

# How I Teach 'Soft Skills' So Even Skeptics Engage

Without Over-Explaining or Second-Guessing Myself

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*I've walked into rooms where people were already mentally checked out—and watched those same people lean in, engage, and actually use what I shared days later.*

## THIS IS FOR YOU IF...

You're a coach, leader, or professional who knows your work is powerful—but you feel yourself:

- Over-explaining to get people on board
- Adding more context so they "get it"
- Second-guessing whether you said it the right way

*And somehow... the more you say, the less it lands.*

So you assume:

***"I just need to explain it better."***

**You don't.**

The real issue?

When someone's nervous system isn't available, more explanation doesn't create clarity—it **creates distance.**

People have to **open** before anything can land.

Here are **2 things** I do every week to create real buy-in and engagement—without over-explaining or second-guessing myself.

# 1

## FIRST STEP

### Create the conditions for openness before you introduce the idea.

Most people try to **convince**. I **orient**. That one shift removes the need to over-explain entirely.

Here's what that looks like:

#### → **Biology over Explanation**

##### WHY THIS MATTERS:

The brain doesn't trust long explanations under pressure. It trusts what feels immediately true. Biology does that instantly.

#### → **Mapping over Convincing**

##### WHY THIS MATTERS:

When people can locate themselves in a map, they stop needing persuasion. You don't need them to agree—you need them to see themselves in it.

#### → **Precision over Volume**

##### WHY THIS MATTERS:

The nervous system filters for relevance, not length. More words ≠ more clarity. The more precise you are, the less you have to say.

#### → **Self-Recognition over External Validation**

##### WHY THIS MATTERS:

Self-recognition bypasses skepticism entirely. You don't need them to believe you—you need them to recognize themselves.

#### **The moment that changed everything for me:**

The first time I shifted this, someone interrupted me mid-session and said:

*"Wait... that's exactly what happens to me."*

I hadn't even gotten to the 'teaching' yet.

I didn't need to say more. I needed to create **recognition before instruction**.

## Biology over Explanation — applied

Most people teach giving up as a motivation problem. A mindset issue. A story you're telling yourself. Here's how I teach it—using biology to make it land before I explain anything:

*You know that moment when you've tried something multiple times—and something in you just... goes flat?*

*Not dramatic. Not angry. Just done.*

*Your chest gets heavy. Your thoughts slow. Something pulls back inside you and says: What's the point.*

Most people call that **resignation**. Or laziness. Or not wanting it enough.

Your brain calls it **survival math**.

There's a small structure in your brain called the **habenula**.

When you've experienced repeated failure—or when the gap between effort and outcome feels too large—your habenula activates. It suppresses dopamine. Literally turns down your brain's motivation signal.

That flat, heavy, "*forget it*" feeling? That's not your character. That's your habenula running a cost-benefit calculation—and deciding the current path isn't worth the metabolic spend.

This isn't weakness. It's **intelligence**. A protective system that evolved to stop you from burning resources on a dead end.

The shift:

When someone understands what's happening biologically, the feeling stops being *evidence of failure*—and starts being *information about what their nervous system needs in order to try again*.

That's the difference between over-explaining resilience as a mindset concept... and giving someone the biology of what's actually happening—so they can **work with it** instead of pushing through it.

## 2

### SECOND STEP

#### Design for resistance instead of talking your way around it.

Over-explaining is usually a *response* to resistance. But here's the shift:

Resistance isn't something you push through with better words.  
It's something you **understand**—and work with.

#### 3 Things You Need to Make This Work:

1

##### A Way to Decode Resistance in Real Time

When you don't understand resistance, you compensate by talking more. When you do understand it, you adjust instead.

2

##### Language That Lands Without Effort

The right phrasing reduces the need for follow-up explanation. It clicks the first time. Not more language—the right language.

3

##### Trust in Your Delivery

Second-guessing fragments your message. Certainty organizes it. Stop editing yourself mid-sentence.

*If someone doesn't speak your language,  
you don't just keep repeating the same words—  
you find another way to reach them.*

*Most people are just repeating themselves louder.*

**Soft skills aren't soft.**

They're brain science.

When you present them this way, something shifts. Resistance drops. Credibility lands. The people who dismissed your work start leaning in—because you've given their brain a reason to trust it.

## The Soft Skills Aren't Soft Framework: How to Write a Post That Reframes a 'Soft Skill' as Brain Science

Use this five-step structure to turn any concept you teach into a post that creates instant credibility and buy-in—even with skeptical audiences.

### 1 Name the Embodied Experience

Start with the feeling people already know—before you name it. Visceral. Specific. Physical. Make them feel seen before you explain anything.

*"You know that moment when you've tried to [do X] and something in you just goes flat..."*

### 2 Name What Most People Call It

Surface the label that's been keeping the experience stuck or shaming. This creates a moment of recognition—and sets up the reframe.

*"Most people call this [laziness / resistance / not being a people person]..."*

### 3 Give It a Biological Address

Name what's actually happening in the brain or nervous system. One structure. One mechanism. Precise, not comprehensive. This is where skeptics go from resistant to curious.

*"Your [brain system] is doing [specific thing]—because [evolutionary reason]."*

### 4 Reframe the Meaning

Shift what the experience means. From character flaw or personal failure to intelligent biological response. This is the moment of relief.

*"This isn't [negative label]. It's your brain doing [function]—which means [empowering implication]."*

### 5 Point to the Opening

What does this reframe make possible? What can they now do, understand, or approach differently? Leave them with movement, not just insight.

*"Once you understand what's actually happening, you can [specific action or shift]."*

## BEFORE YOU GO

### Reflection

Think of a concept you teach that gets dismissed as 'soft' or 'touchy-feely.' What's the biology underneath it?

What is actually happening in the nervous system that makes this skill necessary—not nice to have?

### Micro Action This Week

Pick one concept you teach. Use the 5-step framework to draft a post that opens with the embodied feeling and ends with a biological reframe.

Don't explain the skill. **Give it a biological address.**

Notice who it reaches.

You just saw how biology creates buy-in before a single explanation lands.  
The next step is knowing how to *teach* it—

## Teach the Nervous System

*How to teach nervous system regulation so even skeptics use it—without it getting dismissed as a soft skill.*

- ✓ **Teach regulation credibly** — with biological framing that makes skeptics stop dismissing it and start using it
- ✓ **Give the nervous system a biological address** — so participants recognize themselves in the science before you've asked them to change anything
- ✓ **Replace over-explanation with precision** — the exact language that makes regulation land the first time, in any room
- ✓ **Move people from resistant to engaged** — without softening the science or performing enthusiasm to compensate
- ✓ **A framework you can use this week** — not theory. A practical teaching method built on the same principles you just experienced.

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