

CONFIDENCE LAB™

SOCIAL POSITIONING DIAGNOSTIC™

A structured evaluation for capable teens
navigating competitive environments.



EVALUATING:

- INITIATION SPEED
- PRESENCE SIGNALING
- PRESSURE RESPONSE
- LEADERSHIP POSITIONING

For parents of middle and high school students.

Developed from structured behavioral conditioning principles used inside Confidence Lab™.

WHY THIS MATTERS

Most teens are intelligent.
Fewer are visible.

In competitive classrooms, leadership settings, and internships, early voice, composure under pressure, and social decisiveness compound.

This diagnostic evaluates four variables:

01

INITIATION SPEED

How quickly your teen enters group dynamics.

02

PRESSURE RESPONSE

Composure and recovery under social friction.

03

PRESENCE SIGNALING

How others perceive and respond to your teen.

04

LEADERSHIP POSITIONING

Behavioral markers of group authority.

NOTE: It does not measure personality.
It measures behavior under mild social pressure.

INSTRUCTIONS

Rate each statement based on consistent real-world behavior.

SCORING SCALE

1 Rarely true	2 Occasionally true	3 Sometimes true	4 Often true	5 Consistently true
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ANSWER BASED ON OBSERVED BEHAVIOR IN:

- Class discussions
- Church / clubs
- Group projects
- Social settings
- Sports teams

BE OBJECTIVE.

Score based on what you consistently observe – not what you hope is true.

SCORING STRUCTURE: 20 questions • 4 sections • 5 questions each • Maximum 25 points per section • 100 points total

Complete all four sections before totaling your score.

DIAGNOSTIC ASSESSMENT

SECTION I — INITIATION & VOICE

SECTION SCORE: ____ / 25

- 1 My teen speaks within the first few minutes in group discussions. 1 2 3 4 5
- 2 My teen delivers answers clearly without trailing off. 1 2 3 4 5
- 3 My teen asks follow-up questions instead of waiting passively. 1 2 3 4 5
- 4 My teen can start conversations without visible hesitation. 1 2 3 4 5
- 5 My teen volunteers for leadership or presentation moments. 1 2 3 4 5

SECTION II — PRESSURE RESPONSE

SECTION SCORE: ____ / 25

- 6 My teen maintains steady eye contact while speaking. 1 2 3 4 5
- 7 My teen can disagree respectfully without retreating quickly. 1 2 3 4 5
- 8 If interrupted, my teen can regain the floor. 1 2 3 4 5
- 9 My teen handles mild teasing or friction without shutting down. 1 2 3 4 5
- 10 My teen responds quickly when put on the spot. 1 2 3 4 5

SCALE: 1 = Rarely true 2 = Occasionally true 3 = Sometimes true 4 = Often true 5 = Consistently true

DIAGNOSTIC ASSESSMENT

SECTION III — PRESENCE SIGNALING SECTION SCORE: ____ / 25

- 11 Teachers instinctively view my teen as capable. (1) (2) (3) (4) (5)
- 12 My teen's posture signals calm control. (1) (2) (3) (4) (5)
- 13 Peers include my teen in conversations naturally. (1) (2) (3) (4) (5)
- 14 My teen speaks at an audible, controlled pace. (1) (2) (3) (4) (5)
- 15 My teen finishes statements decisively. (1) (2) (3) (4) (5)

SECTION IV — LEADERSHIP POSITIONING SECTION SCORE: ____ / 25

- 16 My teen is comfortable leading small groups. (1) (2) (3) (4) (5)
- 17 My teen makes decisions without excessive reassurance. (1) (2) (3) (4) (5)
- 18 My teen can summarize group ideas clearly. (1) (2) (3) (4) (5)
- 19 My teen is remembered after presentations. (1) (2) (3) (4) (5)
- 20 My teen appears composed even when nervous internally. (1) (2) (3) (4) (5)

SECTION SCORES SCALE: 1 = Rarely 2 = Occasionally 3 = Sometimes 4 = Often 5 = Consistently

I: INITIATION ____ / 25	II: PRESSURE ____ / 25	III: PRESENCE ____ / 25	IV: LEADERSHIP ____ / 25	TOTAL SCORE ____ / 100
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