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
59.1/100	**10 / 12 · 83.3%**	**3 / 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?

Tension and repair · 89/100

Inclusion and equitable participation · 84.5/100

What should you discuss first?

1. Reliability · 38.3/100

2. Speaking up · 40/100

3. Power and accessible leadership · 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. Speaking up

Explicitly invite doubts in meetings and let the leader respond last.

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

2. Reliability

Clarify one mutual expectation and how deviations will be raised.

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

3. Power and accessible leadership

Ask the manager to respond last and clearly explain how concerns will be followed up.

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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Trust and speaking up

Example organisation · Fictional team · T1

Model version: 1.0 · 60+ · 8D

Overall score: 59.1/100

Calculated score band: 3 · Not an established developmental phase

Responses: 10/12

Speaking up: 40.0/100 · SD 12.2

Response to openness: 63.3/100 · SD 12.2

Tension and repair: 89.0/100 · SD 9.0

Reliability: 38.3/100 · SD 12.2

Mistakes and learning: 67.5/100 · SD 12.2

Inclusion and equitable participation: 84.5/100 · SD 8.6

Power and accessible leadership: 40.0/100 · SD 12.2

Boundaries and confidentiality: 65.0/100 · SD 12.2

Development guidance

Trust and speaking up: Make useful habits more consistent. Explore the lowest-scoring dimension and practise one shared behaviour.

Reliability

Clarify one mutual expectation and how deviations will be raised.

Speaking up

Explicitly invite doubts in meetings and let the leader respond last.

A day of equine coaching

Practise asking for help, offering a different view and responding with curiosity. Observe human behaviour and agree how to receive concerns.

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 teamwork processes focus on speaking up, responses to openness, repair and reliable agreements.

Edmondson (1999) · Psychological Safety and Learning Behavior

https://doi.org/10.2307/2666999

Salas, Sims & Burke (2005) · Big Five in Teamwork

https://doi.org/10.1177/1046496405277134

Axis A = speaking up and reliability; axis B = response and repair. Total = √(A × B). A response-to-openness score below 50 caps the level at 2 without changing the numeric score.

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.

Response to openness < 50 => Level <= 2

Formula: Weighted geometric mean of both axes

Minimum scored questions per dimension: 10

Minimum participants: 5

Speaking up · weight: 1

Response to openness · weight: 1

Tension and repair · weight: 1

Reliability · weight: 1

Mistakes and learning · weight: 1

Inclusion and equitable participation · weight: 1

Power and accessible leadership · weight: 1

Boundaries and confidentiality · weight: 1

Building openness: 0 – 35

Improving responses: 35 – 50

Practising dialogue: 50 – 65

Supporting openness: 65 – 80

Reliable dialogue: 80 – 100

Questions

I feel able to say I do not know.

35.0/100 · SD 12.2 · n=10

VBS1 · weight: 1

I can report mistakes before they grow.

35.0/100 · SD 12.2 · n=10

VBS2 · weight: 1

I feel able to disagree with the leader.

35.0/100 · SD 12.2 · n=10

VBS3 · weight: 1

I keep concerns to myself for fear of the response.

60.0/100 · SD 12.2 · n=10

VBS4 · weight: 1 · 6 − answer

We have concrete working agreements to express concerns and differing views.

35.0/100 · SD 12.2 · n=10

VBS_E1 · weight: 1

We know who takes the initiative to express concerns and differing views.

35.0/100 · SD 12.2 · n=10

VBS_E2 · weight: 1

We allocate time in our planning to express concerns and differing views.

60.0/100 · SD 12.2 · n=10

VBS_E3 · weight: 1

We can discuss a recent work example where we managed to express concerns and differing views.

35.0/100 · SD 12.2 · n=10

VBS_E4 · weight: 1

We ask those involved what helps them to express concerns and differing views.

35.0/100 · SD 12.2 · n=10

VBS_E5 · weight: 1

New team members also know how we try to express concerns and differing views.

35.0/100 · SD 12.2 · n=10

VBS_E6 · weight: 1

When it is difficult to express concerns and differing views, we discuss the obstacle with those involved.

35.0/100 · SD 12.2 · n=10

VBS_E7 · weight: 1

We check whether our chosen approach really helps us to express concerns and differing views.

35.0/100 · SD 12.2 · n=10

VBS_E8 · weight: 1

We question routines that hinder our ability to express concerns and differing views.

60.0/100 · SD 12.2 · n=10

VBS_E9 · weight: 1

We use feedback from those involved when we try to express concerns and differing views.

35.0/100 · SD 12.2 · n=10

VBS_E10 · weight: 1

We agree a follow-up point to review how we manage to express concerns and differing views.

35.0/100 · SD 12.2 · n=10

VBS_E11 · weight: 1

A reported mistake first leads to exploring what happened.

60.0/100 · SD 12.2 · n=10

VBR1 · weight: 1

Requests for help are taken seriously.

60.0/100 · SD 12.2 · n=10

VBR2 · weight: 1

Different views receive a substantive response.

85.0/100 · SD 12.2 · n=10

VBR3 · weight: 1

After raising a concern, it is later held against me.

35.0/100 · SD 12.2 · n=10

VBR4 · weight: 1 · 6 − answer

We have concrete working agreements to respond carefully to openness.

85.0/100 · SD 12.2 · n=10

VBR_E1 · weight: 1

We know who takes the initiative to respond carefully to openness.

35.0/100 · SD 12.2 · n=10

VBR_E2 · weight: 1

We allocate time in our planning to respond carefully to openness.

60.0/100 · SD 12.2 · n=10

VBR_E3 · weight: 1

We can discuss a recent work example where we managed to respond carefully to openness.

85.0/100 · SD 12.2 · n=10

VBR_E4 · weight: 1

We ask those involved what helps them to respond carefully to openness.

60.0/100 · SD 12.2 · n=10

VBR_E5 · weight: 1

New team members also know how we try to respond carefully to openness.

60.0/100 · SD 12.2 · n=10

VBR_E6 · weight: 1

When it is difficult to respond carefully to openness, we discuss the obstacle with those involved.

85.0/100 · SD 12.2 · n=10

VBR_E7 · weight: 1

We check whether our chosen approach really helps us to respond carefully to openness.

60.0/100 · SD 12.2 · n=10

VBR_E8 · weight: 1

We question routines that hinder our ability to respond carefully to openness.

35.0/100 · SD 12.2 · n=10

VBR_E9 · weight: 1

We use feedback from those involved when we try to respond carefully to openness.

85.0/100 · SD 12.2 · n=10

VBR_E10 · weight: 1

We agree a follow-up point to review how we manage to respond carefully to openness.

60.0/100 · SD 12.2 · n=10

VBR_E11 · weight: 1

We discuss tensions with those involved.

85.0/100 · SD 12.2 · n=10

VBH1 · weight: 1

We can describe behavioural impact without personal attack.

100.0/100 · SD 0.0 · n=10

VBH2 · weight: 1

After conflict, we agree how to repair the situation.

85.0/100 · SD 12.2 · n=10

VBH3 · weight: 1

We check whether repair agreements help.

85.0/100 · SD 12.2 · n=10

VBH4 · weight: 1

We have concrete working agreements to discuss tension and restore connection.

85.0/100 · SD 12.2 · n=10

VBH_E1 · weight: 1

We know who takes the initiative to discuss tension and restore connection.

100.0/100 · SD 0.0 · n=10

VBH_E2 · weight: 1

We allocate time in our planning to discuss tension and restore connection.

85.0/100 · SD 12.2 · n=10

VBH_E3 · weight: 1

We can discuss a recent work example where we managed to discuss tension and restore connection.

85.0/100 · SD 12.2 · n=10

VBH_E4 · weight: 1

We ask those involved what helps them to discuss tension and restore connection.

85.0/100 · SD 12.2 · n=10

VBH_E5 · weight: 1

New team members also know how we try to discuss tension and restore connection.

85.0/100 · SD 12.2 · n=10

VBH_E6 · weight: 1

When it is difficult to discuss tension and restore connection, we discuss the obstacle with those involved.

85.0/100 · SD 12.2 · n=10

VBH_E7 · weight: 1

We check whether our chosen approach really helps us to discuss tension and restore connection.

100.0/100 · SD 0.0 · n=10

VBH_E8 · weight: 1

We question routines that hinder our ability to discuss tension and restore connection.

85.0/100 · SD 12.2 · n=10

VBH_E9 · weight: 1

We use feedback from those involved when we try to discuss tension and restore connection.

85.0/100 · SD 12.2 · n=10

VBH_E10 · weight: 1

We agree a follow-up point to review how we manage to discuss tension and restore connection.

100.0/100 · SD 0.0 · n=10

VBH_E11 · weight: 1

Agreements are kept or renegotiated in time.

60.0/100 · SD 12.2 · n=10

VBB1 · weight: 1

Confidential information is handled carefully.

35.0/100 · SD 12.2 · n=10

VBB2 · weight: 1

We know what to expect from each other.

10.0/100 · SD 12.2 · n=10

VBB3 · weight: 1

We acknowledge when our actions affect someone else.

60.0/100 · SD 12.2 · n=10

VBB4 · weight: 1

We have concrete working agreements to keep or renegotiate agreements in time.

10.0/100 · SD 12.2 · n=10

VBB_E1 · weight: 1

We know who takes the initiative to keep or renegotiate agreements in time.

35.0/100 · SD 12.2 · n=10

VBB_E2 · weight: 1

We allocate time in our planning to keep or renegotiate agreements in time.

60.0/100 · SD 12.2 · n=10

VBB_E3 · weight: 1

We can discuss a recent work example where we managed to keep or renegotiate agreements in time.

35.0/100 · SD 12.2 · n=10

VBB_E4 · weight: 1

We ask those involved what helps them to keep or renegotiate agreements in time.

35.0/100 · SD 12.2 · n=10

VBB_E5 · weight: 1

New team members also know how we try to keep or renegotiate agreements in time.

60.0/100 · SD 12.2 · n=10

VBB_E6 · weight: 1

When it is difficult to keep or renegotiate agreements in time, we discuss the obstacle with those involved.

35.0/100 · SD 12.2 · n=10

VBB_E7 · weight: 1

We check whether our chosen approach really helps us to keep or renegotiate agreements in time.

10.0/100 · SD 12.2 · n=10

VBB_E8 · weight: 1

We question routines that hinder our ability to keep or renegotiate agreements in time.

60.0/100 · SD 12.2 · n=10

VBB_E9 · weight: 1

We use feedback from those involved when we try to keep or renegotiate agreements in time.

35.0/100 · SD 12.2 · n=10

VBB_E10 · weight: 1

We agree a follow-up point to review how we manage to keep or renegotiate agreements in time.

35.0/100 · SD 12.2 · n=10

VBB_E11 · weight: 1

We have a clear agreement to explore mistakes without looking for someone to blame.

85.0/100 · SD 12.2 · n=10

VBF_D8_1 · weight: 1

We know who is responsible for taking action to explore mistakes without looking for someone to blame.

60.0/100 · SD 12.2 · n=10

VBF_D8_2 · weight: 1

We can give a recent example where we managed to explore mistakes without looking for someone to blame.

60.0/100 · SD 12.2 · n=10

VBF_D8_3 · weight: 1

We have enough time and resources to explore mistakes without looking for someone to blame.

60.0/100 · SD 12.2 · n=10

VBF_D8_4 · weight: 1

Even under time pressure, we manage to explore mistakes without looking for someone to blame.

60.0/100 · SD 12.2 · n=10

VBF_D8_5 · weight: 1

We ask the colleagues involved what is needed to explore mistakes without looking for someone to blame.

60.0/100 · SD 12.2 · n=10

VBF_D8_6 · weight: 1

New colleagues receive an explanation of how we try to explore mistakes without looking for someone to blame.

85.0/100 · SD 12.2 · n=10

VBF_D8_7 · weight: 1

When we do not manage to explore mistakes without looking for someone to blame, we discuss what gets in the way.

60.0/100 · SD 12.2 · n=10

VBF_D8_8 · weight: 1

We use feedback to improve how we explore mistakes without looking for someone to blame.

60.0/100 · SD 12.2 · n=10

VBF_D8_9 · weight: 1

We regularly evaluate whether our approach helps us to explore mistakes without looking for someone to blame.

85.0/100 · SD 12.2 · n=10

VBF_D8_10 · weight: 1

We have a clear agreement to include less-heard voices in decisions.

60.0/100 · SD 12.2 · n=10

VBI_D8_1 · weight: 1

We know who is responsible for taking action to include less-heard voices in decisions.

85.0/100 · SD 12.2 · n=10

VBI_D8_2 · weight: 1

We can give a recent example where we managed to include less-heard voices in decisions.

100.0/100 · SD 0.0 · n=10

VBI_D8_3 · weight: 1

We have enough time and resources to include less-heard voices in decisions.

85.0/100 · SD 12.2 · n=10

VBI_D8_4 · weight: 1

Even under time pressure, we manage to include less-heard voices in decisions.

85.0/100 · SD 12.2 · n=10

VBI_D8_5 · weight: 1

We ask the colleagues involved what is needed to include less-heard voices in decisions.

100.0/100 · SD 0.0 · n=10

VBI_D8_6 · weight: 1

New colleagues receive an explanation of how we try to include less-heard voices in decisions.

85.0/100 · SD 12.2 · n=10

VBI_D8_7 · weight: 1

When we do not manage to include less-heard voices in decisions, we discuss what gets in the way.

60.0/100 · SD 12.2 · n=10

VBI_D8_8 · weight: 1

We use feedback to improve how we include less-heard voices in decisions.

100.0/100 · SD 0.0 · n=10

VBI_D8_9 · weight: 1

We regularly evaluate whether our approach helps us to include less-heard voices in decisions.

85.0/100 · SD 12.2 · n=10

VBI_D8_10 · weight: 1

We have a clear agreement to raise concerns with managers as well as peers.

35.0/100 · SD 12.2 · n=10

VBM_D8_1 · weight: 1

We know who is responsible for taking action to raise concerns with managers as well as peers.

60.0/100 · SD 12.2 · n=10

VBM_D8_2 · weight: 1

We can give a recent example where we managed to raise concerns with managers as well as peers.

35.0/100 · SD 12.2 · n=10

VBM_D8_3 · weight: 1

We have enough time and resources to raise concerns with managers as well as peers.

35.0/100 · SD 12.2 · n=10

VBM_D8_4 · weight: 1

Even under time pressure, we manage to raise concerns with managers as well as peers.

35.0/100 · SD 12.2 · n=10

VBM_D8_5 · weight: 1

We ask the colleagues involved what is needed to raise concerns with managers as well as peers.

35.0/100 · SD 12.2 · n=10

VBM_D8_6 · weight: 1

New colleagues receive an explanation of how we try to raise concerns with managers as well as peers.

35.0/100 · SD 12.2 · n=10

VBM_D8_7 · weight: 1

When we do not manage to raise concerns with managers as well as peers, we discuss what gets in the way.

60.0/100 · SD 12.2 · n=10

VBM_D8_8 · weight: 1

We use feedback to improve how we raise concerns with managers as well as peers.

35.0/100 · SD 12.2 · n=10

VBM_D8_9 · weight: 1

We regularly evaluate whether our approach helps us to raise concerns with managers as well as peers.

35.0/100 · SD 12.2 · n=10

VBM_D8_10 · weight: 1

We have a clear agreement to respect personal boundaries and confidential information.

85.0/100 · SD 12.2 · n=10

VBG_D8_1 · weight: 1

We know who is responsible for taking action to respect personal boundaries and confidential information.

35.0/100 · SD 12.2 · n=10

VBG_D8_2 · weight: 1

We can give a recent example where we managed to respect personal boundaries and confidential information.

60.0/100 · SD 12.2 · n=10

VBG_D8_3 · weight: 1

We have enough time and resources to respect personal boundaries and confidential information.

85.0/100 · SD 12.2 · n=10

VBG_D8_4 · weight: 1

Even under time pressure, we manage to respect personal boundaries and confidential information.

60.0/100 · SD 12.2 · n=10

VBG_D8_5 · weight: 1

We ask the colleagues involved what is needed to respect personal boundaries and confidential information.

60.0/100 · SD 12.2 · n=10

VBG_D8_6 · weight: 1

New colleagues receive an explanation of how we try to respect personal boundaries and confidential information.

85.0/100 · SD 12.2 · n=10

VBG_D8_7 · weight: 1

When we do not manage to respect personal boundaries and confidential information, we discuss what gets in the way.

60.0/100 · SD 12.2 · n=10

VBG_D8_8 · weight: 1

We use feedback to improve how we respect personal boundaries and confidential information.

35.0/100 · SD 12.2 · n=10

VBG_D8_9 · weight: 1

We regularly evaluate whether our approach helps us to respect personal boundaries and confidential information.

85.0/100 · SD 12.2 · n=10

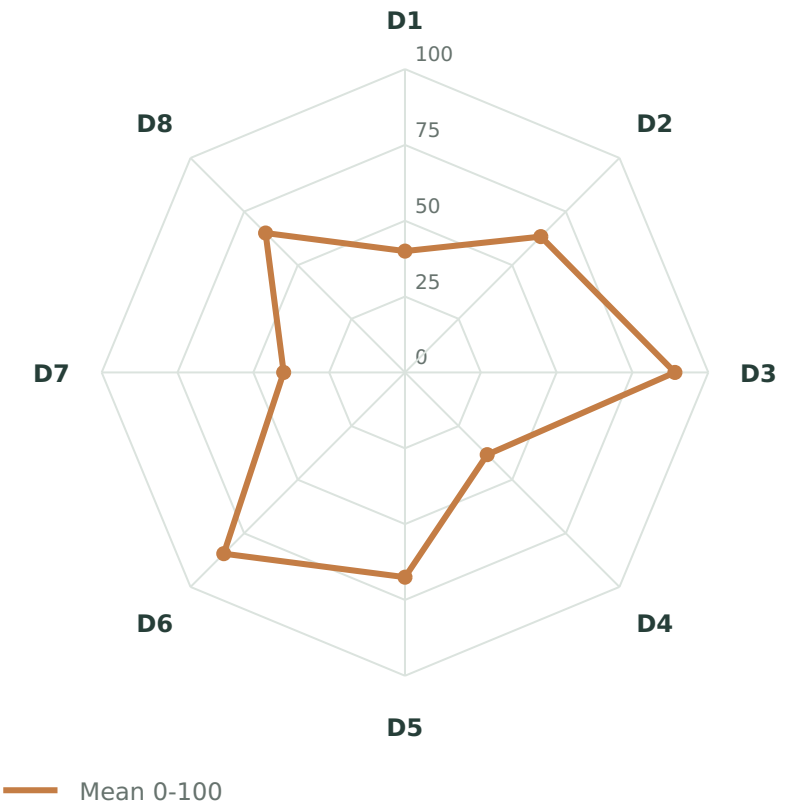
VBG_D8_10 · weight: 1

Overall profile

n=10 | Scale 0-100 | Model builtin-vertrouwen-bespreekbaarheid-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.

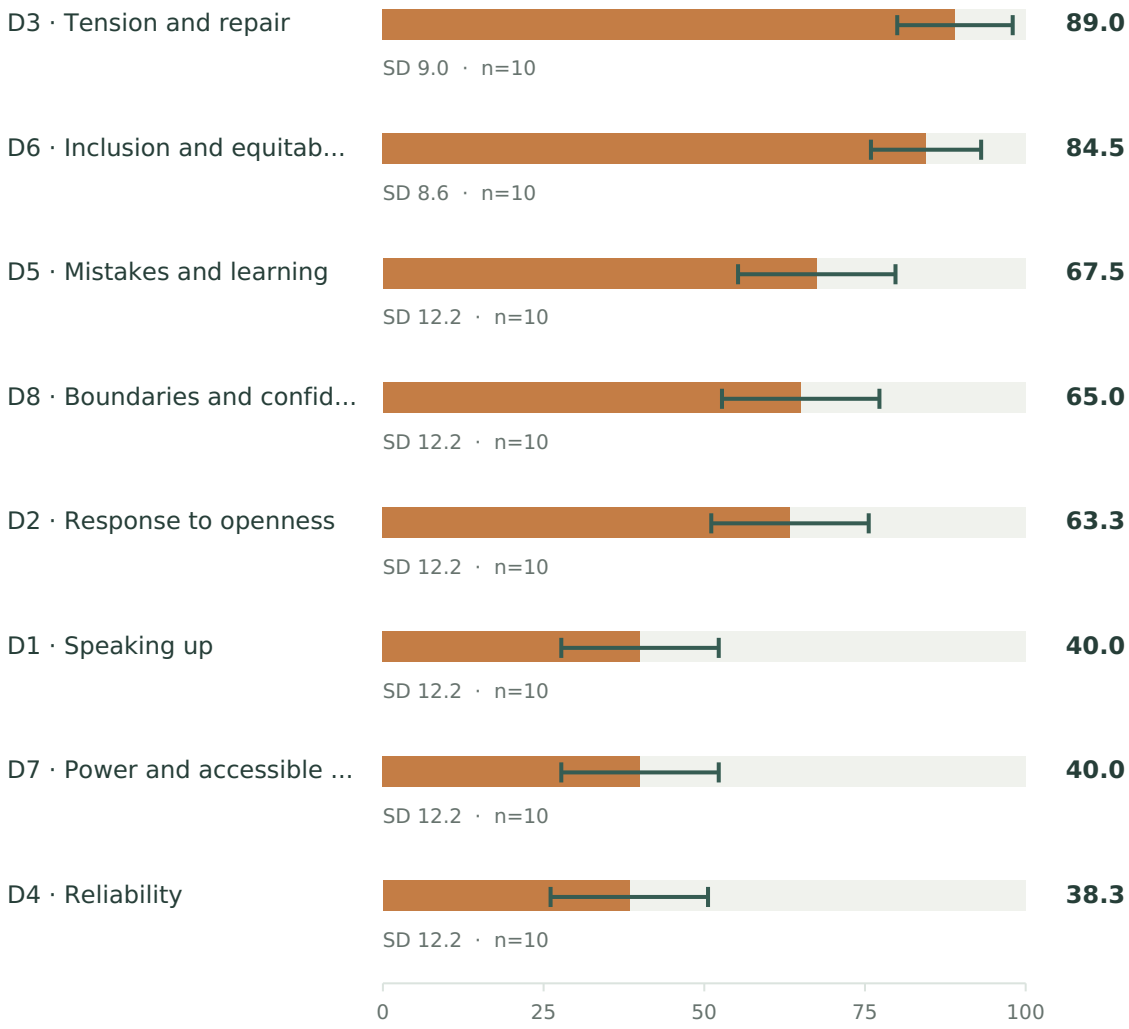
Mean and spread by dimension

Code / dimension	Mean	SD	n
D1 | Speaking up	40.0	12.2	10
D2 | Response to openness	63.3	12.2	10
D3 | Tension and repair	89.0	9.0	10
D4 | Reliability	38.3	12.2	10
D5 | Mistakes and learning	67.5	12.2	10
D6 | Inclusion and equitable participation	84.5	8.6	10
D7 | Power and accessible leadership	40.0	12.2	10
D8 | Boundaries and confidentiality	65.0	12.2	10

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COCORECO | FICTIONAL EXAMPLE

Strengths and development areas

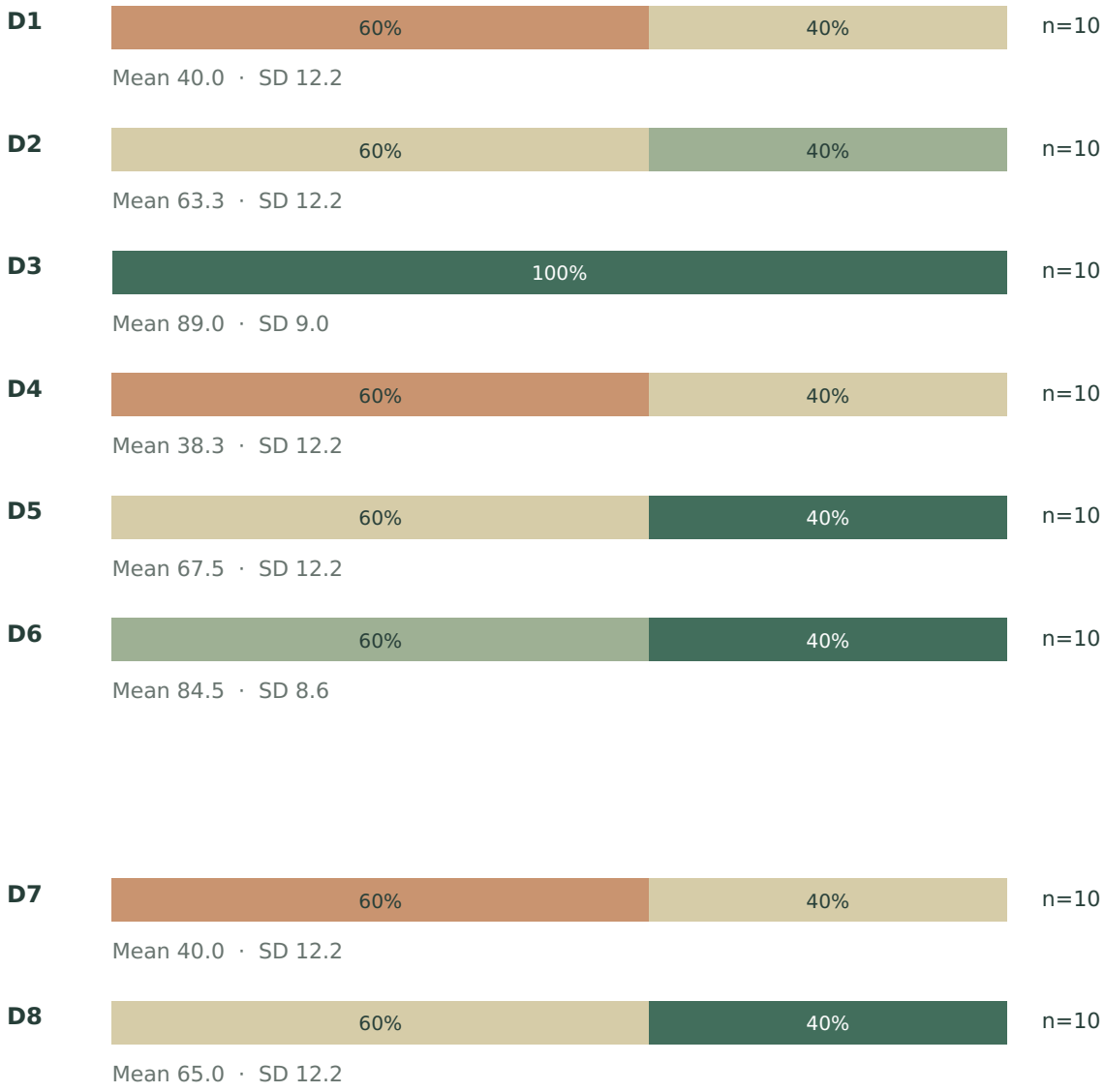


Descending means. Whiskers = mean +/- 1 SD, clipped to the scale; not a confidence interval or significance test. Relatively strong does not mean sufficient; low does not automatically mean a deficit.

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 | Speaking up	4	3	Yes
D2 | Response to openness	4	3	-
D3 | Tension and repair	4	3	-
D4 | Reliability	4	3	Yes
D5 | Mistakes and learning	4	3	-
D6 | Inclusion and equitable participation	4	3	-
D7 | Power and accessible leadership	4	3	Yes
D8 | Boundaries and confidentiality	4	3	-

From priority to action

1. Speaking up

Specific behavior: Explicitly invite doubts in meetings and let the leader respond last.

Owner: Team coordinator and those involved

Review date: To agree together

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

2. Reliability

Specific behavior: Clarify one mutual expectation and how deviations will be raised.

Owner: Team coordinator and those involved

Review date: To agree together

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

3. Power and accessible leadership

Specific behavior: Ask the manager to respond last and clearly explain how concerns will be followed up.

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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