



Oregon
CHAPTER

ACC Oregon September 2019 Newsletter

Upcoming Events

Hosted Oregon Heart Club Dinner - October 10th, 2019
MAC Club - Portland, OR
Women and Heart Disease AND Women in Cardiology

OREGON ACC EDUCATION FOUNDATION INVITES YOU TO
A SPECIAL HOSTED OREGON HEART CLUB DINNER
OCTOBER 10TH - 6:00 - 9:00PM
MULTNOMAH ATHLETIC CLUB (MAC) IN PORTLAND
1849 SW SALMON ST, PORTLAND, OR

**WOMEN AND HEART DISEASE
AND WOMEN IN CARDIOLOGY**

WHO IS INVITED?
OREGON AND SW WASHINGTON CARDIOLOGISTS, CARDIAC SURGEONS,
AND CVT MEMBERS (BOTH GENDERS)

6:00 - 6:30 pm - Hosted Reception
6:30 - 7:30 pm - Buffet Dinner
7:00 - 7:45 pm - Women and Heart Disease Presentation
Sandy Lewis, MD, FACC
7:45 - 8:30 pm - Women in Cardiology Panel Discussion
An Esteemed Panel of Oregon ACC Cardiologists
8:30 - 9:00 pm - Q&A and Networking with Your Colleagues
TO RSVP - WWW.CARDIOLOGYINOREGON.ORG

THIS PROGRAM IS PARTIALLY SUPPORTED BY NOVARTIS

Dear

My favorite season is upon us. Fall means beautiful colors, falling leaves, and crisp weather. Symbolically (and literally), it is a time of preparation. Many animals store food, getting ready for hibernation. Farmers work on their fall harvest by collecting a reserve of crops. And we, too, spend time in preparation related to our career.

To this end, I highlight two recent articles by colleagues of ours within the ACC about preparation. The first is by Board of Governors Chair Akshay Khandelwal, MD, FACC, and ACC staffer and leadership development expert, Rosanne Nelson. It's titled *Back to School: A Primer on Emotional Intelligence and Perception* and highlights the skills (preparation) needed to respond to all of the "hyperchange" that we're experiencing in healthcare. The second is by Chair of the ACC Lifelong Learning Oversight Committee (LLOC), Jeffrey T. Kuvin, MD, FACC. It's titled *LLOC 101* and highlights the ACC's strategy around education (preparation) and the range of activities included in this portfolio.

Finally, I want to remind everyone of our upcoming Women in Cardiology event that is planned for October 10th in Portland. Special thanks to Drs. Lori Tam and Sandy Lewis for organizing and leading this effort. It's not too late to register: <http://events.r20.constantcontact.com/register/event?oeidk=a07egj4nac939a06c8&llr=wutacwcab&showPage=true>



Back to School: A Primer on Emotional Intelligence and Perception

Many of you sent kids back to school this month (or late last month). Many of those kids were likely making transitions—new kindergartner, high schooler, or collegiate scholar. Our youngest son was entering middle school for the first time. We made sure he learned a combination lock for the first time; did 'dry run' between classrooms over the summer to learn the zig-zag of the new school (and how to avoid eighth-graders); and bought new folders/binders to keep his multitude of new subjects organized and tidy. You would think with two older brothers, including one attending 8th grade in his school, he would be prepared—and in reality, he was. We weren't. So, when he boarded that sunny yellow school bus on his first day of 6th grade, my wife and I shared a gentle tear—we hadn't paid any attention to what his hopes and fears for the new school were.

As with organizations, operating within "hyperchange, most leaders naturally focus on the task at hand. As physicians, we're data-driven and results-oriented; as physician leaders, we aren't much different. However, in the case of leading both strategically and authentically, it is also critical that we consider how we are leading from a 360-degree perspective. In other words, our stakeholders matter . . . and their perception of how we lead, matters even more.

At Henry Ford Hospital, emotional intelligence in leadership is a relatively new concept. I serve as a mentor and peer-partner to onboard new and early-career physicians into their clinical and leadership roles. One physician in particular was struggling to develop her leadership skills. She regularly churned out dissertation-like memos with great precision on the latest policy/procedures; spoke the leadership and administrative "lingo;" and was leading several teams in developing innovative procedures. However, her teams were not as efficient or productive as expected, much to her dismay and confusion. When we reviewed areas for opportunity, she focused on inadequate human/capital resources and the variability of serving a complex population, but felt she had an exemplary track record of leadership. When I inquired about her staff and her partners—her stakeholders—she gave me a blank stare. Never did she realize that not only were her teammates her most critical resource, but she had failed to pay attention to the signals of frustration and unhappiness they were sending—and unfortunately, I had pages of criticisms to communicate to her.

As a Leadership/Organizational Development practitioner, the goal will always be for the root cause of any leadership complexity to present itself organically. In this case, the leadership dilemma presented itself in bold/flashing lights. What this leader *thought* she knew about her team, how she *thought* she was leading, what she *thought* she was communicating, and to whom...was through one lens. A lens of one does not reveal the views of all. From a leadership perspective, a myopic view is more likely to present a skewed reality.

The majority of leaders come to the table with the best of intentions. However, it's not until we take a look around (and gather feedback) that our self-perception is either validated or disproved. In other words, we typically lead with only one lens...our own. Thus, absent of being aware of competencies related to emotional intelligence, leaders may find themselves frustrated with feedback such as in the example above.

Additionally, the higher the level of leadership, the more crucial emotional intelligence becomes. Decades of research tells us that emotional intelligence often trumps IQ in terms of leadership effectiveness. Thus, we are seeing less focus on technical skills in the workplace and more focus on competencies related to how we work together, communicate with each other, and manage change.

While there is an industry of data, and literature regarding emotional intelligence, the basics are derived from Daniel Goleman's work, narrowed down to four key competencies, or emotional intelligence (EQ) clusters, of which sub-competencies exist. For the purposes of this brief column, the basics are as follows:

1. **Self-Awareness: Recognizing and understanding our own emotions.** This cluster reflects the ability to read and understand your emotions; as well as recognize their impact on work performance, relationships, and the like.
2. **Self-Management: Effectively managing our own emotions.** This cluster reflects the ability to keep disruptive emotions and impulses under control. While also adjusting to changing situations, overcoming obstacles and seizing opportunities along the way. These 'opportunities' may not always be comfortable.
3. **Social-Awareness: Recognizing and understanding the emotions of others.** This cluster reflects the ability to sense other people's emotions, understand their perspective, and take an active interest in their concern/s. Additionally, and critically important, it reflects the ability to read the currents of organizational life, build decision networks, and navigate politics.
4. **Relationship Management (*previously termed: 'social skill'): Applying emotional understanding in our dealings with others.** This cluster reflects interpersonal communication skills. It's all about

your ability to get the best out of others ... your ability to inspire and influence, communicate and build bonds with those around you, and your ability to help them change, grow, develop, and resolve conflict independently.

If we were to apply the Goleman's EQ clusters to the scenario above, the immediate concern is a lack of social awareness and relationship management regarding her team. This leader was a high performer and academic achiever, and highly regarded by her peers. However, that alone won't steer the ship, and as proof, the team had a much different view. Thus, in this case, operational incidents and communication missteps occurred along the way. She may have thought they shared in her passion and zeal for her accomplishments, but the 360 feedback indicated a much different tale. Perception matters. Stakeholders matter. The perception of those stakeholders is invaluable.

Great leaders move us. They ignite our passion and inspire the best in us. When we try to explain why they are so effective, we speak of strategy, vision, or powerful ideas. But the reality is much more primal: Great leadership works through the emotions. No matter what leaders set out to do-whether it's creating strategy or mobilizing teams to action-their success depends on how they do it. Even if they get everything else just right, if leaders fail in this primal task of driving emotions in the right direction, nothing they do will work as well as it could or should. (Goleman 2005)

As in my case, I thought I was managing our family change quite nicely. However, I came to realize that my intentions did not match my actions. I was so focused on managing the process from the lens of one, that I neglected to take stock of the emotional impact of this transition for all. Ultimately, our grown-up little boy made it through school that day-he remembered his locker combination, didn't get lost (or harassed) on his way to class, and brought all his new class orientations neatly organized in folders. And, we all took a moment to exhale when we saw his exuberant wave and tremendous smile as he walked home from the bus stop, completing his first day of middle school.

Lifelong Learning Oversight Committee (LLOC) 101

ACC's Lifelong Learning Oversight Committee (LLOC) is the overarching member governance group strategically leading education efforts and guiding the performance of all ACC education committees and workgroups. From Annual Scientific Sessions, to Self-Assessment Products (SAPs), ECG Drill and Practice, and Board Review Courses, the LLOC is involved in the development, execution, evaluation and management of these and other live and digital educational offerings. The LLOC is comprised of 23 ACC members from a variety of professional backgrounds. The LLOC has four major committees: Curriculum Design, Education Standards & Outcomes, Competency Management, and Annual Meeting Program Planning. In addition to monthly conference calls, the LLOC meets in person three times annually.

Recently, the LLOC has focused on the 2019-2023 ACC Strategic Plan, focusing on innovative methods to create actionable knowledge. The LLOC's goal of "strategic" education includes member-focused, efficient, innovative, team-based, digital and live educational activities utilizing diverse, well-trained faculty. Some recent examples of ACC Education include:

- **ACC's Annual Scientific Session:** continued focus on interactive and interdisciplinary learning; attendee satisfaction scores have never been higher, and we are not done yet! ACC.20/WCC registration and housing is now open for ACC members. [Learn more](#)
- **ACC International Conferences:** annual regional conferences in Latin American, Asia, and the Middle East; providing top-notch education with local and international faculty.
- **ACCSAP-CMP:** a new approach to learning and testing for MOC; an innovative collaboration with the ABIM that is creating an entirely new way to obtain MOC. [Learn more about the CMP](#) and key enrollment dates!
- **Focused leadership development:** programs focusing on FITs, Emerging Faculty, and Young Investigators are just a few examples of leadership education in action.
- **Heart Songs, ECG Drill and Practice:** novel online approaches to skills-based learning.
- **Point-of-Care education:** innovative methods to provide education at the point of care.
- **And many more!**

Clearly, the future of ACC Education is bright, and ACC members will continue to benefit from innovative and bold education.

Oregon Cardiovascular Symposium - April 17 - 18, 2020 in Portland, OR



Oregon
CHAPTER

Save the Date!

17th Annual
Oregon Chapter of the American College of Cardiology Education Foundation
Oregon Cardiovascular Symposium

APRIL 17-18, 2020

New Location — Embassy Suites Portland Airport

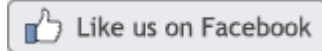
Physicians:
Earn Maintenance
of Certification
(MOC) Credits

Wishing you all a great start to fall,

Ty J Gluckman, MD, FACC
Providence Heart Institute
Portland

The mission of the Oregon Chapter of the American College of Cardiology is to build a cohesive cardiovascular community throughout the State of Oregon in order to locally promote cardiovascular education, research, quality care and influence healthcare policy.

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