

Personal Interpersonal Capacity: A Moderated-Mediation Model for Student Success

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The purpose of the paper is to add to the emotional intelligence (EI) literature, focusing on the social emotional competence (SEC) paradigm, by proposing a development framework and diagnostic tool, called personal interpersonal capacity (PIC). PIC helps explain the mechanisms whereby EI influences performance through four interrelated factors that reduce conflict and increase communication. We discuss the theoretical rationale for the model, four interrelated factors (self-awareness, consideration of others, connecting with others, and influence orientation), potential factor archetypes, and moderating and mediating mechanisms through which personal interpersonal capacity operates. We conclude by identifying model implications and future empirical propositions.

INTRODUCTION

According to the most recent job outlook survey by the National Association of Colleges and Employers (NACE, 2016), there is a relatively stable list of skills employers want in new college graduates with nine out of the ten of those desired skills being interpersonal or intrapersonal in nature. In addition to employers, educators have emphasized learning social and emotional knowledge and skills to help engage and respond to an increasingly complex environment (Hoffman, 2009; Kanoy, 2011; Oberst, Gallifa, Farriols, & Vilaregut, 2009). The challenge, therefore, is for students to develop deeper capacities of awareness, connection, and consideration to influence social change. Personal interpersonal capacity (PIC) model may serve as a potential a framework to inform high impact practices that support student identity development, engagement, belonging, and responsible leadership.

In this paper, we will explore the literature on emotional intelligence (EI), consider the PIC factors, and develop the PIC model. The concept of PIC extends the existing conceptualizations of EI by considering it from a development perspective, building on the social emotional competence literature of EI, to propose a framework for student success. The focus of the PIC model is the desirable, sustainable enhancement of social and emotional capacity, through the intentional use of emotional and social behaviors that lead to effective performance. We view PIC, as more than a set of skills, but as a potential developmental framework and diagnostic tool that may be particularly effective with students in higher education. PIC extends the conversation about the importance of social and emotional competencies by considering a theoretical framework for development, a diagnostic tool for goal frustration, and an examination of how the factors interrelate through a moderated-mediation model.

LITERATURE REVIEW

Emotional Intelligence

There are various definitions and conceptualizations of emotional intelligence (EI), but broadly speaking, EI is a constellation of abilities, skills, and traits to better recognize and regulate one's emotions and the emotions of others toward successful social adaptation (Seal & Andrews-Brown, 2010). Authors vary in the degree that they focus on EI as (a) an innate ability (on one side of the spectrum), or (b) a set of learned traits (on the other side of the spectrum). Mayer, Salovey, Caruso, and Sitarenios (2003) identify EI as a set of cognitive abilities relating to emotion perception, emotion facilitation, understanding emotions, and emotion management, which are thought of as ability (i.e., heredity based) emotional intelligence. Other authors have posited that EI is "a set of non-cognitive traits, competencies, and motivational variables that are linked to interpersonal success" (Schlegel, Grandjean, & Scherer, 2013; p. 249), and are thought of as trait (i.e., experience based) emotional intelligence. To help resolve some of the variances in conceptions, Cherniss (2010) proposed labeling trait emotional intelligence models as emotional social competence (ESC) and ability emotional intelligence models as EI. Schlegel et al. (2013) confirmed the distinctions, identifying the components shared by various ESC models (i.e., expressivity, sensitivity, emotional abilities, and self-control) and the differences between EI and ESC (i.e., performance-based scales, including emotion recognition) to support the distinct focus areas. For our purposes, the PIC model extends the ESC conceptualization of EI, defining personal interpersonal capacity as a set of skills and behaviors, developed through experience.

The value of EI in general, and ESC in particular, may be seen in its effects on outcomes including leadership behavior and managerial performance (Cote, Lopez, Salovey, & Miners, 2010), higher self-esteem and overall well-being (Nelis et al., 2011), and improved relationships at work (Oberst et al., 2009). These benefits are not limited to professionals, as several studies have demonstrated the positive impact of EI and ESC on student learning, personal development, social integration, effective collaboration, leadership development and academic achievement in the college experience (Gerli, Bonesso, Comacchio, & Pizzi, 2014; Smith, 2009; Wyatt & Bloemkr, 2013; Vandervoort, 2006).

Expanding on the benefits for higher education, increasing social emotional competence may help students navigate the social and emotional challenges that are inherent in the transition to college and may

mitigate the difficulties colleges and universities face, including risk-taking behaviors and student persistence (Hu & Kuh, 2002; Kezar, 2007, Rivers et al., 2013). In the case of risk-taking behavior, the period of late adolescence or emerging adulthood (ages 17 – 25 years) is considered by some to be one of the most important stages in development, as it is the time when an individual's identity, including self-views, perceived views of others, and essential personality characteristics, is formed (Sokol, 2009). It is also a period marked by increased engagement in risky behaviors, such as promiscuous sexual activity, use of illicit substances, and heavy drinking (Rivers et al., 2013). Although traditional thought has regarded self-esteem as an indicator of engagement in risky behaviors, Rivers et al. (2013) suggested that EI should also be taken into consideration, as it is "positively related to healthy personal and social functioning and academic success among college students" (p. 173). In the case of retention, Tinto (1987) identifies social integration to be as important as academic integration in student persistence (e.g., a student who attends college continuously from enrollment until degree completion). Increased persistence is found with students who feel a sense of belonging and motivation (Harper, Morrow & Ackerman, 2012) and researchers cite disconnectedness as a key element in retention conversations (Fleming, 2012; Holmes, Ebbers, Robinson, & Mugenda, 2007; Hurtado, Sáenz, Espinosa, Cabrera & Cerna, 2007). Therefore, given the importance and the critical age of transitioning from adolescence to adulthood, our conceptualization of personal interpersonal capacity and the development of emotional and social competence may be key elements to student success.

Although the importance of EI and ESC is established, the evidence on improving social and emotional knowledge and skills is still emerging. For example, Nelis et al. (2011) found that intensive training and follow-up resulted in improved levels of ESC, having a long-term effect on psychological well-being, subjective health, quality of social relationships, and employability. Similarly, Galal, Carr-Lopez, Seal, Scott, and Lopez (2012) examined the short-term impact of a role-play exercise on student emotional social competence with results indicating improvement in connection to others and influence orientation. In addition, Patti, Holzer, Stern, and Brackett (2012) found that personal and professional coaching improved the self-awareness, emotion management, social awareness, and relationship management of schoolteachers and administrative leaders. Seal and Miguel (2013) reported high levels of satisfaction with a peer-coaching program for students, finding that students identified new knowledge and behaviors from the intervention to improve social skills. Scott, Whiddon, Brown, and Weeks (2015) reported that a leadership development course demonstrated improved leadership qualities and how students viewed their own leadership style. In sum, these intervention studies indicate the potential value of emotional social competence development programs. Furthermore, it seems appropriate that higher education institutions facilitate interventions such as these, in an effort to positively, affect academic outcomes, identify development, and life achievement to foster overall student success.

PERSONAL INTERPERSONAL CAPACITY

Personal interpersonal capacity is the individual potential to recognize and regulate emotional information and behaviors to achieve individual goals through social interactions. As discussed earlier, PIC extends the ESC paradigms proposed by Cherniss (2010) and Schlegel et al. (2013), which identified a set of behaviors, distinct from general intelligence that involves a person's interaction with oneself and others in successfully resolving personal-interpersonal challenges. The model is comprised of four interrelated factors: (1) self-awareness; (2) consideration of others; (3) connection to others; and (4) influencing change. The purpose of the PIC model is to provide a framework to facilitate building and assessing student capacity to recognize emotional cues, process emotional information, and utilize emotional knowledge to adapt to social challenges. The underlying assumption is that those who develop their capacity to understand themselves, evaluate the world around them, build meaningful relationships, and foster positive changes will increase meaningful communication and reduce dysfunctional conflict in goal attainment. Therefore, the PIC model is both a diagnostic tool, providing insights regarding potential obstacles to goals, as well as a developmental guide, suggesting areas of strength and opportunity.

The PIC model evolved from a series of iterative models, exploring social emotional development. To begin, Seal, Naumann, Scott, and Royce-Davis (2010) argued that student success not only depends on educational achievements, but also on the extent to which students can gauge their emotions. Specifically, the concept of social and emotional development (SED) examined the capacity to use “emotional information, behaviors, and traits to facilitate desired social outcomes” (Seal, Naumann, Scott, & Royce-Davis, 2010; p. 2). The SED model, which derived from theories of social intelligence and emotional intelligence, was comprised of four factors: self-awareness, consideration of others, connection to others, and impacting change. The purpose of the SED model was to gain a deeper understanding of students’ ability to recognize and process emotional cues and information, and to use that information to adapt to social challenges. In essence, students who have a higher capacity for understanding the implications of their emotions will potentially perform better in social situations in school and work. An important aspect of the SED model is that it drew from the evidence that competence (i.e., the ability to do something successfully), can be developed. Since students can learn to become emotionally self-aware, perhaps other social and emotional characteristics are developable as well. After the SED model was introduced, Seal, Beauchamp, Miguel, and Scott (2011) developed the Social Emotional Development Inventory (SED-I) which was a student-centric survey instrument for social and emotional competence (SEC), demonstrating acceptable reliability and evidence of validity (Seal et al., 2011).

Soon after the promising results of the above-mentioned study, the SEC model evolved into the Social Emotional Competence Development (SECD) model, which expanded the definition of social emotional development to “the enhancement of individual capacity to recognize and regulate emotional information and behaviors to facilitate desirable social outcomes” (Seal & Miguel, 2013, p. 29). Since the SECD model focused on the development of social and emotional competencies, the authors implemented a peer-coaching program in the hopes of developing student social and emotional capacity (previously referred to as competence).

More recently, researchers aimed to minimize the gap between social emotional learning and professional soft skills, since those skills are highly relevant for current student academic experience and the major part of subsequent post-college professional life (Seal et al., 2015). The SED-I was revised into the Personal-Interpersonal Capacity Assessment (PICA) for several reasons. First, researchers thought that the revision was necessary to ensure that the questionnaire more fully captured the variables in the theoretical model. In addition, the PICA model served as a more straightforward distinction between personal-interpersonal capacity and emotional intelligence. Finally, the new model placed a higher emphasis on the interrelations of factors and development of factors rather than preconceived levels of scoring of competence, to avoid some of the self-report bias of measurement. Personal-interpersonal capacity is “the increase in emotional knowledge capacity and social behavioral options to achieve desirable, sustainable outcomes” (Seal et al., 2015; p. 4). The authors posited that students who can develop the capacity to understand themselves in terms of their relationships with others will foster positive change in their personal, social, and professional lives.

Personal Interpersonal Capacity Factors

As discussed, the PIC concept is based on four factors: (1) self-awareness—the knowledge and understanding of one’s emotions and talents; (2) consideration of others—the regard for the person and situation before thinking and acting; (3) connection to others—the ease and effort in developing rapport and closeness with others; and (4) influence orientation—the propensity to seek leadership opportunities and move others toward change.

Self-awareness (or accurate self-knowledge) is defined as the knowledge and understanding of one’s emotions and aptitudes. That is, accurate self-knowledge includes the dimensions of emotional self-awareness and accurate aptitude assessment. Emotional self-awareness consists of knowing your current moods and feelings (or accurate identification) and recognizing the triggers for your emotions (or accurate attribution). Accurate aptitude assessment consists of an accurate assessment of power and dependency (or understanding strengths and weaknesses) and understanding one’s attitudes (or preferences).

Consideration of others (or regard for others) is defined as the regard for the person and situation before thinking and acting. That is, regard for others includes the dimensions of empathy and self-monitoring. Empathy includes feeling (and understanding) what others are feeling as well as discerning the relative importance (or value) of those reactions. Self-monitoring consists of sensitivity to expressive behaviors of others (e.g., recognizing cues) and modifying self-presentations (i.e., regulating or changing self-behavior).

Connection to others (or building meaningful relationships) is defined as the ease and effort in developing rapport and closeness with others. Specifically, it includes the dimensions of sociability and intimacy. Sociability is the comfort (or ease) in establishing relationships as well as the energy (or effort) spent in maintaining relationships. Intimacy is the mutual exchange of thoughts and feelings (or rapport) and the level of honesty and trust (or closeness) in the relationship.

Influence orientation (or effecting change) is the propensity to seek leadership opportunities and the inclination to move others toward change. It includes the dimensions of initiative and inspiration. Initiative includes seeking leadership roles (or positions) as well as deliberate displays of leadership behaviors. Inspiration is the ability to motivate (arouse action in others) as well as self-efficacy (confidence in leading others).

Personal Interpersonal Archetypes

To understand the different factors of the PIC model, it helps to consider each as a specific archetype. Archetypes provide the opportunity for succinct description of expected commonalities in human expression as devices to recognize patterns in human behavior. The following examples represent what it would look like if a person were to score high on one factor but lower on the remaining three. To provide a more illustrative picture, we base the archetypes are based on characters from a well-known literary reference, the Harry Potter series by J. K. Rowling. Each character described below exhibits one of the four factors. Following each character description is an example of how this archetype might present itself in a higher education setting.

Self-Awareness: Hermione Granger

Hermione is a highly driven girl who knows what she wants. She studies hard, is capable of speaking up for herself, and is aware of her strengths and limitations. In a scene at the end of the second installment of the series, Harry tells Hermione that she is better at magic than he is, to which she responds, “[I may be book smart and clever, but] there are more important things, like friendship and bravery” (Rowling, 1998, p. 286). However, Hermione is often perceived as being inconsiderate to those who are not close to her. Because she is so smart, she will often dominate a conversation or answer all the questions a teacher asks, not allowing her fellow classmates a chance to speak. As a result of her “know-it-all” attitude, she is often disliked by many of her peers and has a hard time building connections. Additionally, some of the other students look down on her for her lower-class status (having ‘muggle’ or human parents), which further promotes her isolation from fellow classmates. Whether it be because of her attitude, or the perception of her by others, her inability to connect with others makes it difficult for her to be viewed as a leader or have influence with others.

As an example, a student overly focused on self-awareness (a natural occurrence for those in late adolescence transitioning to college), may appear aloof and feel isolated, leading to miscommunication and conflict. Therefore, specific interventions to help students connect to others is critical. In fact, we see this in the orientation process of institutions, in attempts to connect student together with the explicit assumption that this will help ease their transition to college.

Consideration: Harry Potter

Harry grew up in a non-magical household and is just now learning of his abilities, and therefore has little awareness or understanding of who he is and his role in the world. Prior to joining the magic community, his legal guardians (and only human contact) treated him like he was less than human. Harry’s lifelong experience of being ignored and disregarded result in his increased consideration for

others. He is able to understand the feelings of others, show compassion, and differentiate the value of their responses. After Ron befriends Harry on the train to Hogwarts, Harry notices Ron's disappointment at being unable to purchase goods from the snack cart and orders enough treats for the both of them, without making Ron feel awkward or ashamed in the process. As a prophesied character, Harry faces unique challenges. Although Harry wants to be seen as the same as his fellow classmates, he is not, indicating Harry's lack of positional awareness. Students' perceptions of Harry made it difficult for him to make genuine connections with others. Therefore, his lack of self-awareness and limited connections to others inhibits his ability to influence his peers.

A student overly emphasizing consideration of others, may be a desire to please others and lose a sense of personal identity. One strategy would be to help the student build capacity in self-awareness, to counterbalance (or at least understand) the need to please and develop his or her own identity, distinct from others. We often see this play out through academic advising and (when appropriate) counseling services.

Connectedness: Ron Weasley

Ron grew up in a home with six siblings and he is the youngest of four boys, all of whom have very distinct personalities. Consequently, Ron's connectedness with others is increased as a result of growing up in a large family with many siblings. Ron is able to engage in relationships that are built on trust, and can easily join into social situations with diverse groups. This is evidenced by the ease in which he builds rapport and forms close friendships with Harry and Hermione; two individuals from backgrounds quite dissimilar from each other and his own. However, Ron often struggles with self-awareness as he tries to develop his own personality and define his identity that is distinct from his older siblings. His consideration for others is also limited, as he tends to make comments without thinking of the consequences and lacks the forethought to see how his words may affect others, particularly those of the opposite sex. Ron seldom takes the initiative to take on leadership roles and often tries (unsuccessfully) to convince his friends to refrain from their heroic activities.

Connection to others relates directly to feelings of connectedness and belonging (which is critical to college successes), but this archetype might over engage, fostering groupthink (and a failure to realistically appraise options). To counterbalance, having opportunities for developing influence, moving from followership to leadership, may be beneficial.

Influence: Draco Malfoy

Draco comes from a family of money and power. He watches his father for cues on how to think and behave. Instead of formulating his own opinions about the world, he resorts to statements that start with "my father..." Draco has no consideration for others, as he says and does whatever he wants, with little regard for the feelings or desires of others. The relationships that he has are built on money, power, and fear, emulating rapport or closeness. However, because of his family's money and power, as well as his own natural inclination toward taking initiative, Draco has high influence on his fellow classmates. His father's contributions to the school have afforded Draco a prestigious position, and Draco regularly makes threats of 'telling his father' about things that displease him.

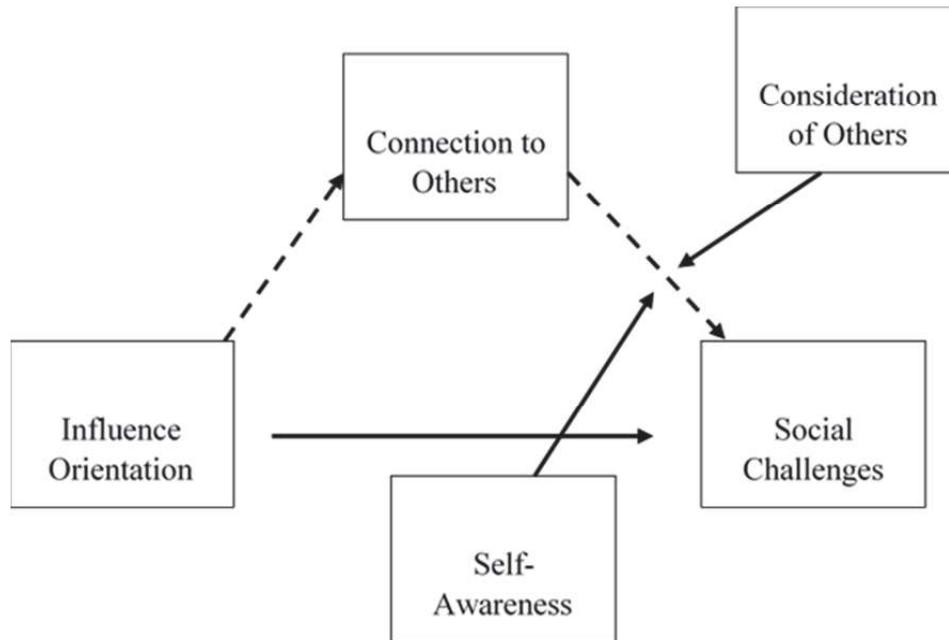
Students who focus exclusively on influence strategies, without the requisite attention to self-awareness, consideration or connection, may be seen as a bully or tyrant, getting what they want (at least superficially) in the short term, but failing to develop long-term strategies for success. A suggestion for this archetype may be greater attention to building relationships, as well as attention to both self-awareness and consideration of others.

Personal Interpersonal Capacity Model

The PIC factors interact in a model that proposes that the ability to influence a social situation is dependent on one's connection to the person (or persons) involved, which is in turn either strengthened or diminished by how well individuals understand themselves and those around them. More specifically, we propose that the impact of influence orientation on a desirable social outcome is mediated by the strength

of the connection to the target, and the magnitude of the effect is moderated by self-awareness and consideration of others. In other words, one must act through people (mediation), but the strength of that action (moderation) is affected by knowledge of oneself and of others (please see Figure 1 below).

**FIGURE 1
CONCEPTUAL PIC MODERATED MEDIATION MODEL**



As an integrative model, PIC provides a theoretical framework for understanding student behavior and for planning potential interventions by focusing on student competencies. The model examines the capacity of individuals to recognize and regulate emotional information and behaviors to facilitate desirable social outcomes. Those who develop their capacity to understand themselves, evaluate the world around them, build meaningful relationships, and foster positive changes may increase meaningful communication and reduce dysfunctional conflict, contributing toward successful goal attainment.

The first component of our model examines individuals' influence orientation and the interpersonal mechanism through which it affects outcomes. Influence is a key factor in higher education development. According to the most recent job outlook survey by the National Association of Colleges and Employers (2016), having strong influence/leadership skills was the top attribute that employers seek on a candidate's resume. Specifically, our model proposes that connection to others mediates the relationship between influence orientation and outcomes. That is, in order for individuals to influence others toward change and achieve desired outcomes, they need to be able to connect with others. As noted earlier, connection to others involves establishing and maintaining relationships (e.g., through communication and trust) whereas influence orientation involves moving others toward change (e.g., through leadership).

Establishing a connection with others before moving them toward change is critical for a couple of reasons. First, communicating thoughts and emotions with the other party are thought to contribute to experiencing a connection with that person, and, as a result, is associated with feelings of interpersonal closeness (Reis & Sprecher, 2009). Being in-sync with the other party's feelings may lead to being in-sync with influential behaviors. Second, having a connection with a person exerting influence helps reduce the uncertainty associated with a proposed change.

Most research on connections with others has been examined in the education literature (Faranda & Clarke, 2004; Smart, Kelley & Conant, 2003). Smart et al. (2003) found that professors who develop a

good rapport with their students enjoy a higher level of class participation, student motivation, and personal satisfaction. In a subsequent study, Faranda and Clarke (2004) broadened the scope of analysis by asking students to express, in their own words, the most important qualities in outstanding teaching. The researchers found that rapport, defined as the ability to maintain positive relationships, was critical to students. Given that teaching is a form of influence, we expect that experiencing a connection with others will be a key mediating factor between influence and outcomes in other influence contexts as well.

In addition to the education field, some research has examined the relationship between connections to others and outcomes in the customer service literature. Establishing long-term relationships with customers is a key competitive advantage in today's workplace, especially for customer service organizations. For instance, in one study, rapport was positively associated with relationship quality in dental services (Ali & Ndubisi, 2011). Similarly, Athanasopoulou and Giovanis (2015) found that rapport between doctors and patients was positively associated with patient loyalty. The authors explained their findings by stating that the critical factor in establishing a quality relationship is having a close, enjoyable connection with the other party. This finding may be particularly important in the context of one party engaging in efforts to influence the other where a connection with others may help them see the rightness of one's influence. In a higher education development context, students should be more likely to exert influence over a person or situation when they experience a connection with the person. A student wishing to be the leader of a campus club should first make an effort toward developing a connection with members through exchanges that foster rapport, communication, and trust.

Proposition 1: Connection to others will mediate the relationship between influence orientation and desired outcomes.

We also expect that the magnitude of the relationship of connection to others to desired outcomes is moderated by the next two key components of our model: self-awareness and consideration of others. First, recall that self-awareness, a foundation of EI (Hopkins & Yonker, 2015), involves the knowledge and understanding of one's emotions and aptitudes. Research has found a positive relationship between EI and desired workplace outcomes such as leadership effectiveness (Lopes, Grewal, Kadis, Gall, & Salovey, 2006; Walter, Cole, & Humphrey, 2011), leader influence (Taylor, 2010), performance (Young & Dulewicz, 2007), and teamwork (Farh, Seo, & Tesluk, 2012). Given self-awareness has been considered a hallmark component of EI (Hopkins & Yonker, 2015), we expect it to exert similar effects on outcomes in the higher education development area.

Self-awareness is an especially relevant skill for higher education development. Recent research has found that, once in the workforce, employees generally rate their own abilities significantly more favorably than others rate them (Heidemeier & Moser, 2009). Sheldon, Dunning, and Ames (2014) found this effect to be particularly common among low performers. In three studies of professional students, the authors found that the least skilled were more likely to disparage the accuracy or relevance of feedback given to them regarding their deficits.

Sheldon et al.'s (2014) results highlight the need for self-awareness research in a development context:

Accurate self-assessment is not an outcome people can just assume developing managers will attain on their own. Left to their own devices, some people will overstate their social abilities because their deficits in these abilities are invisible to them. In particular, those lowest in emotional intelligence may be largely unaware of their deficits and yet remain skilled at dismissing feedback to the contrary. Consequently, the emotionally least skilled may benefit most not simply from receiving feedback on their EI, but from receiving it in a way that mitigates their defensiveness and propels them toward constructive development (135).

Given the importance of self-awareness in a development context, we suggest that identifying ways that self-awareness is used to attain desired outcomes is critical. In particular, we expect that those with a high level of self-awareness will be better able to tap into a connection to others to achieve their goals. There is some research in the educational administration field pointing to a positive relationship between

self-awareness and connection to others. Case study research on education administrators has found that self-aware administrative leaders tend to have better relationships with colleagues (Patti et al., 2012).

Research on the relationship between self-awareness and connection to others is also beginning to emerge in the management field. Hernandez, Luthanen, Ramsel, and Osatuke (2015) found that managers who had higher levels of self-awareness received more positive ratings of workgroup climate from their subordinates. Their measure of workgroup climate contained some items involving maintaining relationships that appear similar to the connection to others construct in the PIC model. The authors explained their findings by suggesting that self-aware bosses tend to be well attuned to their feelings, and, as a result, are less likely to permit their negative experiences such as burnout to affect their relationships with their workgroups. Further, the researchers argued that self-aware bosses likely assign added personal resources to monitor their actions and the effects that those actions have on their relationships with others (Hernandez et al., 2015).

Extending the self-awareness-connection to others results found in the educational administration (Patti et al., 2012) and management (Hernandez et al., 2015) fields, we propose that college students with high levels of self-awareness will have a stronger relationship between their connection to others and desired outcomes such as goal attainment in communication, leadership, team building, career development, stress management, and relationships. College students who understand their strengths and are aware of their emotions should be better able to maintain the kinds of positive connections that will help them achieve goals.

Proposition 2: Self-awareness will moderate the relationship between connection to others and outcomes such that when self-awareness is high, the relationship between connection to others and desired outcomes (e.g., goal attainment in communication, leadership, team building, career development, stress management, and relationships) will be stronger.

In addition to knowledge of oneself (self-awareness), we propose that knowledge of others (consideration) should also affect the power of the relationship between connection to others and desired outcomes. As mentioned previously, consideration of others involves the regard for the person and situation before thinking and acting. Such empathy includes feeling (and understanding) the emotions of others, as well as discerning the relative importance (or value) of those reactions.

As Goleman (2000) has argued, when individuals lack consideration for others or empathy, the likelihood of them having favorable relationships with others decreases. Research in the management area has found that teams lacking empathy experience higher levels of relationship conflicts (Ayoko, Callan, & Hartel, 2008). Some evidence of a positive relationship between consideration of others and a connection with others has been reported in the medical literature. For instance, one study using qualitative data found that doctors' empathy skills were positively associated with a good rapport between doctors and patients (Norfolk, Birdi, & Walsh, 2007). The authors recommended that doctors undergo training where they learn to reach an accurate understanding of patients' thoughts and feelings in order to establish a positive relationship with them.

As noted earlier, in addition to empathy, another component of consideration of others involves self-monitoring, which consists of sensitivity to expressive behaviors of others (e.g., recognizing cues) and modifying self-presentations (i.e., regulating or changing self-behavior). Individuals who engage in a high level of self-monitoring tend to devote energy to talking about the other person and expressing the appropriate emotions to facilitate positive interactions (Bhardwaj, Qureshi, Konrad, & Lee, 2016). A recent study on cohorts of college students found that when socializing with casual acquaintances, those who engaged in a high level of self-monitoring added positive value to the relationship, at least in the beginning, which led the other party to want to continue to socialize with them (Bhardwaj et al., 2016). Taking together the existing research on empathy and self-monitoring, we expect that a college student that exhibits consideration of others is more likely to enjoy a connection with others that will lead to beneficial outcomes.

Proposition 3: Consideration of others will moderate the relationship between connection to others and outcomes such that when consideration of others is high, the relationship between connection to

others and desired outcomes (e.g., goal attainment in communication, leadership, team building, career development, stress management, and relationships) will be stronger.

In summary, we propose that the impact of influence orientation on a desirable social outcome is mediated by the strength of the connection to the target, and the magnitude of the effect is moderated by self-awareness and consideration of others.

DISCUSSION

The purpose of our paper was to extend the EI literature, specifically the social emotional competence branch, by proposing a model for higher education, called personal interpersonal capacity (PIC) that provides a development framework and diagnostic tool for student success. After reviewing some of the germinal literature in the field, we explained the model's four factors: self-awareness, consideration, connection, and influence orientation. We introduced archetypes of each factor, offered examples of characters from the Harry Potter series, and discussed how each factor would be applicable to a campus setting. We identified the mediating and moderating mechanisms through which personal interpersonal capacity positively effects desired developmental outcomes and offered propositions for empirical testing.

In summary, PIC is a development framework and diagnostic tool for higher education that follows the social emotional competence (SEC) branch of EI to explain and predict student success. The model assumption is that students who develop their personal-interpersonal capacity may reduce dysfunctional conflict and improve meaningful communication as they work to student success.

Building on the current paper, future research could examine how social, cultural, and economic factors influence a student's development, the impact of PIC on issues of student diversity and inclusion, and the psychometric properties of the new personal-interpersonal capacity assessment instrument.

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