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
60.8/100	**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?

Uncertainty and loss · 89/100

Communication and feedback loops · 84.5/100

What should you discuss first?

1. Capacity and experimentation · 38.3/100

2. Purpose and direction · 40/100

3. Skills and learning · 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. Purpose and direction

Jointly define the problem, desired change and first observable result.

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

2. Capacity and experimentation

Plan a small experiment with time, support and an explicit review point.

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

3. Skills and learning

Practise one new task with a colleague and plan feedback after its first application.

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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Change and underlying dynamics

Example organisation · Fictional team · T1

Model version: 1.0 · 60+ · 8D

Overall score: 60.8/100

Calculated score band: 2 · Not an established developmental phase

Responses: 10/12

Purpose and direction: 40.0/100 · SD 12.2

Voice and involvement: 63.3/100 · SD 12.2

Uncertainty and loss: 89.0/100 · SD 9.0

Capacity and experimentation: 38.3/100 · SD 12.2

Leadership and role modelling: 67.5/100 · SD 12.2

Communication and feedback loops: 84.5/100 · SD 8.6

Skills and learning: 40.0/100 · SD 12.2

Embedding and progress tracking: 65.0/100 · SD 12.2

Development guidance

Change and underlying dynamics: Clarify expectations and test one new working agreement for two weeks. Then discuss what helped.

Capacity and experimentation

Plan a small experiment with time, support and an explicit review point.

Purpose and direction

Jointly define the problem, desired change and first observable result.

A day of equine coaching

Change one agreement during a ground-based task. Discuss reactions, useful existing habits and support needs; design a small workplace experiment.

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

Scoring rules

COM-B distinguishes capability, opportunity and motivation. ADKAR is a practitioner change-support framework. They inform direction, voice, uncertainty and implementation.

Michie, van Stralen & West (2011) · COM-B

https://doi.org/10.1186/1748-5908-6-42

Prosci · ADKAR model

https://www.prosci.com/methodology/adkar

Axis A = direction and capacity; axis B = involvement and uncertainty. Total = √(A × B). Capacity below 40 caps the level at 2. This does not score individual resistance.

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.

Capacity and experimentation < 40 => Level <= 2

Formula: Weighted geometric mean of both axes

Minimum scored questions per dimension: 10

Minimum participants: 5

Purpose and direction · weight: 1

Voice and involvement · weight: 1

Uncertainty and loss · weight: 1

Capacity and experimentation · weight: 1

Leadership and role modelling · weight: 1

Communication and feedback loops · weight: 1

Skills and learning · weight: 1

Embedding and progress tracking · weight: 1

Clarifying change: 0 – 35

Strengthening conditions: 35 – 50

Trying together: 50 – 65

Learning through change: 65 – 80

Sustaining adaptation: 80 – 100

Questions

I understand which problem this change should solve.

35.0/100 · SD 12.2 · n=10

VEW1 · weight: 1

It is clear what changes and what stays.

35.0/100 · SD 12.2 · n=10

VEW2 · weight: 1

We know how to recognise progress.

35.0/100 · SD 12.2 · n=10

VEW3 · weight: 1

Decisions about the change are explained clearly.

60.0/100 · SD 12.2 · n=10

VEW4 · weight: 1

We have concrete working agreements to clarify the purpose of change.

35.0/100 · SD 12.2 · n=10

VEW_E1 · weight: 1

We know who takes the initiative to clarify the purpose of change.

35.0/100 · SD 12.2 · n=10

VEW_E2 · weight: 1

We allocate time in our planning to clarify the purpose of change.

60.0/100 · SD 12.2 · n=10

VEW_E3 · weight: 1

We can discuss a recent work example where we managed to clarify the purpose of change.

35.0/100 · SD 12.2 · n=10

VEW_E4 · weight: 1

We ask those involved what helps them to clarify the purpose of change.

35.0/100 · SD 12.2 · n=10

VEW_E5 · weight: 1

New team members also know how we try to clarify the purpose of change.

35.0/100 · SD 12.2 · n=10

VEW_E6 · weight: 1

When it is difficult to clarify the purpose of change, we discuss the obstacle with those involved.

35.0/100 · SD 12.2 · n=10

VEW_E7 · weight: 1

We check whether our chosen approach really helps us to clarify the purpose of change.

35.0/100 · SD 12.2 · n=10

VEW_E8 · weight: 1

We question routines that hinder our ability to clarify the purpose of change.

60.0/100 · SD 12.2 · n=10

VEW_E9 · weight: 1

We use feedback from those involved when we try to clarify the purpose of change.

35.0/100 · SD 12.2 · n=10

VEW_E10 · weight: 1

We agree a follow-up point to review how we manage to clarify the purpose of change.

35.0/100 · SD 12.2 · n=10

VEW_E11 · weight: 1

Affected employees can contribute practical knowledge.

60.0/100 · SD 12.2 · n=10

VES1 · weight: 1

We know which aspects we can influence.

60.0/100 · SD 12.2 · n=10

VES2 · weight: 1

Our input receives clear feedback.

85.0/100 · SD 12.2 · n=10

VES3 · weight: 1

Critical questions are treated as troublesome behaviour.

35.0/100 · SD 12.2 · n=10

VES4 · weight: 1 · 6 − answer

We have concrete working agreements to involve employees in change.

85.0/100 · SD 12.2 · n=10

VES_E1 · weight: 1

We know who takes the initiative to involve employees in change.

35.0/100 · SD 12.2 · n=10

VES_E2 · weight: 1

We allocate time in our planning to involve employees in change.

60.0/100 · SD 12.2 · n=10

VES_E3 · weight: 1

We can discuss a recent work example where we managed to involve employees in change.

85.0/100 · SD 12.2 · n=10

VES_E4 · weight: 1

We ask those involved what helps them to involve employees in change.

60.0/100 · SD 12.2 · n=10

VES_E5 · weight: 1

New team members also know how we try to involve employees in change.

60.0/100 · SD 12.2 · n=10

VES_E6 · weight: 1

When it is difficult to involve employees in change, we discuss the obstacle with those involved.

85.0/100 · SD 12.2 · n=10

VES_E7 · weight: 1

We check whether our chosen approach really helps us to involve employees in change.

60.0/100 · SD 12.2 · n=10

VES_E8 · weight: 1

We question routines that hinder our ability to involve employees in change.

35.0/100 · SD 12.2 · n=10

VES_E9 · weight: 1

We use feedback from those involved when we try to involve employees in change.

85.0/100 · SD 12.2 · n=10

VES_E10 · weight: 1

We agree a follow-up point to review how we manage to involve employees in change.

60.0/100 · SD 12.2 · n=10

VES_E11 · weight: 1

We can name what we lose through this change.

85.0/100 · SD 12.2 · n=10

VER1 · weight: 1

Uncertainties are acknowledged honestly.

100.0/100 · SD 0.0 · n=10

VER2 · weight: 1

Different reactions to change are given space.

85.0/100 · SD 12.2 · n=10

VER3 · weight: 1

We can discuss which existing habits remain valuable.

85.0/100 · SD 12.2 · n=10

VER4 · weight: 1

We have concrete working agreements to discuss uncertainty and loss.

85.0/100 · SD 12.2 · n=10

VER_E1 · weight: 1

We know who takes the initiative to discuss uncertainty and loss.

100.0/100 · SD 0.0 · n=10

VER_E2 · weight: 1

We allocate time in our planning to discuss uncertainty and loss.

85.0/100 · SD 12.2 · n=10

VER_E3 · weight: 1

We can discuss a recent work example where we managed to discuss uncertainty and loss.

85.0/100 · SD 12.2 · n=10

VER_E4 · weight: 1

We ask those involved what helps them to discuss uncertainty and loss.

85.0/100 · SD 12.2 · n=10

VER_E5 · weight: 1

New team members also know how we try to discuss uncertainty and loss.

85.0/100 · SD 12.2 · n=10

VER_E6 · weight: 1

When it is difficult to discuss uncertainty and loss, we discuss the obstacle with those involved.

85.0/100 · SD 12.2 · n=10

VER_E7 · weight: 1

We check whether our chosen approach really helps us to discuss uncertainty and loss.

100.0/100 · SD 0.0 · n=10

VER_E8 · weight: 1

We question routines that hinder our ability to discuss uncertainty and loss.

85.0/100 · SD 12.2 · n=10

VER_E9 · weight: 1

We use feedback from those involved when we try to discuss uncertainty and loss.

85.0/100 · SD 12.2 · n=10

VER_E10 · weight: 1

We agree a follow-up point to review how we manage to discuss uncertainty and loss.

100.0/100 · SD 0.0 · n=10

VER_E11 · weight: 1

We have time to learn the new way of working.

60.0/100 · SD 12.2 · n=10

VEC1 · weight: 1

Necessary support is available.

35.0/100 · SD 12.2 · n=10

VEC2 · weight: 1

We test changes before rolling them out widely.

10.0/100 · SD 12.2 · n=10

VEC3 · weight: 1

We adapt the approach based on practical experience.

60.0/100 · SD 12.2 · n=10

VEC4 · weight: 1

We have concrete working agreements to test changes on a manageable scale.

10.0/100 · SD 12.2 · n=10

VEC_E1 · weight: 1

We know who takes the initiative to test changes on a manageable scale.

35.0/100 · SD 12.2 · n=10

VEC_E2 · weight: 1

We allocate time in our planning to test changes on a manageable scale.

60.0/100 · SD 12.2 · n=10

VEC_E3 · weight: 1

We can discuss a recent work example where we managed to test changes on a manageable scale.

35.0/100 · SD 12.2 · n=10

VEC_E4 · weight: 1

We ask those involved what helps them to test changes on a manageable scale.

35.0/100 · SD 12.2 · n=10

VEC_E5 · weight: 1

New team members also know how we try to test changes on a manageable scale.

60.0/100 · SD 12.2 · n=10

VEC_E6 · weight: 1

When it is difficult to test changes on a manageable scale, we discuss the obstacle with those involved.

35.0/100 · SD 12.2 · n=10

VEC_E7 · weight: 1

We check whether our chosen approach really helps us to test changes on a manageable scale.

10.0/100 · SD 12.2 · n=10

VEC_E8 · weight: 1

We question routines that hinder our ability to test changes on a manageable scale.

60.0/100 · SD 12.2 · n=10

VEC_E9 · weight: 1

We use feedback from those involved when we try to test changes on a manageable scale.

35.0/100 · SD 12.2 · n=10

VEC_E10 · weight: 1

We agree a follow-up point to review how we manage to test changes on a manageable scale.

35.0/100 · SD 12.2 · n=10

VEC_E11 · weight: 1

We have a clear agreement to translate change into visible leadership behaviour.

85.0/100 · SD 12.2 · n=10

VEL_D8_1 · weight: 1

We know who is responsible for taking action to translate change into visible leadership behaviour.

60.0/100 · SD 12.2 · n=10

VEL_D8_2 · weight: 1

We can give a recent example where we managed to translate change into visible leadership behaviour.

60.0/100 · SD 12.2 · n=10

VEL_D8_3 · weight: 1

We have enough time and resources to translate change into visible leadership behaviour.

60.0/100 · SD 12.2 · n=10

VEL_D8_4 · weight: 1

Even under time pressure, we manage to translate change into visible leadership behaviour.

60.0/100 · SD 12.2 · n=10

VEL_D8_5 · weight: 1

We ask the colleagues involved what is needed to translate change into visible leadership behaviour.

60.0/100 · SD 12.2 · n=10

VEL_D8_6 · weight: 1

New colleagues receive an explanation of how we try to translate change into visible leadership behaviour.

85.0/100 · SD 12.2 · n=10

VEL_D8_7 · weight: 1

When we do not manage to translate change into visible leadership behaviour, we discuss what gets in the way.

60.0/100 · SD 12.2 · n=10

VEL_D8_8 · weight: 1

We use feedback to improve how we translate change into visible leadership behaviour.

60.0/100 · SD 12.2 · n=10

VEL_D8_9 · weight: 1

We regularly evaluate whether our approach helps us to translate change into visible leadership behaviour.

85.0/100 · SD 12.2 · n=10

VEL_D8_10 · weight: 1

We have a clear agreement to exchange timely and understandable change information.

60.0/100 · SD 12.2 · n=10

VEK_D8_1 · weight: 1

We know who is responsible for taking action to exchange timely and understandable change information.

85.0/100 · SD 12.2 · n=10

VEK_D8_2 · weight: 1

We can give a recent example where we managed to exchange timely and understandable change information.

100.0/100 · SD 0.0 · n=10

VEK_D8_3 · weight: 1

We have enough time and resources to exchange timely and understandable change information.

85.0/100 · SD 12.2 · n=10

VEK_D8_4 · weight: 1

Even under time pressure, we manage to exchange timely and understandable change information.

85.0/100 · SD 12.2 · n=10

VEK_D8_5 · weight: 1

We ask the colleagues involved what is needed to exchange timely and understandable change information.

100.0/100 · SD 0.0 · n=10

VEK_D8_6 · weight: 1

New colleagues receive an explanation of how we try to exchange timely and understandable change information.

85.0/100 · SD 12.2 · n=10

VEK_D8_7 · weight: 1

When we do not manage to exchange timely and understandable change information, we discuss what gets in the way.

60.0/100 · SD 12.2 · n=10

VEK_D8_8 · weight: 1

We use feedback to improve how we exchange timely and understandable change information.

100.0/100 · SD 0.0 · n=10

VEK_D8_9 · weight: 1

We regularly evaluate whether our approach helps us to exchange timely and understandable change information.

85.0/100 · SD 12.2 · n=10

VEK_D8_10 · weight: 1

We have a clear agreement to practise the skills needed for the new way of working.

35.0/100 · SD 12.2 · n=10

VELR_D8_1 · weight: 1

We know who is responsible for taking action to practise the skills needed for the new way of working.

60.0/100 · SD 12.2 · n=10

VELR_D8_2 · weight: 1

We can give a recent example where we managed to practise the skills needed for the new way of working.

35.0/100 · SD 12.2 · n=10

VELR_D8_3 · weight: 1

We have enough time and resources to practise the skills needed for the new way of working.

35.0/100 · SD 12.2 · n=10

VELR_D8_4 · weight: 1

Even under time pressure, we manage to practise the skills needed for the new way of working.

35.0/100 · SD 12.2 · n=10

VELR_D8_5 · weight: 1

We ask the colleagues involved what is needed to practise the skills needed for the new way of working.

35.0/100 · SD 12.2 · n=10

VELR_D8_6 · weight: 1

New colleagues receive an explanation of how we try to practise the skills needed for the new way of working.

35.0/100 · SD 12.2 · n=10

VELR_D8_7 · weight: 1

When we do not manage to practise the skills needed for the new way of working, we discuss what gets in the way.

60.0/100 · SD 12.2 · n=10

VELR_D8_8 · weight: 1

We use feedback to improve how we practise the skills needed for the new way of working.

35.0/100 · SD 12.2 · n=10

VELR_D8_9 · weight: 1

We regularly evaluate whether our approach helps us to practise the skills needed for the new way of working.

35.0/100 · SD 12.2 · n=10

VELR_D8_10 · weight: 1

We have a clear agreement to follow up and sustainably embed new working practices.

85.0/100 · SD 12.2 · n=10

VEB_D8_1 · weight: 1

We know who is responsible for taking action to follow up and sustainably embed new working practices.

35.0/100 · SD 12.2 · n=10

VEB_D8_2 · weight: 1

We can give a recent example where we managed to follow up and sustainably embed new working practices.

60.0/100 · SD 12.2 · n=10

VEB_D8_3 · weight: 1

We have enough time and resources to follow up and sustainably embed new working practices.

85.0/100 · SD 12.2 · n=10

VEB_D8_4 · weight: 1

Even under time pressure, we manage to follow up and sustainably embed new working practices.

60.0/100 · SD 12.2 · n=10

VEB_D8_5 · weight: 1

We ask the colleagues involved what is needed to follow up and sustainably embed new working practices.

60.0/100 · SD 12.2 · n=10

VEB_D8_6 · weight: 1

New colleagues receive an explanation of how we try to follow up and sustainably embed new working practices.

85.0/100 · SD 12.2 · n=10

VEB_D8_7 · weight: 1

When we do not manage to follow up and sustainably embed new working practices, we discuss what gets in the way.

60.0/100 · SD 12.2 · n=10

VEB_D8_8 · weight: 1

We use feedback to improve how we follow up and sustainably embed new working practices.

35.0/100 · SD 12.2 · n=10

VEB_D8_9 · weight: 1

We regularly evaluate whether our approach helps us to follow up and sustainably embed new working practices.

85.0/100 · SD 12.2 · n=10

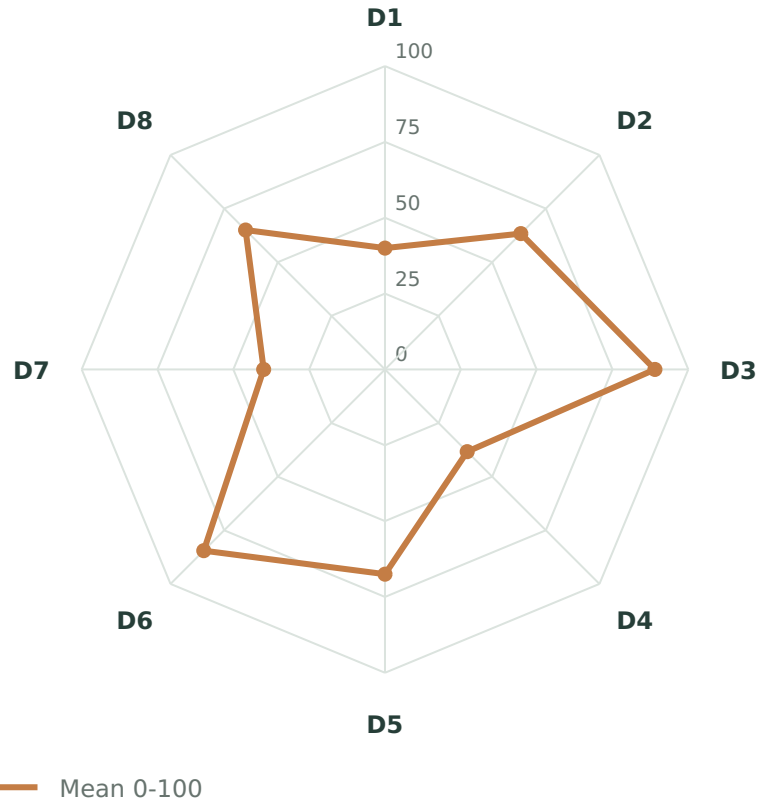
VEB_D8_10 · weight: 1

Overall profile

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

Invited: 12 | 83%

Read mean and spread together, alongside concrete work examples.



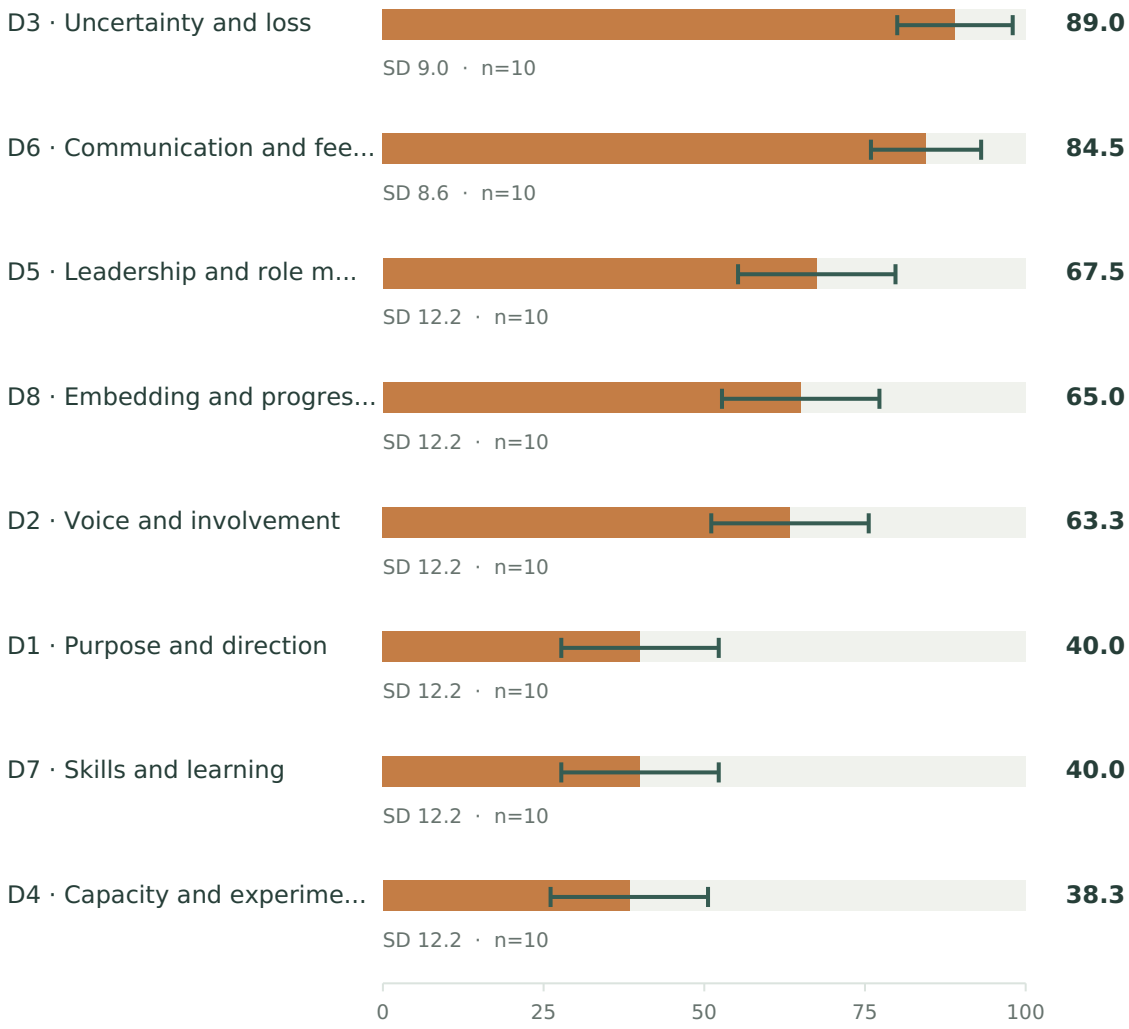
Fixed axis order. Compare domain scores, not radar area. D codes refer to the table below.

Mean and spread by dimension

Code / dimension	Mean	SD	n
D1 | Purpose and direction	40.0	12.2	10
D2 | Voice and involvement	63.3	12.2	10
D3 | Uncertainty and loss	89.0	9.0	10
D4 | Capacity and experimentation	38.3	12.2	10
D5 | Leadership and role modelling	67.5	12.2	10
D6 | Communication and feedback loops	84.5	8.6	10
D7 | Skills and learning	40.0	12.2	10
D8 | Embedding and progress tracking	65.0	12.2	10

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Strengths and development areas

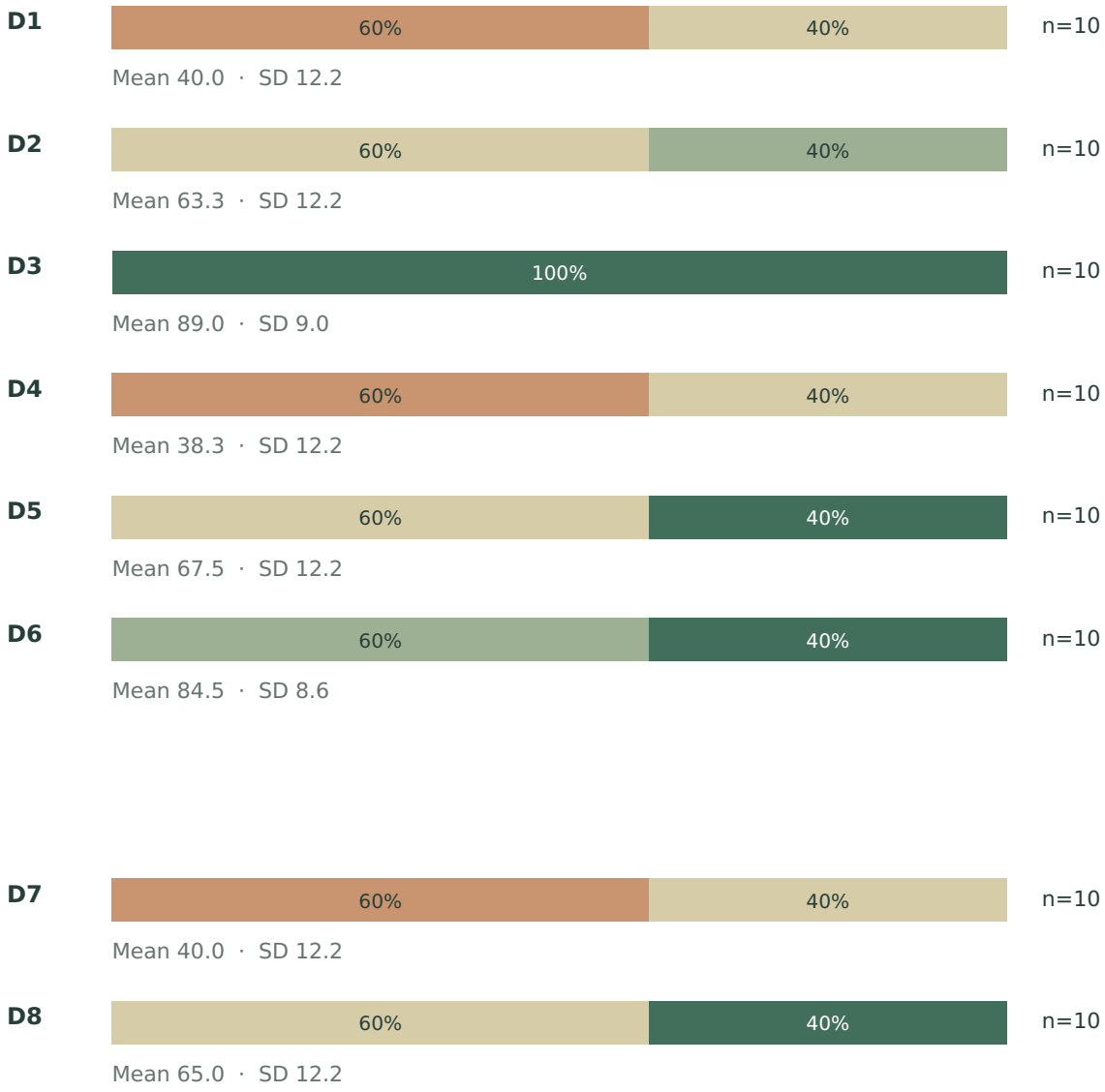


Descending means. Whiskers = mean +/- 1 SD, clipped to the scale; not a confidence interval or significance test. Relatively strong does not mean sufficient; low does not automatically mean a deficit.

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

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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 | Purpose and direction	4	3	Yes
D2 | Voice and involvement	4	3	-
D3 | Uncertainty and loss	4	3	-
D4 | Capacity and experimentation	4	3	Yes
D5 | Leadership and role modelling	4	3	-
D6 | Communication and feedback loops	4	3	-
D7 | Skills and learning	4	3	Yes
D8 | Embedding and progress tracking	4	3	-

From priority to action

1. Purpose and direction

Specific behavior: Jointly define the problem, desired change and first observable result.

Owner: Team coordinator and those involved

Review date: To agree together

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

2. Capacity and experimentation

Specific behavior: Plan a small experiment with time, support and an explicit review point.

Owner: Team coordinator and those involved

Review date: To agree together

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

3. Skills and learning

Specific behavior: Practise one new task with a colleague and plan feedback after its first application.

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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