



HANDOUT S6.1

THE SCORE COMMUNICATION PRINCIPLES

The SCORE Principle	The Rationale	Suggestions
<p>S</p> <p>Simplify and Specify</p>	<p>Much miscommunication happens across cultures because the language is hard to understand or details are not specific.</p>	<p>Make your communication as easy to understand as possible:</p> <ul style="list-style-type: none"> • Aim for short sentences that are 12 words or less. • Simplify complicated language. "If it wouldn't be too much trouble, would you mind?" becomes "Could you please . . . ?" • Make time zones, locations, and deadlines clear in e-mails. • Limit use of acronyms and idioms, and when used, specify what they mean. "By 'ballpark figures,' I mean a general estimate of pricing."
<p>C</p> <p>Clarify and Confirm</p>	<p>It is not uncommon for two people to think they understand each other when each has a different understanding of the situation. It is therefore important to continually clarify what you are intending to communicate and confirm that this is in fact what the other person understands.</p>	<p>Ensure the message you are delivering is clear and understood:</p> <ul style="list-style-type: none"> • Clarify often what you are trying to say: "What I mean is . . ." / "To clarify . . ." • Check regularly that you understand the other person: "So what you are saying is . . . ?" / "Could you clarify that last point?" • Check to ensure the other person has understood you: "What is your understanding so far?"
<p>O</p> <p>Organize and Outline</p>	<p>When our communication is structured and organized into different sections and key points, it becomes easier for others to understand the main points we are making and to follow our communication.</p>	<p>Structure your communication:</p> <ul style="list-style-type: none"> • Number or letter key ideas to divide them into the main points. • When face to face, use your hands and gestures to help structure key points you are making. • State the purpose of your e-mail in the subject line. • Use headings to organize different topics within an e-mail.
<p>R</p> <p>Rephrase and Reframe</p>	<p>Providing multiple ways of saying the same thing increases the chances of our being understood.</p>	<p>Provide alternative ways of saying the same thing:</p> <ul style="list-style-type: none"> • If saying something one way doesn't work, try a different way. • Use analogies, metaphors, and stories when helpful in making a point: "It's a lot like a software update . . ."
<p>E</p> <p>Explain with Examples</p>	<p>Providing the rationale behind our thinking can make our intentions clearer to others. By using examples to illustrate our points (and sometimes literally illustrating our point through drawings and visuals), our message becomes clearer.</p>	<p>Reinforce key concepts with explanations and examples:</p> <ul style="list-style-type: none"> • When you present an idea or make a request, provide the why behind it: "Here's why getting this step right in the process is critical . . ." • As much as possible, provide examples that bring these to life. • Provide visual examples by drawing ideas on paper or showing images.

Reproduced from: Kate Berardo, "Framework: The SCORE Communication Principles," in *Building Cultural Competence: Innovative Activities and Models*, eds. K. Berardo and D. K. Deardorff (Sterling, VA: Stylus, 2012), 225–230.

 HANDOUT S6.2

SCORE COMMUNICATION

Use the items listed below to review your own or others' communication. First, note whether the following strategies have been employed by marking Yes, Somewhat, No, or Not Applicable (not all may apply, depending on the nature of the communication). Give an overall rating to the use of this principle on a scale of 1–5 (1 = *principle not employed*, 5 = *principle very effectively employed*), and record observations and suggestions in the box provided.

Simplify and Specify

- | | | | | |
|--|------------------------------|-----------------------------------|-----------------------------|---|
| Uses short sentences that are 12 words or less. | <input type="checkbox"/> Yes | <input type="checkbox"/> Somewhat | <input type="checkbox"/> No | <input type="checkbox"/> Not Applicable |
| Uses simple language. For example, "If it wouldn't be too much trouble, would you mind?" becomes "Could you please . . .?" | <input type="checkbox"/> Yes | <input type="checkbox"/> Somewhat | <input type="checkbox"/> No | <input type="checkbox"/> Not Applicable |
| Time zones, locations, and deadlines are clear. | <input type="checkbox"/> Yes | <input type="checkbox"/> Somewhat | <input type="checkbox"/> No | <input type="checkbox"/> Not Applicable |
| Use of acronyms and idioms are limited, and when used are explained. | <input type="checkbox"/> Yes | <input type="checkbox"/> Somewhat | <input type="checkbox"/> No | <input type="checkbox"/> Not Applicable |

Overall rating: 1 2 3 4 5

Additional notes and observations on what was done well and/or suggestions for improvement:

Clarify and Confirm

- | | | | | |
|--|------------------------------|-----------------------------------|-----------------------------|---|
| Clarifies often what is being said: "What I mean is . . ."/"To clarify, . . ." | <input type="checkbox"/> Yes | <input type="checkbox"/> Somewhat | <input type="checkbox"/> No | <input type="checkbox"/> Not Applicable |
| Regularly checks understanding of the other person: "So what you are saying is . . ."/"Could you clarify that last point?" | <input type="checkbox"/> Yes | <input type="checkbox"/> Somewhat | <input type="checkbox"/> No | <input type="checkbox"/> Not Applicable |
| Checks to ensure the other person has understood: "What is your understanding so far?" | <input type="checkbox"/> Yes | <input type="checkbox"/> Somewhat | <input type="checkbox"/> No | <input type="checkbox"/> Not Applicable |

Overall rating: 1 2 3 4 5

Additional notes and observations on what was done well and/or suggestions for improvement:

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Organize and Outline

Numbers or letters key ideas to divide them into the main points

Yes Somewhat No Not Applicable

Has a clear beginning, middle, and end

Yes Somewhat No Not Applicable

E-mail: States the purpose in the Subject line

Yes Somewhat No Not Applicable

E-mail: Uses headings to organize different topics

Yes Somewhat No Not Applicable

Overall rating: 1 2 3 4 5

Additional notes and observations on what was done well and/or suggestions for improvement:

Rephrase and Reframe

If saying something one way doesn't work, tries another way to make sure he or she is understood

Yes Somewhat No Not Applicable

Uses analogies, metaphors, and stories when helpful in making a point

Yes Somewhat No Not Applicable

Overall rating: 1 2 3 4 5

Additional notes and observations on what was done well and/or suggestions for improvement:

Explain with Examples

When presenting an idea or making a request, explains why it is important

Yes Somewhat No Not Applicable

Provides examples of ideas and concepts

Yes Somewhat No Not Applicable

Uses visuals such as drawing ideas on paper or showing images

Yes Somewhat No Not Applicable

Overall rating: 1 2 3 4 5

Additional notes and observations on what was done well and/or suggestions for improvement: