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
60.9/100	**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?

Practices and recognition · 89/100

Inclusion and belonging · 84.5/100

What should you discuss first?

1. Difference and learning · 38.3/100

2. Understanding values · 40/100

3. Ethics and difficult trade-offs · 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. Understanding values

Translate three values into observable behaviour and a concrete dilemma.

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

2. Difference and learning

Collect two stories from different employees and explore the unwritten rule.

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

3. Ethics and difficult trade-offs

Explore a dilemma involving two competing values and explain the chosen trade-off.

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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Values and organisational culture

Example organisation · Fictional team · T1

Model version: 1.0 · 60+ · 8D

Overall score: 60.9/100

Calculated score band: 3 · Not an established developmental phase

Responses: 10/12

Understanding values: 40.0/100 · SD 12.2

Walking the talk: 63.3/100 · SD 12.2

Practices and recognition: 89.0/100 · SD 9.0

Difference and learning: 38.3/100 · SD 12.2

Leadership and cultural signals: 67.5/100 · SD 12.2

Inclusion and belonging: 84.5/100 · SD 8.6

Ethics and difficult trade-offs: 40.0/100 · SD 12.2

Onboarding and cultural transmission: 65.0/100 · SD 12.2

Development guidance

Values and organisational culture: Make useful habits more consistent. Explore the lowest-scoring dimension and practise one shared behaviour.

Difference and learning

Collect two stories from different employees and explore the unwritten rule.

Understanding values

Translate three values into observable behaviour and a concrete dilemma.

A day of equine coaching

Choose two values. Observe human behaviour in a time-constrained ground task, then repeat with an explicit values agreement.

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

Scoring rules

Autonomous motivation and psychological safety inform lived values, behavior, recognition and difference.

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 = understanding and practices (1:1); B = actions and learning (2:1). Total = √(A × B). Walking the talk below 50 caps level at 2. The model rates perceived consistency, not the moral worth of values.

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.

Walking the talk < 50 => Level <= 2

Formula: Weighted geometric mean of both axes

Minimum scored questions per dimension: 10

Minimum participants: 5

Understanding values · weight: 1

Walking the talk · weight: 2

Practices and recognition · weight: 1

Difference and learning · weight: 1

Leadership and cultural signals · weight: 1

Inclusion and belonging · weight: 1

Ethics and difficult trade-offs · weight: 1

Onboarding and cultural transmission · weight: 1

Clarifying values: 0 – 35

Examining behaviour: 35 – 50

Applying values: 50 – 65

Strengthening consistency: 65 – 80

Maintaining culture consciously: 80 – 100

Questions

We can name the organisation’s main values.

35.0/100 · SD 12.2 · n=10

WCK1 · weight: 1

We can give a concrete behaviour example for each value.

35.0/100 · SD 12.2 · n=10

WCK2 · weight: 1

We discuss what a value means in difficult choices.

35.0/100 · SD 12.2 · n=10

WCK3 · weight: 1

New colleagues receive examples of expected behaviour.

60.0/100 · SD 12.2 · n=10

WCK4 · weight: 1

We have concrete working agreements to translate shared values into work behavior.

35.0/100 · SD 12.2 · n=10

WCK_E1 · weight: 1

We know who takes the initiative to translate shared values into work behavior.

35.0/100 · SD 12.2 · n=10

WCK_E2 · weight: 1

We allocate time in our planning to translate shared values into work behavior.

60.0/100 · SD 12.2 · n=10

WCK_E3 · weight: 1

We can discuss a recent work example where we managed to translate shared values into work behavior.

35.0/100 · SD 12.2 · n=10

WCK_E4 · weight: 1

We ask those involved what helps them to translate shared values into work behavior.

35.0/100 · SD 12.2 · n=10

WCK_E5 · weight: 1

New team members also know how we try to translate shared values into work behavior.

35.0/100 · SD 12.2 · n=10

WCK_E6 · weight: 1

When it is difficult to translate shared values into work behavior, we discuss the obstacle with those involved.

35.0/100 · SD 12.2 · n=10

WCK_E7 · weight: 1

We check whether our chosen approach really helps us to translate shared values into work behavior.

35.0/100 · SD 12.2 · n=10

WCK_E8 · weight: 1

We question routines that hinder our ability to translate shared values into work behavior.

60.0/100 · SD 12.2 · n=10

WCK_E9 · weight: 1

We use feedback from those involved when we try to translate shared values into work behavior.

35.0/100 · SD 12.2 · n=10

WCK_E10 · weight: 1

We agree a follow-up point to review how we manage to translate shared values into work behavior.

35.0/100 · SD 12.2 · n=10

WCK_E11 · weight: 1

Team decisions align with stated values.

60.0/100 · SD 12.2 · n=10

WCD1 · weight: 1

Leaders demonstrate expected behaviour themselves.

60.0/100 · SD 12.2 · n=10

WCD2 · weight: 1

We raise gaps between words and actions.

85.0/100 · SD 12.2 · n=10

WCD3 · weight: 1

Values are sidelined when results come under pressure.

35.0/100 · SD 12.2 · n=10

WCD4 · weight: 1 · 6 − answer

We have concrete working agreements to align promises with actual behavior.

85.0/100 · SD 12.2 · n=10

WCD_E1 · weight: 1

We know who takes the initiative to align promises with actual behavior.

35.0/100 · SD 12.2 · n=10

WCD_E2 · weight: 1

We allocate time in our planning to align promises with actual behavior.

60.0/100 · SD 12.2 · n=10

WCD_E3 · weight: 1

We can discuss a recent work example where we managed to align promises with actual behavior.

85.0/100 · SD 12.2 · n=10

WCD_E4 · weight: 1

We ask those involved what helps them to align promises with actual behavior.

60.0/100 · SD 12.2 · n=10

WCD_E5 · weight: 1

New team members also know how we try to align promises with actual behavior.

60.0/100 · SD 12.2 · n=10

WCD_E6 · weight: 1

When it is difficult to align promises with actual behavior, we discuss the obstacle with those involved.

85.0/100 · SD 12.2 · n=10

WCD_E7 · weight: 1

We check whether our chosen approach really helps us to align promises with actual behavior.

60.0/100 · SD 12.2 · n=10

WCD_E8 · weight: 1

We question routines that hinder our ability to align promises with actual behavior.

35.0/100 · SD 12.2 · n=10

WCD_E9 · weight: 1

We use feedback from those involved when we try to align promises with actual behavior.

85.0/100 · SD 12.2 · n=10

WCD_E10 · weight: 1

We agree a follow-up point to review how we manage to align promises with actual behavior.

60.0/100 · SD 12.2 · n=10

WCD_E11 · weight: 1

Our working agreements support stated values.

85.0/100 · SD 12.2 · n=10

WCP1 · weight: 1

Recognition also considers how results are achieved.

100.0/100 · SD 0.0 · n=10

WCP2 · weight: 1

Unwanted behaviour is addressed even when performance is strong.

85.0/100 · SD 12.2 · n=10

WCP3 · weight: 1

We adapt conflicting rules or habits.

85.0/100 · SD 12.2 · n=10

WCP4 · weight: 1

We have concrete working agreements to check work processes against our values.

85.0/100 · SD 12.2 · n=10

WCP_E1 · weight: 1

We know who takes the initiative to check work processes against our values.

100.0/100 · SD 0.0 · n=10

WCP_E2 · weight: 1

We allocate time in our planning to check work processes against our values.

85.0/100 · SD 12.2 · n=10

WCP_E3 · weight: 1

We can discuss a recent work example where we managed to check work processes against our values.

85.0/100 · SD 12.2 · n=10

WCP_E4 · weight: 1

We ask those involved what helps them to check work processes against our values.

85.0/100 · SD 12.2 · n=10

WCP_E5 · weight: 1

New team members also know how we try to check work processes against our values.

85.0/100 · SD 12.2 · n=10

WCP_E6 · weight: 1

When it is difficult to check work processes against our values, we discuss the obstacle with those involved.

85.0/100 · SD 12.2 · n=10

WCP_E7 · weight: 1

We check whether our chosen approach really helps us to check work processes against our values.

100.0/100 · SD 0.0 · n=10

WCP_E8 · weight: 1

We question routines that hinder our ability to check work processes against our values.

85.0/100 · SD 12.2 · n=10

WCP_E9 · weight: 1

We use feedback from those involved when we try to check work processes against our values.

85.0/100 · SD 12.2 · n=10

WCP_E10 · weight: 1

We agree a follow-up point to review how we manage to check work processes against our values.

100.0/100 · SD 0.0 · n=10

WCP_E11 · weight: 1

Different perspectives have room in our team.

60.0/100 · SD 12.2 · n=10

WCV1 · weight: 1

We can discuss unwritten rules that constrain us.

35.0/100 · SD 12.2 · n=10

WCV2 · weight: 1

We explore why newcomers experience things differently.

10.0/100 · SD 12.2 · n=10

WCV3 · weight: 1

We learn from situations where values conflicted.

60.0/100 · SD 12.2 · n=10

WCV4 · weight: 1

We have concrete working agreements to explore different experiences of culture.

10.0/100 · SD 12.2 · n=10

WCV_E1 · weight: 1

We know who takes the initiative to explore different experiences of culture.

35.0/100 · SD 12.2 · n=10

WCV_E2 · weight: 1

We allocate time in our planning to explore different experiences of culture.

60.0/100 · SD 12.2 · n=10

WCV_E3 · weight: 1

We can discuss a recent work example where we managed to explore different experiences of culture.

35.0/100 · SD 12.2 · n=10

WCV_E4 · weight: 1

We ask those involved what helps them to explore different experiences of culture.

35.0/100 · SD 12.2 · n=10

WCV_E5 · weight: 1

New team members also know how we try to explore different experiences of culture.

60.0/100 · SD 12.2 · n=10

WCV_E6 · weight: 1

When it is difficult to explore different experiences of culture, we discuss the obstacle with those involved.

35.0/100 · SD 12.2 · n=10

WCV_E7 · weight: 1

We check whether our chosen approach really helps us to explore different experiences of culture.

10.0/100 · SD 12.2 · n=10

WCV_E8 · weight: 1

We question routines that hinder our ability to explore different experiences of culture.

60.0/100 · SD 12.2 · n=10

WCV_E9 · weight: 1

We use feedback from those involved when we try to explore different experiences of culture.

35.0/100 · SD 12.2 · n=10

WCV_E10 · weight: 1

We agree a follow-up point to review how we manage to explore different experiences of culture.

35.0/100 · SD 12.2 · n=10

WCV_E11 · weight: 1

We have a clear agreement to check leadership behaviour against shared values.

85.0/100 · SD 12.2 · n=10

WCL_D8_1 · weight: 1

We know who is responsible for taking action to check leadership behaviour against shared values.

60.0/100 · SD 12.2 · n=10

WCL_D8_2 · weight: 1

We can give a recent example where we managed to check leadership behaviour against shared values.

60.0/100 · SD 12.2 · n=10

WCL_D8_3 · weight: 1

We have enough time and resources to check leadership behaviour against shared values.

60.0/100 · SD 12.2 · n=10

WCL_D8_4 · weight: 1

Even under time pressure, we manage to check leadership behaviour against shared values.

60.0/100 · SD 12.2 · n=10

WCL_D8_5 · weight: 1

We ask the colleagues involved what is needed to check leadership behaviour against shared values.

60.0/100 · SD 12.2 · n=10

WCL_D8_6 · weight: 1

New colleagues receive an explanation of how we try to check leadership behaviour against

shared values.

85.0/100 · SD 12.2 · n=10

WCL_D8_7 · weight: 1

When we do not manage to check leadership behaviour against shared values, we discuss what gets in the way.

60.0/100 · SD 12.2 · n=10

WCL_D8_8 · weight: 1

We use feedback to improve how we check leadership behaviour against shared values.

60.0/100 · SD 12.2 · n=10

WCL_D8_9 · weight: 1

We regularly evaluate whether our approach helps us to check leadership behaviour against shared values.

85.0/100 · SD 12.2 · n=10

WCL_D8_10 · weight: 1

We have a clear agreement to enable people from different backgrounds to contribute equitably.

60.0/100 · SD 12.2 · n=10

WCI_D8_1 · weight: 1

We know who is responsible for taking action to enable people from different backgrounds to contribute equitably.

85.0/100 · SD 12.2 · n=10

WCI_D8_2 · weight: 1

We can give a recent example where we managed to enable people from different backgrounds to contribute equitably.

100.0/100 · SD 0.0 · n=10

WCI_D8_3 · weight: 1

We have enough time and resources to enable people from different backgrounds to contribute equitably.

85.0/100 · SD 12.2 · n=10

WCI_D8_4 · weight: 1

Even under time pressure, we manage to enable people from different backgrounds to contribute equitably.

85.0/100 · SD 12.2 · n=10

WCI_D8_5 · weight: 1

We ask the colleagues involved what is needed to enable people from different backgrounds to contribute equitably.

100.0/100 · SD 0.0 · n=10

WCI_D8_6 · weight: 1

New colleagues receive an explanation of how we try to enable people from different backgrounds to contribute equitably.

85.0/100 · SD 12.2 · n=10

WCI_D8_7 · weight: 1

When we do not manage to enable people from different backgrounds to contribute equitably, we discuss what gets in the way.

60.0/100 · SD 12.2 · n=10

WCI_D8_8 · weight: 1

We use feedback to improve how we enable people from different backgrounds to contribute equitably.

100.0/100 · SD 0.0 · n=10

WCI_D8_9 · weight: 1

We regularly evaluate whether our approach helps us to enable people from different backgrounds to contribute equitably.

85.0/100 · SD 12.2 · n=10

WCI_D8_10 · weight: 1

We have a clear agreement to explicitly weigh value dilemmas in decisions.

35.0/100 · SD 12.2 · n=10

WCE_D8_1 · weight: 1

We know who is responsible for taking action to explicitly weigh value dilemmas in decisions.

60.0/100 · SD 12.2 · n=10

WCE_D8_2 · weight: 1

We can give a recent example where we managed to explicitly weigh value dilemmas in decisions.

35.0/100 · SD 12.2 · n=10

WCE_D8_3 · weight: 1

We have enough time and resources to explicitly weigh value dilemmas in decisions.

35.0/100 · SD 12.2 · n=10

WCE_D8_4 · weight: 1

Even under time pressure, we manage to explicitly weigh value dilemmas in decisions.

35.0/100 · SD 12.2 · n=10

WCE_D8_5 · weight: 1

We ask the colleagues involved what is needed to explicitly weigh value dilemmas in decisions.

35.0/100 · SD 12.2 · n=10

WCE_D8_6 · weight: 1

New colleagues receive an explanation of how we try to explicitly weigh value dilemmas in decisions.

35.0/100 · SD 12.2 · n=10

WCE_D8_7 · weight: 1

When we do not manage to explicitly weigh value dilemmas in decisions, we discuss what gets in the way.

60.0/100 · SD 12.2 · n=10

WCE_D8_8 · weight: 1

We use feedback to improve how we explicitly weigh value dilemmas in decisions.

35.0/100 · SD 12.2 · n=10

WCE_D8_9 · weight: 1

We regularly evaluate whether our approach helps us to explicitly weigh value dilemmas in decisions.

35.0/100 · SD 12.2 · n=10

WCE_D8_10 · weight: 1

We have a clear agreement to help new colleagues understand values and working habits.

85.0/100 · SD 12.2 · n=10

WCS_D8_1 · weight: 1

We know who is responsible for taking action to help new colleagues understand values and working habits.

35.0/100 · SD 12.2 · n=10

WCS_D8_2 · weight: 1

We can give a recent example where we managed to help new colleagues understand values and working habits.

60.0/100 · SD 12.2 · n=10

WCS_D8_3 · weight: 1

We have enough time and resources to help new colleagues understand values and working habits.

85.0/100 · SD 12.2 · n=10

WCS_D8_4 · weight: 1

Even under time pressure, we manage to help new colleagues understand values and working habits.

60.0/100 · SD 12.2 · n=10

WCS_D8_5 · weight: 1

We ask the colleagues involved what is needed to help new colleagues understand values and working habits.

60.0/100 · SD 12.2 · n=10

WCS_D8_6 · weight: 1

New colleagues receive an explanation of how we try to help new colleagues understand values and working habits.

85.0/100 · SD 12.2 · n=10

WCS_D8_7 · weight: 1

When we do not manage to help new colleagues understand values and working habits, we discuss what gets in the way.

60.0/100 · SD 12.2 · n=10

WCS_D8_8 · weight: 1

We use feedback to improve how we help new colleagues understand values and working habits.

35.0/100 · SD 12.2 · n=10

WCS_D8_9 · weight: 1

We regularly evaluate whether our approach helps us to help new colleagues understand values and working habits.

85.0/100 · SD 12.2 · n=10

WCS_D8_10 · weight: 1

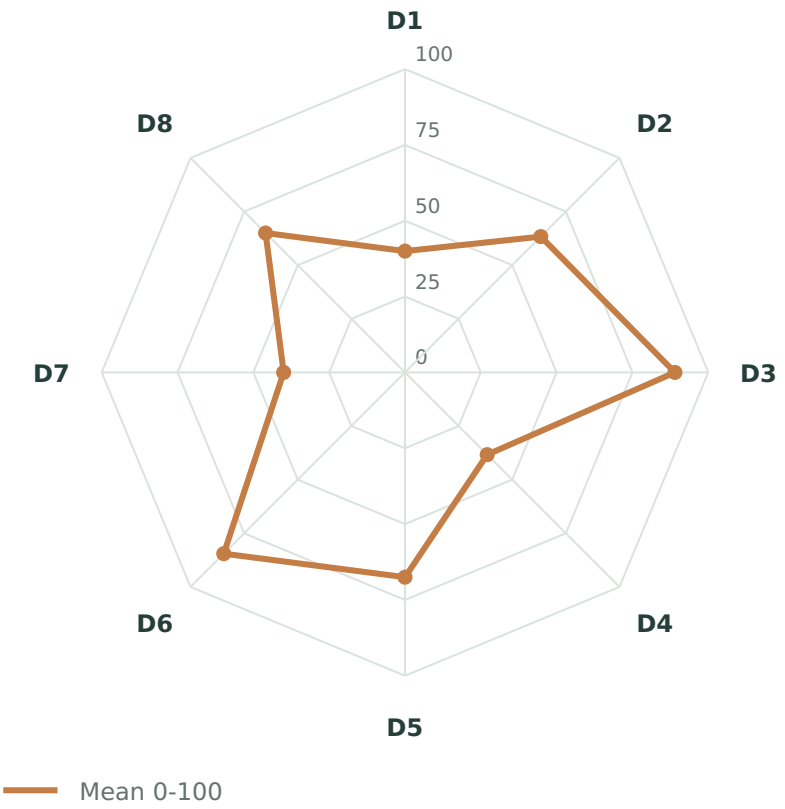
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Overall profile

n=10 | Scale 0-100 | Model builtin-waarden-cultuur-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.

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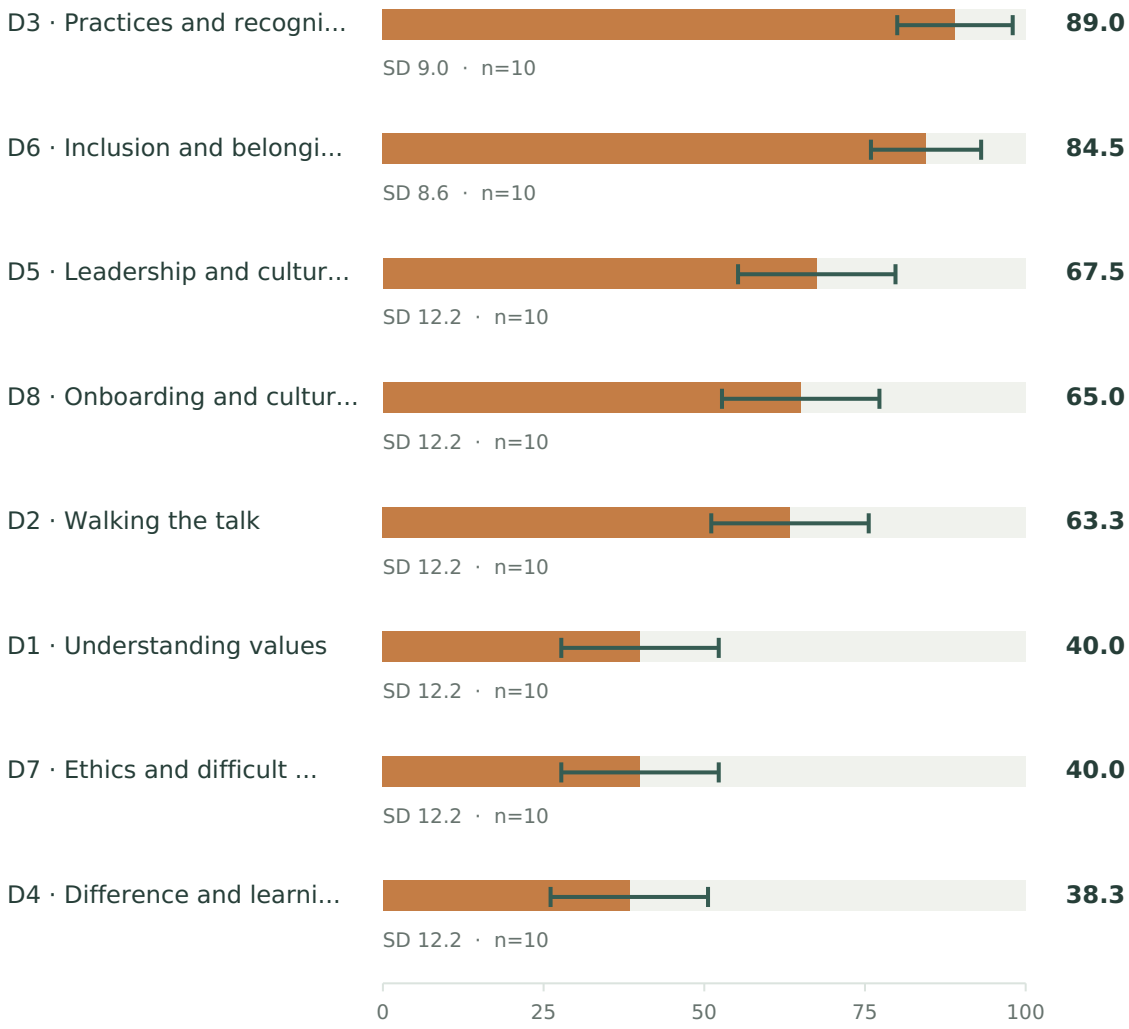
Mean and spread by dimension

Code / dimension	Mean	SD	n
D1 | Understanding values	40.0	12.2	10
D2 | Walking the talk	63.3	12.2	10
D3 | Practices and recognition	89.0	9.0	10
D4 | Difference and learning	38.3	12.2	10
D5 | Leadership and cultural signals	67.5	12.2	10
D6 | Inclusion and belonging	84.5	8.6	10
D7 | Ethics and difficult trade-offs	40.0	12.2	10
D8 | Onboarding and cultural transmission	65.0	12.2	10

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COCORECO | FICTIONAL EXAMPLE

Strengths and development areas

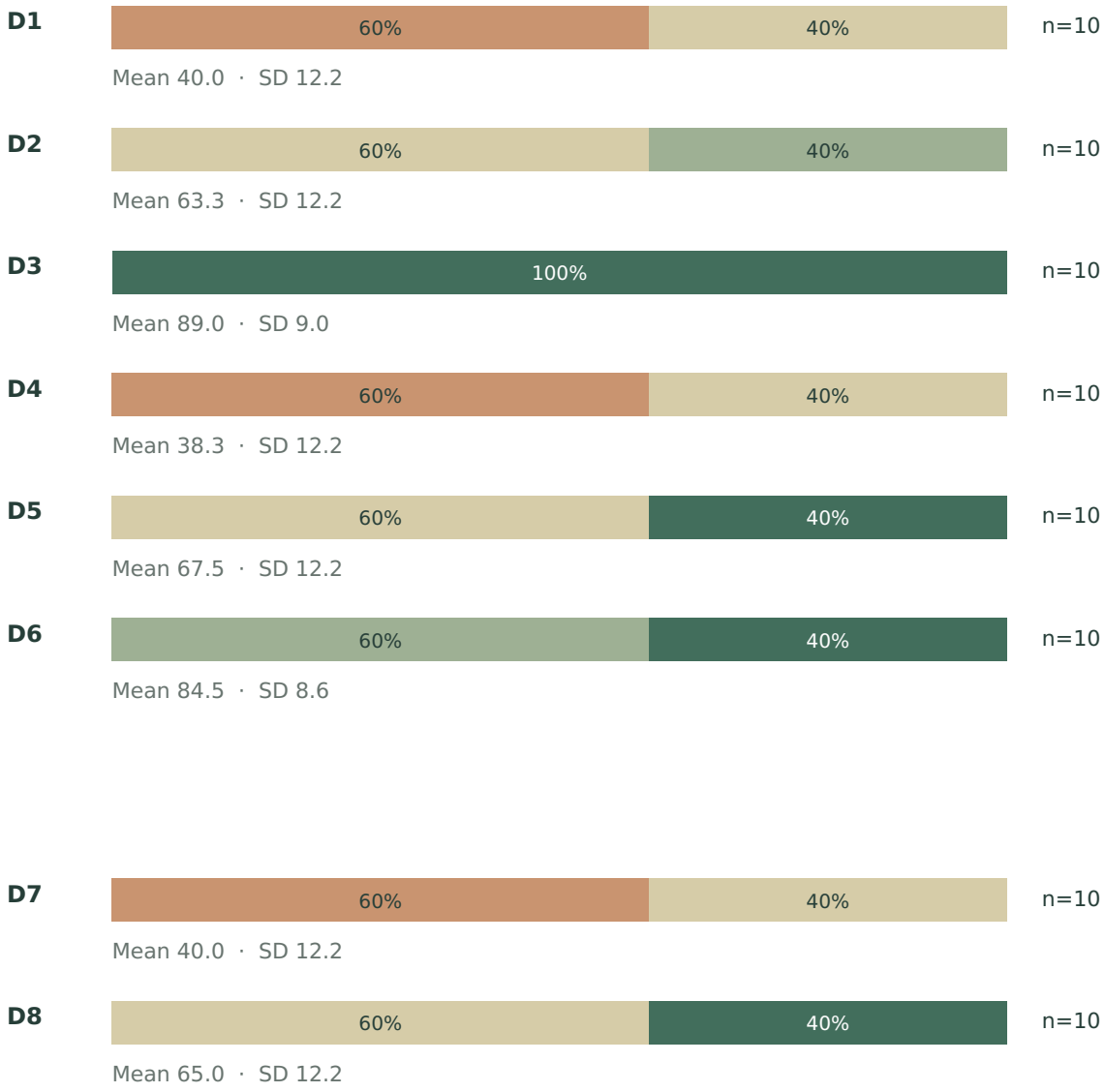


Descending means. Whiskers = mean +/- 1 SD, clipped to the scale; not a confidence interval or significance test. Relatively strong does not mean sufficient; low does not automatically mean a deficit.

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 | Understanding values	4	3	Yes
D2 | Walking the talk	4	3	-
D3 | Practices and recognition	4	3	-
D4 | Difference and learning	4	3	Yes
D5 | Leadership and cultural signals	4	3	-
D6 | Inclusion and belonging	4	3	-
D7 | Ethics and difficult trade-offs	4	3	Yes
D8 | Onboarding and cultural transmission	4	3	-

From priority to action

1. Understanding values

Specific behavior: Translate three values into observable behaviour and a concrete dilemma.

Owner: Team coordinator and those involved

Review date: To agree together

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

2. Difference and learning

Specific behavior: Collect two stories from different employees and explore the unwritten rule.

Owner: Team coordinator and those involved

Review date: To agree together

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

3. Ethics and difficult trade-offs

Specific behavior: Explore a dilemma involving two competing values and explain the chosen trade-off.

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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