scoring dimension and practise one shared behaviour.

Role modelling and learning

Ask for feedback on one behaviour and report back within two weeks on what you change.

Direction and clarity

Clarify the outcome, autonomy and check-in point for one assignment.

A day of equine coaching

Practise clear invitations and giving space. Repeat a ground-based task after specific feedback and define two leadership experiments.

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

Scoring rules

Behavioral leadership and autonomy support inform direction, listening, authority and role modeling.

Yukl (2012) · Effective Leadership Behavior

https://doi.org/10.5465/amp.2012.0088

Ryan & Deci · Self-Determination Theory

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

Weighted mean: clarity 20%, support 30%, autonomy 30%, role modelling 20%. Group feedback from at least five employees only; no ranking or 360-degree comparison.

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.

Formula: Weighted average of all dimensions

Minimum scored questions per dimension: 10

Minimum participants: 5

Direction and clarity · weight: 1

Listening and support · weight: 1.5

Autonomy and accountability · weight: 1.5

Role modelling and learning · weight: 1

Feedback and development conversations · weight: 1

Decision-making and fairness · weight: 1

Tension and psychological safety · weight: 1

Workload and sustainable support · weight: 1

Clarifying expectations: 0 – 40

Strengthening support: 40 – 55

Leading consciously: 55 – 70

Supporting development: 70 – 85

Consistent role modelling: 85 – 100

Questions

My leader clarifies which outcomes matter.

35.0/100 · SD 12.2 · n=10

LPR1 · weight: 1

My leader explains choices and priorities.

35.0/100 · SD 12.2 · n=10

LPR2 · weight: 1

I know when I may decide independently.

35.0/100 · SD 12.2 · n=10

LPR3 · weight: 1

My leader sets conflicting expectations for us.

60.0/100 · SD 12.2 · n=10

LPR4 · weight: 1 · 6 − answer

We have concrete working agreements to clarify expectations and priorities.

35.0/100 · SD 12.2 · n=10

LPR_E1 · weight: 1

We know who takes the initiative to clarify expectations and priorities.

35.0/100 · SD 12.2 · n=10

LPR_E2 · weight: 1

We allocate time in our planning to clarify expectations and priorities.

60.0/100 · SD 12.2 · n=10

LPR_E3 · weight: 1

We can discuss a recent work example where we managed to clarify expectations and priorities.

35.0/100 · SD 12.2 · n=10

LPR_E4 · weight: 1

We ask those involved what helps them to clarify expectations and priorities.

35.0/100 · SD 12.2 · n=10

LPR_E5 · weight: 1

New team members also know how we try to clarify expectations and priorities.

35.0/100 · SD 12.2 · n=10

LPR_E6 · weight: 1

When it is difficult to clarify expectations and priorities, we discuss the obstacle with those involved.

35.0/100 · SD 12.2 · n=10

LPR_E7 · weight: 1

We check whether our chosen approach really helps us to clarify expectations and priorities.

35.0/100 · SD 12.2 · n=10

LPR_E8 · weight: 1

We question routines that hinder our ability to clarify expectations and priorities.

60.0/100 · SD 12.2 · n=10

LPR_E9 · weight: 1

We use feedback from those involved when we try to clarify expectations and priorities.

35.0/100 · SD 12.2 · n=10

LPR_E10 · weight: 1

We agree a follow-up point to review how we manage to clarify expectations and priorities.

35.0/100 · SD 12.2 · n=10

LPR_E11 · weight: 1

My leader asks questions before reaching a conclusion.

60.0/100 · SD 12.2 · n=10

LPL1 · weight: 1

I can raise a problem without immediately being blamed.

60.0/100 · SD 12.2 · n=10

LPL2 · weight: 1

My leader discusses what support is needed.

85.0/100 · SD 12.2 · n=10

LPL3 · weight: 1

My leader makes room for disagreement.

35.0/100 · SD 12.2 · n=10

LPL4 · weight: 1

We have concrete working agreements to listen to employees’ needs.

85.0/100 · SD 12.2 · n=10

LPL_E1 · weight: 1

We know who takes the initiative to listen to employees’ needs.

35.0/100 · SD 12.2 · n=10

LPL_E2 · weight: 1

We allocate time in our planning to listen to employees’ needs.

60.0/100 · SD 12.2 · n=10

LPL_E3 · weight: 1

We can discuss a recent work example where we managed to listen to employees’ needs.

85.0/100 · SD 12.2 · n=10

LPL_E4 · weight: 1

We ask those involved what helps them to listen to employees’ needs.

60.0/100 · SD 12.2 · n=10

LPL_E5 · weight: 1

New team members also know how we try to listen to employees’ needs.

60.0/100 · SD 12.2 · n=10

LPL_E6 · weight: 1

When it is difficult to listen to employees’ needs, we discuss the obstacle with those involved.

85.0/100 · SD 12.2 · n=10

LPL_E7 · weight: 1

We check whether our chosen approach really helps us to listen to employees’ needs.

60.0/100 · SD 12.2 · n=10

LPL_E8 · weight: 1

We question routines that hinder our ability to listen to employees’ needs.

35.0/100 · SD 12.2 · n=10

LPL_E9 · weight: 1

We use feedback from those involved when we try to listen to employees’ needs.

85.0/100 · SD 12.2 · n=10

LPL_E10 · weight: 1

We agree a follow-up point to review how we manage to listen to employees’ needs.

60.0/100 · SD 12.2 · n=10

LPL_E11 · weight: 1

My leader delegates with suitable decision authority.

85.0/100 · SD 12.2 · n=10

LPA1 · weight: 1

My leader follows up without taking everything over.

100.0/100 · SD 0.0 · n=10

LPA2 · weight: 1

My leader helps remove obstacles to our work.

85.0/100 · SD 12.2 · n=10

LPA3 · weight: 1

My leader addresses my commitments concretely.

85.0/100 · SD 12.2 · n=10

LPA4 · weight: 1

We have concrete working agreements to connect decision autonomy with responsibility.

85.0/100 · SD 12.2 · n=10

LPA_E1 · weight: 1

We know who takes the initiative to connect decision autonomy with responsibility.

100.0/100 · SD 0.0 · n=10

LPA_E2 · weight: 1

We allocate time in our planning to connect decision autonomy with responsibility.

85.0/100 · SD 12.2 · n=10

LPA_E3 · weight: 1

We can discuss a recent work example where we managed to connect decision autonomy with responsibility.

85.0/100 · SD 12.2 · n=10

LPA_E4 · weight: 1

We ask those involved what helps them to connect decision autonomy with responsibility.

85.0/100 · SD 12.2 · n=10

LPA_E5 · weight: 1

New team members also know how we try to connect decision autonomy with responsibility.

85.0/100 · SD 12.2 · n=10

LPA_E6 · weight: 1

When it is difficult to connect decision autonomy with responsibility, we discuss the obstacle with those involved.

85.0/100 · SD 12.2 · n=10

LPA_E7 · weight: 1

We check whether our chosen approach really helps us to connect decision autonomy with responsibility.

100.0/100 · SD 0.0 · n=10

LPA_E8 · weight: 1

We question routines that hinder our ability to connect decision autonomy with responsibility.

85.0/100 · SD 12.2 · n=10

LPA_E9 · weight: 1

We use feedback from those involved when we try to connect decision autonomy with responsibility.

85.0/100 · SD 12.2 · n=10

LPA_E10 · weight: 1

We agree a follow-up point to review how we manage to connect decision autonomy with responsibility.

100.0/100 · SD 0.0 · n=10

LPA_E11 · weight: 1

My leader acknowledges their own mistakes.

60.0/100 · SD 12.2 · n=10

LPV1 · weight: 1

My leader asks for feedback on their behaviour.

35.0/100 · SD 12.2 · n=10

LPV2 · weight: 1

My leader keeps their commitments.

10.0/100 · SD 12.2 · n=10

LPV3 · weight: 1

After feedback, my leader shows what they change.

60.0/100 · SD 12.2 · n=10

LPV4 · weight: 1

We have concrete working agreements to make learning and role modeling visible.

10.0/100 · SD 12.2 · n=10

LPV_E1 · weight: 1

We know who takes the initiative to make learning and role modeling visible.

35.0/100 · SD 12.2 · n=10

LPV_E2 · weight: 1

We allocate time in our planning to make learning and role modeling visible.

60.0/100 · SD 12.2 · n=10

LPV_E3 · weight: 1

We can discuss a recent work example where we managed to make learning and role modeling visible.

35.0/100 · SD 12.2 · n=10

LPV_E4 · weight: 1

We ask those involved what helps them to make learning and role modeling visible.

35.0/100 · SD 12.2 · n=10

LPV_E5 · weight: 1

New team members also know how we try to make learning and role modeling visible.

60.0/100 · SD 12.2 · n=10

LPV_E6 · weight: 1

When it is difficult to make learning and role modeling visible, we discuss the obstacle with those involved.

35.0/100 · SD 12.2 · n=10

LPV_E7 · weight: 1

We check whether our chosen approach really helps us to make learning and role modeling visible.

10.0/100 · SD 12.2 · n=10

LPV_E8 · weight: 1

We question routines that hinder our ability to make learning and role modeling visible.

60.0/100 · SD 12.2 · n=10

LPV_E9 · weight: 1

We use feedback from those involved when we try to make learning and role modeling visible.

35.0/100 · SD 12.2 · n=10

LPV_E10 · weight: 1

We agree a follow-up point to review how we manage to make learning and role modeling visible.

35.0/100 · SD 12.2 · n=10

LPV_E11 · weight: 1

We have a clear agreement to give employees concrete feedback and development opportunities.

85.0/100 · SD 12.2 · n=10

LPF_D8_1 · weight: 1

We know who is responsible for taking action to give employees concrete feedback and development opportunities.

60.0/100 · SD 12.2 · n=10

LPF_D8_2 · weight: 1

We can give a recent example where we managed to give employees concrete feedback and development opportunities.

60.0/100 · SD 12.2 · n=10

LPF_D8_3 · weight: 1

We have enough time and resources to give employees concrete feedback and development opportunities.

60.0/100 · SD 12.2 · n=10

LPF_D8_4 · weight: 1

Even under time pressure, we manage to give employees concrete feedback and development opportunities.

60.0/100 · SD 12.2 · n=10

LPF_D8_5 · weight: 1

We ask the colleagues involved what is needed to give employees concrete feedback and development opportunities.

60.0/100 · SD 12.2 · n=10

LPF_D8_6 · weight: 1

New colleagues receive an explanation of how we try to give employees concrete feedback and

development opportunities.

85.0/100 · SD 12.2 · n=10

LPF_D8_7 · weight: 1

When we do not manage to give employees concrete feedback and development opportunities, we discuss what gets in the way.

60.0/100 · SD 12.2 · n=10

LPF_D8_8 · weight: 1

We use feedback to improve how we give employees concrete feedback and development opportunities.

60.0/100 · SD 12.2 · n=10

LPF_D8_9 · weight: 1

We regularly evaluate whether our approach helps us to give employees concrete feedback and development opportunities.

85.0/100 · SD 12.2 · n=10

LPF_D8_10 · weight: 1

We have a clear agreement to make decisions in an explainable and fair way.

60.0/100 · SD 12.2 · n=10

LPB_D8_1 · weight: 1

We know who is responsible for taking action to make decisions in an explainable and fair way.

85.0/100 · SD 12.2 · n=10

LPB_D8_2 · weight: 1

We can give a recent example where we managed to make decisions in an explainable and fair way.

100.0/100 · SD 0.0 · n=10

LPB_D8_3 · weight: 1

We have enough time and resources to make decisions in an explainable and fair way.

85.0/100 · SD 12.2 · n=10

LPB_D8_4 · weight: 1

Even under time pressure, we manage to make decisions in an explainable and fair way.

85.0/100 · SD 12.2 · n=10

LPB_D8_5 · weight: 1

We ask the colleagues involved what is needed to make decisions in an explainable and fair way.

100.0/100 · SD 0.0 · n=10

LPB_D8_6 · weight: 1

New colleagues receive an explanation of how we try to make decisions in an explainable and fair way.

85.0/100 · SD 12.2 · n=10

LPB_D8_7 · weight: 1

When we do not manage to make decisions in an explainable and fair way, we discuss what gets in the way.

60.0/100 · SD 12.2 · n=10

LPB_D8_8 · weight: 1

We use feedback to improve how we make decisions in an explainable and fair way.

100.0/100 · SD 0.0 · n=10

LPB_D8_9 · weight: 1

We regularly evaluate whether our approach helps us to make decisions in an explainable and fair way.

85.0/100 · SD 12.2 · n=10

LPB_D8_10 · weight: 1

We have a clear agreement to discuss criticism and tension without punishing people for speaking.

35.0/100 · SD 12.2 · n=10

LPS_D8_1 · weight: 1

We know who is responsible for taking action to discuss criticism and tension without punishing people for speaking.

60.0/100 · SD 12.2 · n=10

LPS_D8_2 · weight: 1

We can give a recent example where we managed to discuss criticism and tension without punishing people for speaking.

35.0/100 · SD 12.2 · n=10

LPS_D8_3 · weight: 1

We have enough time and resources to discuss criticism and tension without punishing people for speaking.

35.0/100 · SD 12.2 · n=10

LPS_D8_4 · weight: 1

Even under time pressure, we manage to discuss criticism and tension without punishing people for speaking.

35.0/100 · SD 12.2 · n=10

LPS_D8_5 · weight: 1

We ask the colleagues involved what is needed to discuss criticism and tension without punishing people for speaking.

35.0/100 · SD 12.2 · n=10

LPS_D8_6 · weight: 1

New colleagues receive an explanation of how we try to discuss criticism and tension without punishing people for speaking.

35.0/100 · SD 12.2 · n=10

LPS_D8_7 · weight: 1

When we do not manage to discuss criticism and tension without punishing people for speaking, we discuss what gets in the way.

60.0/100 · SD 12.2 · n=10

LPS_D8_8 · weight: 1

We use feedback to improve how we discuss criticism and tension without punishing people for speaking.

35.0/100 · SD 12.2 · n=10

LPS_D8_9 · weight: 1

We regularly evaluate whether our approach helps us to discuss criticism and tension without punishing people for speaking.

35.0/100 · SD 12.2 · n=10

LPS_D8_10 · weight: 1

We have a clear agreement to monitor workload and adjust priorities in time.

85.0/100 · SD 12.2 · n=10

LPW_D8_1 · weight: 1

We know who is responsible for taking action to monitor workload and adjust priorities in time.

35.0/100 · SD 12.2 · n=10

LPW_D8_2 · weight: 1

We can give a recent example where we managed to monitor workload and adjust priorities in time.

60.0/100 · SD 12.2 · n=10

LPW_D8_3 · weight: 1

We have enough time and resources to monitor workload and adjust priorities in time.

85.0/100 · SD 12.2 · n=10

LPW_D8_4 · weight: 1

Even under time pressure, we manage to monitor workload and adjust priorities in time.

60.0/100 · SD 12.2 · n=10

LPW_D8_5 · weight: 1

We ask the colleagues involved what is needed to monitor workload and adjust priorities in time.

60.0/100 · SD 12.2 · n=10

LPW_D8_6 · weight: 1

New colleagues receive an explanation of how we try to monitor workload and adjust priorities in time.

85.0/100 · SD 12.2 · n=10

LPW_D8_7 · weight: 1

When we do not manage to monitor workload and adjust priorities in time, we discuss what gets in the way.

60.0/100 · SD 12.2 · n=10

LPW_D8_8 · weight: 1

We use feedback to improve how we monitor workload and adjust priorities in time.

35.0/100 · SD 12.2 · n=10

LPW_D8_9 · weight: 1

We regularly evaluate whether our approach helps us to monitor workload and adjust priorities in time.

85.0/100 · SD 12.2 · n=10

LPW_D8_10 · weight: 1

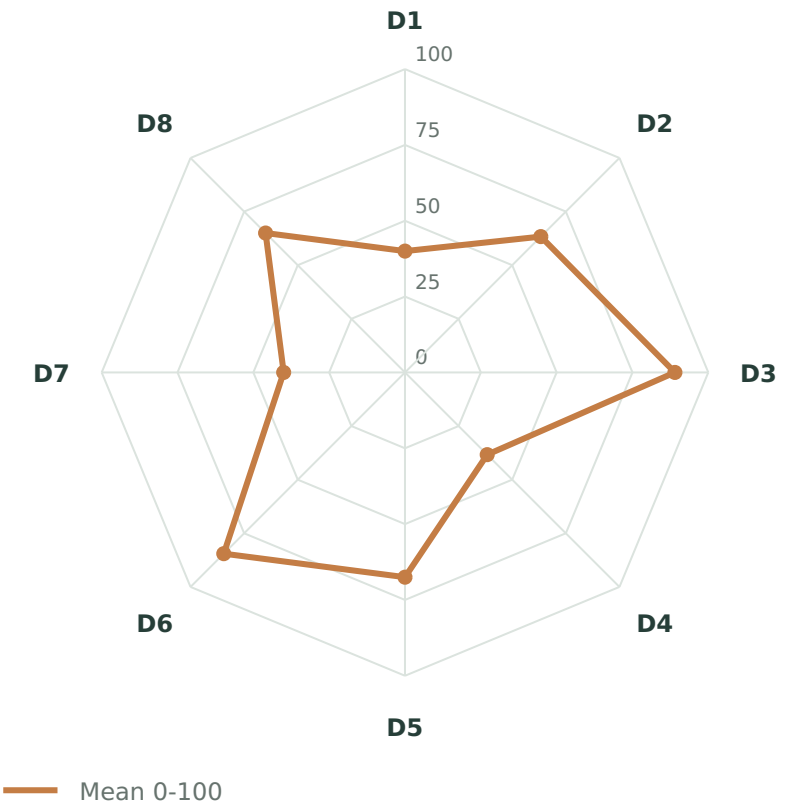
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Overall profile

n=10 | Scale 0-100 | Model builtin-leiderschap-praktijk-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.

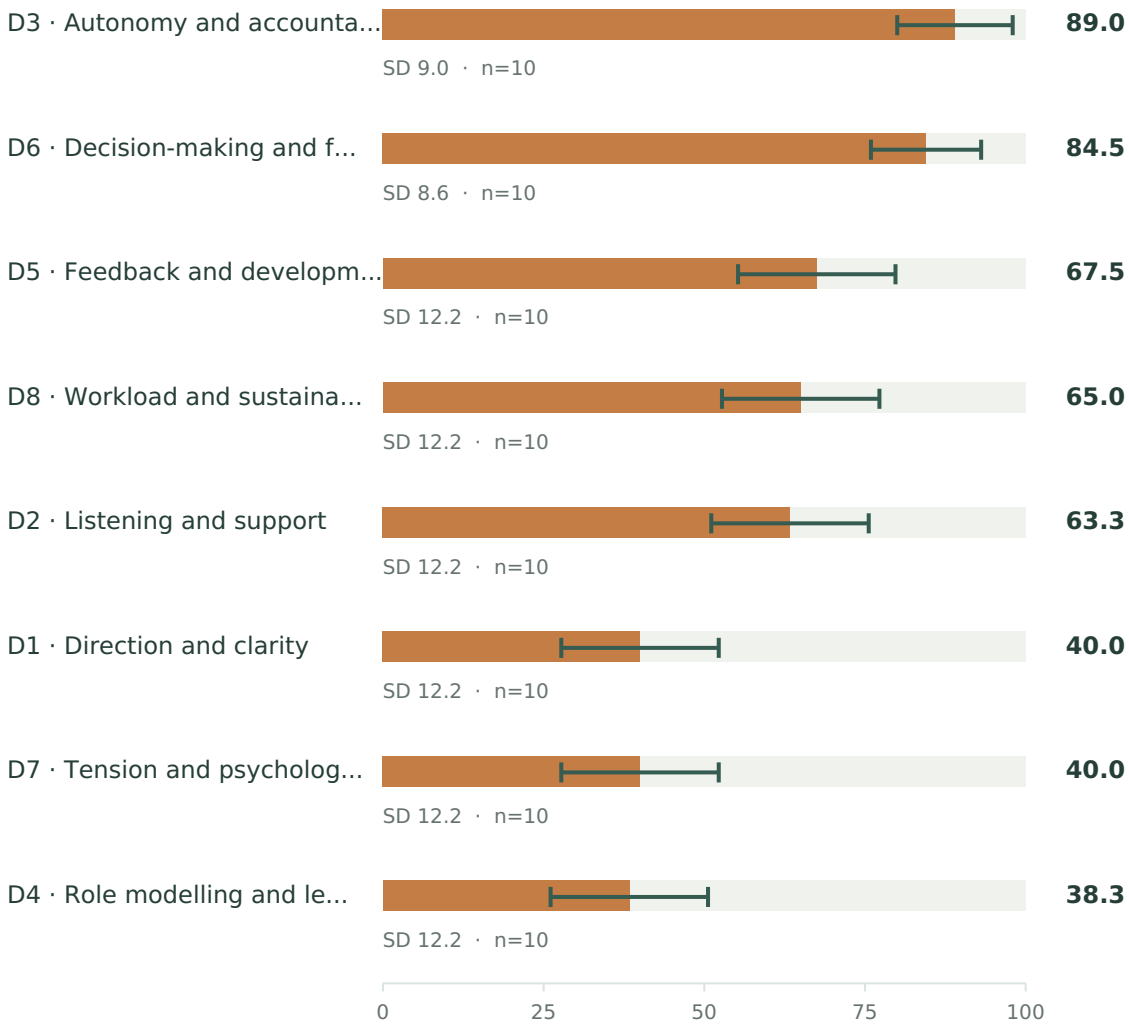
Mean and spread by dimension

Code / dimension	Mean	SD	n
D1 | Direction and clarity	40.0	12.2	10
D2 | Listening and support	63.3	12.2	10
D3 | Autonomy and accountability	89.0	9.0	10
D4 | Role modelling and learning	38.3	12.2	10
D5 | Feedback and development conversations	67.5	12.2	10
D6 | Decision-making and fairness	84.5	8.6	10
D7 | Tension and psychological safety	40.0	12.2	10
D8 | Workload and sustainable support	65.0	12.2	10

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COCORECO | FICTIONAL EXAMPLE

Strengths and development areas

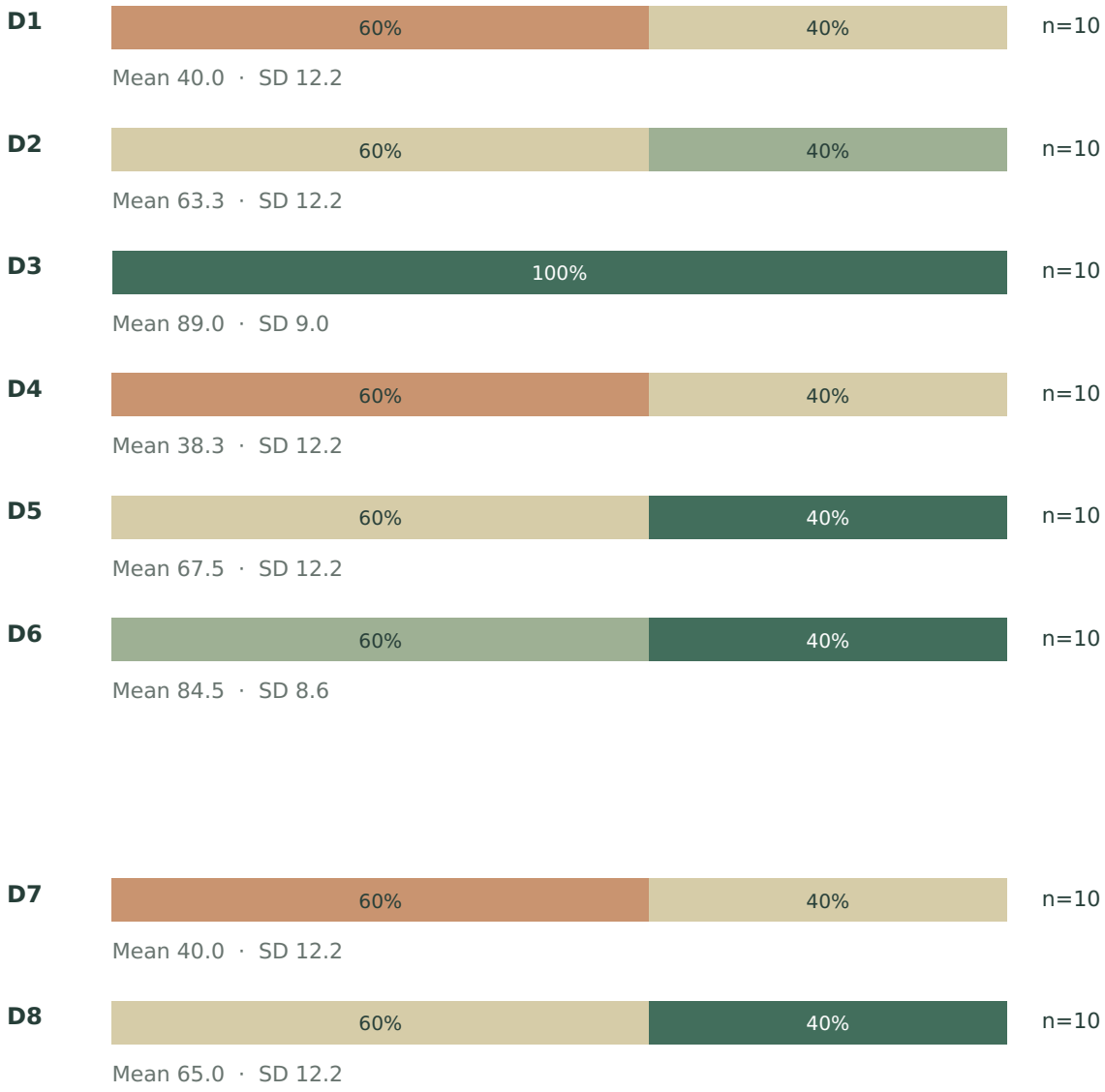


Descending means. Whiskers = mean +/- 1 SD, clipped to the scale; not a confidence interval or significance test. Relatively strong does not mean sufficient; low does not automatically mean a deficit.

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

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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 | Direction and clarity	4	3	Yes
D2 | Listening and support	4	3	-
D3 | Autonomy and accountability	4	3	-
D4 | Role modelling and learning	4	3	Yes
D5 | Feedback and development conversations	4	3	-
D6 | Decision-making and fairness	4	3	-
D7 | Tension and psychological safety	4	3	Yes
D8 | Workload and sustainable support	4	3	-

From priority to action

1. Direction and clarity

Specific behavior: Clarify the outcome, autonomy and check-in point for one assignment.

Owner: Team coordinator and those involved

Review date: To agree together

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

2. Role modelling and learning

Specific behavior: Ask for feedback on one behaviour and report back within two weeks on what you change.

Owner: Team coordinator and those involved

Review date: To agree together

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

3. Tension and psychological safety

Specific behavior: Explicitly invite a different view and respond first with a clarifying question.

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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