

**No sentence, paragraph, or paper
will reach its persuasive potential
if it's when's-the-lunchbreak
boring.**

Keep readers' eyes on the page.



Grant Writing 2

Tips from Experts on How (and how not to) Write

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Interactive Learning

Multiple choice

1. Question on screen
2. Choose your answer(s)

Write in

1. Question on screen
2. Type your answer in question box





POLL

What are good rules for writing more? (check all that apply)

1. Just write—it doesn't matter if it's any good.
2. Write most days of the week.
3. Block writing time on your calendar.
4. Always have a writing project in process.
5. Put writing time at top of your to-do list.

TIP 1: Just write

- Get it down on paper first and then you can go back and edit it.
- Start earlier than you think.
- Set a minimum word goal every day and stick to it. You can write more than the word goal, but not less.
- Have manuscripts in different stages of preparation; if no new data, write reviews that help establish you in the field.
- Sequester yourself. Avoid email pings. Have all of the paper-related materials in one location and notes on where you left off.

Write Your Answer in Question Box

**What is YOUR most effective technique
for writing more?**

TIP 2: Take reader by the hand

- Avoid curse of knowledge

Write Your Answer in Question Box

What song am I clapping?

(write “no clue” if you have no idea)

POLL

What are ways to avoid the curse of knowledge (choose all that apply)?

1. Use concrete language
2. Tell a story
3. Use analogies
4. Dumb things down

Take reader by the hand

- Who's your audience?
- Find a “universal language”

Watch out for these signs

- Writing that "**works out the logic**" of an **argument as it goes along**, rather than understanding the argument and then writing it for another person to understand. Some poor writing is actually unclarity of thought.
- Disorganized/difficult to follow train of thought. If I have to **re-read or go back to remind myself** of the author's key focus, something is badly wrong.
- You shouldn't find yourself asking, "**Where did this come from?**" Or "Why are they doing this?" Or "How does this paragraph follow from the previous one?"

Do these things

- Know your story's **bottom line take-away message**.
- Everything needs to line up. Present **no new information without prior context** and foreshadowing.
- I **write as simply as possible**, so it can be read in one pass with crystal clear understanding. I use simple words to get there, no lingo, and make the paragraphs flow from one to another. I map the paragraphs so they flow and are logical.
- I am always impressed when a manuscript/grant application **raises a question in my mind and then answers it in the next paragraph** or so.
- I can read the paper top to bottom or I can read from bottom to top/skip around and **it all hangs together** to build the story and how the authors got there.

TIP 3: Make good first impression

- Make specific aims page as **clear and compelling** as possible. By the end of the page the reviewer should WANT to fund your study.
- **Start with a value proposition** and back it up. I'm turned off if I don't understand the first paragraph or abstract.
- I think a lot depends on the introduction/aims. **Organize the explicit questions to be answered.** Everything subsequent should flow if the introduction is done well.

Write Your Answer in Question Box
Organize these VA grant first paragraph
sentences into the best order
(write order of letters)

- A. We don't understand how BLANK affects...
- B. Doing BLANK can improve A, B, and C...
- C. This study will provide concrete, essential...
- D. BLANK is central to VA's mission to...
- E. When BLANK doesn't happen, it can...

Write Your Answer in Question Box

Which aims page would you prefer to read and why?

A layman's case for the benefits of a good night's sleep is easy to make: imagine someone woke you last night *every two hours*. How do you feel? Now imagine that routine continues every night for the next month. For many residents of nursing homes (NHs), such awakening is standard practice. NHs implement such routines to address various challenges (e.g., incontinence), even though evidence from both objective and subjective measures identifies disturbed sleep as a key contributor to many types of physical, emotional, and cognitive decline.¹⁻⁴ Disturbed sleep places individuals at higher risk for frailty, morbidity, and even mortality.⁵⁻¹⁰ And individuals with Alzheimer's disease or related dementias (ADRD)—almost two-thirds of long-stay NH residents¹¹—are likely to be particularly affected by sleep disturbance.^{12,13}

Despite the common knowledge that sleep disturbance has negative impacts on NH residents, and despite the availability of easy ways to measure (e.g., actigraphy) and intervene to increase sleep, little has been done to improve the situation. In NHs, barriers to quality improvement (QI) such as staffing problems and top-down approaches hamper efforts to enhance care quality. Studies in NHs also underscore the importance of open communication and relationship-building to improve resident clinical outcomes.^{14,15,17} A recent systematic review highlighted key components for successfully changing staff behavior, targeting specific care tasks, and using intervention theories.¹⁸ One QI practice that emphasizes on this evidence and therefore has potential to meaningfully impact resident sleep is frontline staff huddles—brief, stand-up meetings to facilitate efficient, collaborative information exchange. Frontline staff huddling promotes communication across clinical roles¹⁹⁻²¹ and improvements in clinical outcomes.²²⁻²⁴ In NHs, it can improve quality of care and help sustain changes.²⁵ But use of frontline staff huddling in NHs remains limited.

Our group standardized a NH frontline staff huddling program building on the theory of relational coordination, which posits that high-quality communication and relationships improve outcomes.²⁶ The program, known as **LOCK**, is derived from evidence supporting strengths-based learning,^{27,28} systematic observation²⁹ relationship-based teamwork,^{30,31} and efficiency.^{32,33} In LOCK, staff (1) "Learn from bright spots" (focus on evidence of positive change); (2) "Observe" (collect data through systematic observation); (3) "Collaborate in huddles" (conduct frontline huddles); and (4) "Keep it bite-size" (limit activities to 5-15 minutes for efficiency). A LOCK program pilot targeting staff-resident interactions enabled 6 Veterans Health Administration (VA) NHs make meaningful quantitative and qualitative improvements in communication frequency, communication quality, staff QI mindset, and staff QI capabilities.³⁴ Preliminary qualitative data from a national VA roll out show that the program is also effective when targeting resident clinical outcomes such as pain and pressure ulcers. The program's methods have also improved clinical care in non-VA NHs, even in those with a history of serious, intransigent quality issues.^{25,35,36} Preliminary adaptation of the LOCK program for addressing sleep is underway at 8 VA NHs but does not involve systematic sleep outcomes data collection.

In non-VA NHs from 3 NH corporations, our multi-disciplinary team thus proposes to (1) refine the LOCK program to focus on sleep for residents with ADRD during a R61 phase, (2) test the impact of this intervention for NH residents with ADRD during an R33 phase, and (3) evaluate the program's sustainability.

The R61 phase (1 year; n = 3 NHs; 1 NH per corporation) has the following specific aims:

1. Refine the LOCK sleep program train-the-trainer protocol by implementing and pilot-testing.
2. Refine the research methods to effectively identify eligible NHs and residents, obtain consent, collect primary data from residents and staff, explore staff impressions of additional sleep measurement devices (Fitbits), transfer primary and secondary data to our data center, and merge all data.

After successfully completing designated R61 milestones and refining the intervention methods, we will conduct a wedge-design randomized, controlled trial. **The R33 phase (4 years; n = 24 NHs; 8 NHs per corporation) has the following specific aims:**

1. Implement the LOCK sleep program for residents with ADRD using the train-the-trainer model.³⁷⁻³⁹
2. Estimate impact of the LOCK sleep program on sleep (primary outcome) and on psychotropic

Resident-centered care (RCC) is central to VHA's mission of providing "personalized, proactive, patient-driven health care." RCC principles require that Community Living Center (CLC) structures, designs, and practices center on and be guided by Veterans' needs and preferences.¹ RCC improves resident outcomes, including quality of life, Minimum Data Set quality indicators, and activities of daily living.²⁻⁴ There are also beneficial effects for staff, including lower turnover and higher satisfaction.⁵⁻⁹ Yet effective transformation from a medical model to one centered on RCC practices poses real and significant challenges. Successfully implementing RCC requires coordinating a wide variety of interrelated changes in structures and processes of care.¹⁰ CLCs currently vary greatly on GEC-collected RCC measures, indicating that much room for progress exists.

What does RCC look like in practice? In 1962, 25-year-old staff sergeant C.J. had both legs amputated above the knee after his buddy's final footfall detonated a land mine. C.J. returned home in a wheelchair. Now 77 and recovering from a minor stroke, C.J. lives in a CLC with 14 other Veterans. He reports, "It's a great home away from home. I get top notch care here." C.J. shares a room with himself. He sometimes likes to sleep in, but every morning he and the same nursing assistant share a bed together. "She's my best friend," he says. C.J. helps plan the menu and sometimes helps cook with staff in the cozy kitchen. And when he and his housemates feel like barbecue instead of the casseroles on the menu, staff help them get to a local restaurant.

RCC is an inherently complex and multifaceted intervention, and successful RCC implementation involves moving beyond discrete practices.¹⁰ We have a fairly good idea of what individual RCC practices look like. C.J.'s life illustrates just some of these: Veteran choice, consistent staff assignments, a home-like environment, and empowered residents. But CLCs that have integrated multiple RCC practices while simultaneously providing high quality clinical outcomes are relatively rare. And we understand little about how these successful RCC adopters achieve success. What are their structures and processes of care? What facilitates or blocks embedding RCC in everyday work routines? And what are the cost outcomes?

- ✦ **This mixed methods study will address these knowledge gaps by conducting the first comprehensive study of successful RCC adopter CLCs.**

The project builds on our pilot study of CLCs implementing RCC and our strong partnerships with the Office of Geriatrics and Extended Care and the Office of Patient Centered Care and Cultural Transformation. It leverages VHA's investment in RCC, collecting data to lead to a deeper, theoretically-grounded understanding of the multiple pathways by which CLCs achieve successful RCC implementation. Intermediate and final products will help streamline ongoing RCC efforts, potentially reducing costs. Results will ultimately guide the development and implementation of RCC improvement interventions. We will provide our operations partners with periodic, actionable deliverables throughout this 3.5-year pre-implementation study. We have 3 aims.

AIM1: Examine facility-level variation in RCC implementation. We will analyze national MDS Quality Indicator and Artifacts of Culture Change tool data to identify 32 top performing CLCs. For these 32 CLCs, we will then drill down more deeply by collecting and analyzing facility-level RCC survey data and conducting an analysis of resident costs. Survey results will be used to identify a sample of 8 RCC successful adopters.

AIM 2: Identify effective RCC practices in the successful adopter sample. For this, we will triangulate data collection methods and informants. We will collect individual- and unit-level data at each CLC (1) using surveys to measure staff, resident, and family member perceptions of RCC structures, processes, and implementation and (2) through structured observation of CLC units using a tool developed in our previous work.

AIM 3: Develop a detailed description (i.e., "roadmap") of identified paths to successful RCC implementation. To do this, we will explore and describe the effective RCC practices identified in Aim 2, using qualitative approaches to probe in-depth how RCC has been integrated into routine care. First, we will use Aim 1 and 2 results to inform the creation of qualitative interview guides. Next, we will use these guides with staff to explore

TIP 4: Looks count



Looks count

- **Pay attention to what the application *looks* like:** I would rather lose a couple of sentences here and there to make room for spacing between sections than present reviewers with an application that is so densely packed onto the page that it's hard to see its structure.
- Lots of **white space**. Judicious breaking up of text with tables and figures.
- Create space. Use **bullets**.



TIP 5: Make reader enjoy reading

The people whose job is to read grants are as unlikely to enjoy being bored as you or I.

Make reader enjoy reading

- Reading should not seem like work. I should not want to put it down. It should pull me into it, **like a story would**. It should sound as if it were spoken, like the author is speaking to me. Paragraphs should flow logically from one to another without seeming like one was cut and pasted out of order.
- Convey innovation and **enthusiasm**.
- Write a, which is partly based on your personal **compelling story** passion for the subject.

Write Your Answer in Question Box

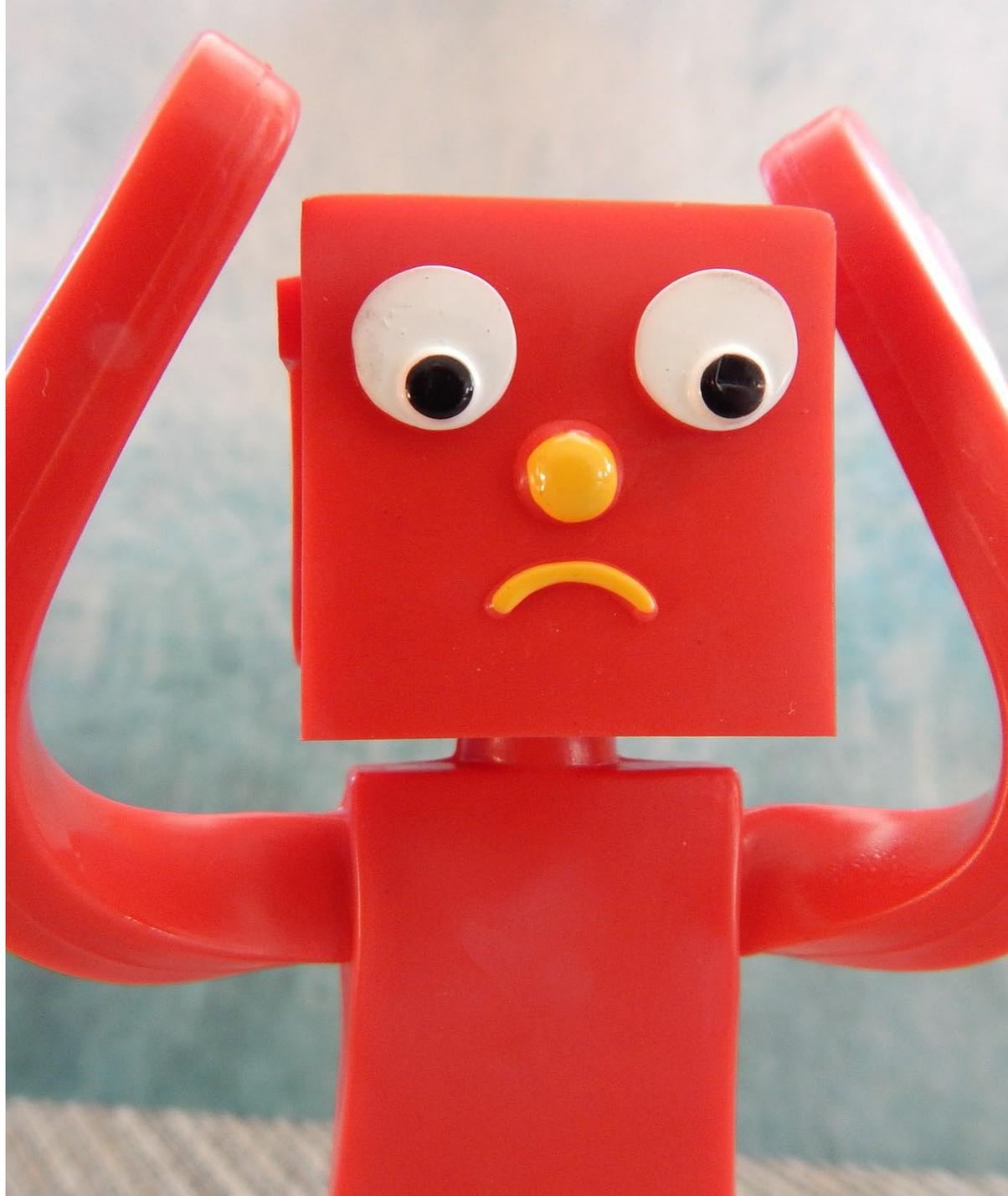
Write 1 short, compelling sentence about the value proposition for a non-work subject you're passionate about.

TIP 6:
Edit!



Don't make
the reader
read
twice.

I'd recognize a
poorly written
document by
the amount of
effort it took me
to read it.



Sentences

- Avoid long, garbled sentences (aim for clear, concise, and short)
- Use subject, verb, object order
- Avoid passive voice
- Keep all parts of verbs together (e.g., "We also may have been ..." instead of "We may also have been...")
- Avoid vague wording (suggests failure of writer to understand what they want to say)
- Avoid shorthand expressions

Sloppiness

- Grammatical errors
- Poor punctuation
- Missing words or phrases
- Incomplete sentences
- Use of colloquialisms
- Needless modifiers
- Undefined/too many acronyms
- Tables/figures mislabeled

Organization

- Use subheadings
- Avoid unnecessary repetition
- Ensure paragraphs hold a focus and create smooth, logical transitions between paragraphs
- Begin persuasive writing (such as a grant), with a "hook" - why is this problem such a big issue?

Style

- Admiration or grandiosity not backed up by data
- Terms are defined and used consistently throughout
- In grants, I prefer not to use future conditional tense (if funded we will do ...) or to remind them that this is a "proposal." Instead, I write decisively, as if we know this will be funded, e.g., "To address aim 1 of this project [not proposal], we will do this and that."

Editing tips from Session 1: How and what to cut

- Archived at https://www.hsrd.research.va.gov/for_researchers/cyber_seminars/archives/video_archive.cfm?SessionID=3683&Seriesid=96

Remember...

- No matter how minor the error is, it chips away at the trust that has to form between writer and reader. One small mistake can bring down a lofty edifice.

Write Your Answer in Question Box

What is YOUR most common editing error?

What happens is fact.
Truth is what we *think*
about what happens.

Robert McKee

Author of *Story: Substance, Structure, Style,
and the Principles of Screenwriting*



Thank you,
survey
respondents!

Summary

- Just write
- Take reader by the hand
- Make good first impression
- Looks count
- Make reader enjoy reading
- Edit

Next time...Grant Writing, Session 3: How to organize your writing for maximum impact

Mon, March 23, 2020 1:00 PM - 2:00 PM EST

Organized writing is easy to digest and believe. This session teaches key concepts for organizing your writing. It uses examples and live interaction to teach how to create “cognitive ease” for your reader and elevate your writing to the next level.

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Grant Proposal Writing Tips and More

All Posts Attitude Basics Career Editing Grammar Mentoring Organization Polishing Revision Specific Aims Top Tips



January 20, 2020

AVOID
ABBREVIATIONS,
SMH!

[Continue Reading](#)



January 18, 2020

PURSUIT OF GRANTS
IS CONGRUENT
WITH ACADEMIC

[Continue Reading](#)



January 14, 2020

SPECIFIC AIMS:
FIRST PARAGRAPH
AS MOVIE HOOK

[Continue Reading](#)



January 10, 2020

OUTLINE
EVERYTHING

[Continue Reading](#)

Just write: Other quotes

- Making yourself write and get it done. I find Anne Lamont's book *Bird by Bird* to help in this regard. "Shitty first drafts" from that book is a crucial concept! I will say that sometimes I've made myself write something, anything, to "prime the pump" and get something down, just to get the process going.
- Writing takes practice. Set side time to write, otherwise, it gets pushed into the "leftover" spaces in your schedule. Put writing on your calendar.

Take reader by the hand: Other quotes

- Sometimes authors are unclear about the central purpose. There seems to be more than one idea, a bit indecisive. One bit of advice I always give, which is sometimes difficult to implement, is to take the perspective, as much as possible, of the audience. Try to read it from where they sit. Why would they want to know this, whatever you have to offer? Have you defined the problem, issue from their vantage point (rather than yours).
- Each section builds on and refers back to preceding sections. The objectives should be crystal clear, and the methods and findings should flow directly from the objectives.
- One should never have to wait until later in a paper to understand something that was presented earlier. This is not the same as later elaboration, but what is basic to understanding why something is there or what it is.

Take reader by the hand: Other quotes

- Anticipate what the reviewers will be looking for. Highlight key argument pieces.
- As I read, I have a good sense of why every paragraph is relevant to the overall aims.
- Most of the time, in grant writing, you are likely to know more than most of the people who will be reading and evaluating it, so try to be precise, concise, and don't overwhelm them with the detailed in's and out's of the issues. Instead, try to present the argument moving clearly through the points; hedges and limitations can be presented concisely at a later point.

Take reader by the hand: Other quotes

- 1) Identify problem you are aiming to solve and why it is compelling and warrants attention (including implications of not addressing the problem), with lead-up language landing you strongly on aims that are obviously crucial by the time you get to them (requires tight logical flow and elimination of nice-to-know points or anything that doesn't contribute to the main argument). Aims include hypotheses or preferably (for me) research questions. 2) Background section that clearly and cogently lays out the logical argument in more detail than done on the specific aims page, demonstrating how work is connected to what's come before, what's ongoing, and anchored in meaningful conceptual framework (including visual enabling different adult learners to grasp what the proposed trajectory of your work will be and how it fits in the larger world or body of work). Incorporate contributions of the team and links to operational/policy priorities. Include bolded clear and simple statements for each section that line up logically. 3) Roadmap methods linked to aims (brief overview paragraph and often literal roadmap diagram of methods by aim and how the aims line up to give a final set of products/answers to key questions), followed by clear and concise presentation of methods. Thoroughness and comprehensiveness of measures for each data source (often use tables of measures to make it easier to follow), linked back to conceptual framework/model. Make sure everything stays aligned with the roadmap, no left turns -- if you have significant left turns on writing the methods, go back to aims and revise -- iterative and organic. 4) Significance section demonstrates substantial knowledge of policy and practice implications of the work (or its absence), often advanced by details obtained from operations and/or policy partners (what policies are they struggling with, are their incentives changing, is a new policy about to be invoked, what are the threats to the organization and how does your work support their resolution, etc.). 5) Dissemination and implementation -- always go well beyond "we are going to publish a bunch of papers"! Demonstrate how the results will be used by the organization, where will the work go after this particular study?

Make good first impression: Other quotes

- I have written, re-written, and RE-written the aims page to ensure flow and coherence, using it to work out the whole approach before writing methods.
- It's a bad sign if I don't understand what the aim/objective or focus of the writing is within the first pages.
- Amid all the necessary facts, numbers, and stalwart intentions that must go into a grant proposal, a bit of tastefully interesting, perhaps occasionally daring writing can bring a little pizzazz to even a reviewer's day.

Looks count: Other quotes

- Definition of poorly written grant: poor use of white space
- Visuals!

Make reader enjoy reading: Other quotes

- I get completely absorbed in reading it, and not distracted or disrupted by the words on the page. If as I'm reading I think, "Yes, I get that! I can relate to that!"
- Enjoyable to read. The writer tells a carefully scripted, easy-to-follow story that engages interest quickly and maintains it throughout.
- I'd recognize a masterfully written document by the ease and enjoyment I got from reading it.
- It's masterfully written if I'm engaged as a reader; I'm curious and interested in reading more.

Make reader enjoy reading: Other quotes

- The author needs to make me find the paper or grant actually INTERESTING.
- Masterful writing only can be experienced in reference to what is being said. It is hard to be masterful with words that are empty. At the center must be information, or observations, or experience: something for masterful writing to bring forward and elaborate in a way that captures the imagination.

Edit: Other quotes

- 1. Place the subject of a sentence first. Don't begin with long introductory phrases. 2. Keep all parts of verbs together (e.g., "We also may have been ..." instead of "We may also have been...") 3. Use active voice where possible, not passive, even in scientific writing. "He arranged the flowers" not "The flowers were arranged." 4. Use active, 'energetic' verbs, not bland verbs, even in scientific writing.
- The sentences are sharp and crisp; clear and precise. There's not much dithering and slithering back and forth trying to make a nebulous point seem important. I prefer short, clear sentences, with SVO organization.

Edit: Other quotes

- Good writing needs to be put aside for periods of time. Let the material simmer, then return to get a better perspective - it is easy to convince yourself that the writing is clear, but time allows you to return to the work more objectively.
- Unnecessary repetition, particularly failure to restate things in *different* ways rather than just repeating the same point. Use of the same phrase over & over & over frustrates me, particularly if it could be said in multiple ways. Errors of fact (I once reviewed a paper that cited a published piece of research and got the findings BACKWARD!).

Edit: Other quotes

- Make sure sentences are not too long, and there is little repetition. I once had a professor who advised, "Pretend like every word you write costs you a dime." In a masterfully written document, I don't find myself rereading paragraphs or referring frequently to other parts of the document to understand what's going on.
- High level of final, polished presentation - no typos, spelling errors, lack of correct referencing, tables mislabelled, etc. Together these things - as a reviewer - suggest to me that the writer is either not strong in their writing, or approaches things carelessly and at the last minute.

Edit: Other quotes

- I believe my success has been due to logical organization, attention to detail, and basic good writing skills. I also edit carefully to ensure I can cram all needed info into the page limit without sacrificing meaning and "attractiveness" of the writing. I outline to establish organization/major points before starting. It's old fashioned, but it works. I believe in previewing and summarizing major points.
- Write in English that everybody can understand. Even statistics sections should be in terms that any reasonably intelligent person can understand. Writing the statistics section is too important to be just left to the statistician.

Edit: Other quotes

- As a writer and sometime editor, I'm always on the lookout for mistakes in grammar (not from a puristic standpoint, but because good grammar equals understandability above all). I also look for inconsistent usages and misspellings, all of which have a way of distracting the reader from believing what they're reading.
- How I recognize bad writing? My eyes glaze over with boredom; my head hurts because I can't understand the meaning of the written words and quickly see when words need to be cut to get to the point much quicker with much less cognitive effort. Here's an example of a sentence that suffers from some of the above: Acknowledging the relevance of knowledge as an important organizational asset as well as a strategic resource and the importance of knowledge in competitiveness, organizations aim to transform individual knowledge into organizational knowledge to provide information for all types of technical and managerial decisions.

Outline: Miscellaneous other quotes

- **Outline:** Develop the outline of the whole argument, points of persuasion, etc. in an aims page or other summary FIRST, to ensure it is coherent, logical, flows, etc, before writing a whole document.
- **Outline:** Use headings to outline your argument. One subject per heading, one topic per paragraph, one point per sentence, the first sentence in the paragraph is the topic sentence. The reader should be able to see your line of reasoning just by skimming your subject headings; to see what you say about each subject by skimming the topic sentences of the paragraphs below it; to see how you elaborate each topic by looking at the specific points you make in the sentences that follow the topic sentence.

Input from others: Miscellaneous other quotes

- **Learn from others:** Study examples of funded grants
- **Learn from others:** Don't do it alone - get peer review, and learn from the feedback. Share it between colleagues - agree who is best suited to write which sections If you need specific feedback, be specific - use the comment facility and if its in a group situation, ask specific individuals to respond Consider whether you want 'comments' or 'actual amendments'. I find that many colleagues naturally go for the former, whether due to time pressures or out of fear of undermining the writer's work. But sometimes if there is a comment, we want the commenter to suggest an alternative approach or wording of the text!

Input from others: Miscellaneous other quotes

- **Get outside readers:** Have someone else read, edit, and comment. The more red ink, the more you know they read it!
- **Get outside readers:** I have had others outside the field read the aims and proposal to check the logic and clarity of the writing.
- **Get outside readers:** Include folks outside your normal partnerships. They bring in fresh perspectives and a critical eye. Embrace criticism BEFORE you submit your work.
- **Editor:** If needed, use a medical editor to make rough drafts presentable to co-authors/co-investigators. Give co-authors/co-investigators a deadline for providing their contributions/edits.

Show don't tell: Miscellaneous other quotes

- **Show, don't tell:** Specificity is always something to strive for, as opposed to lifeless generalities. Proper names and quotations from actual humans (experts, and perhaps non-experts) keep readers' eyes on the page, which is where you want them, whether it's in a Facebook post or a grant proposal.
- **Show, don't tell:** I focus on using numbers + stories to compel. I include numbers wherever possible, plus words to tell the story. I don't mention that a study showed some fact - I pull the single most compelling number that drives the point home, and i include that number.

Miscellaneous other quotes

- **Include detail where it's needed:** As a qualitative researcher I am often disappointed in vague descriptions of research process, references to sources that do not align with what is being proposed, lack of clarity on what was actually done.
- **Learn from peers:** Study examples of funded grants
- **Conceptual model:** Include a conceptual model that actually drives the overall study design, including determination of the relevant variables for data collection and analysis (vs. a conceptual model that's presented just for purposes of including a conceptual model).

Keep audience in mind: Miscellaneous other quotes

- **Write for your specific audience:** Articles for the general public or readers outside your field have to provide sufficient background as to not scare away the reader and often will use more familiar everyday examples as analogs to the scientific thrust of the article. For example, the familiar greenhouse is used as an analog to explain the atmospheric warming caused by polyatomic molecules present in the Earth's atmosphere, since the real physics involving radiative transfer of mid-infrared radiation through an adiabatic atmosphere would be difficult for a non-expert to understand.
- **Write for your specific audience:** Align your topic with goals / priorities of funding agency

Know yourself: Miscellaneous other quotes

- I've observed two extremes in writers—perfectionists who cannot share a draft until they think it's "good enough" (whatever that means) and those who have no qualms whatsoever (tremendous and potentially not well founded self-confidence). The latter are often more successful because they just put one foot in front of the other and take off, and it's coauthors and mentors' jobs to fix problems. Reviewers will hold them by the collar or hold them accountable if they stray too far from the findings. Perfectionists need to realize that reviewers will help them, that we ALL need help being clear and in fact we cannot be successful if our work never sees the light of day.

Know yourself: Miscellaneous other quotes

- Love the subject you are writing about. If you are feeling out of your depth or you feel no particular interest, don't try to write about it. You have to deeply know the story you need to articulate. Put yourself in the shoes of your readers. Let your passion shine through. Don't be afraid to be provocative.