

THE ROLE OF CITIZENSHIP PERFORMANCE IN ACADEMIC ACHIEVEMENT AND  
GRADUATE EMPLOYABILITY

## ABSTRACT

**Purpose** – Employability is a major educational goal, but employability programs emphasise skill development, while employers value performance. Education acts as a model for employment, so educational performance assessment should be aligned with employment models. Consequently, this paper examined the relationship between educational and workplace performance, especially the role of Citizenship Performance within educational settings.

**Design/methodology/approach** – Students in an introductory university course rated their own personality, and weeks later assessed each others' Citizenship Performance. The relationship of these ratings to academic Task Performance was analysed with structural equation modelling.

**Findings** – Citizenship Performance was correlated with academic Task Performance at a similar level to that found in workplace studies. Further, Citizenship Performance mediated the prediction of Task Performance by the personality dimension Conscientiousness, a major predictor of academic performance.

**Research limitations/implications** – Use of separate raters for the various ratings and the study's longitudinal design provided assurance that results were not inflated due to measurement artefact, instead probably underestimating correlation strength.

**Practical implications** – Rather than treating employability skills as an additional educational component, university teachers should actively foster student Citizenship Performance within their courses. This will better prepare students for employment and in the short-term will aid their studies. Attending to Citizenship Performance also provides the benefits of students who are higher on Conscientiousness without restricting access to education based on personality.

**Originality/value** – This is the first study to demonstrate the relevance of Citizenship Performance within educational settings, or to explain how Conscientiousness affects academic performance.

**Keywords** Employability; Citizenship Performance; Academic Performance; Personality; Conscientiousness; Grades; Mediation

**Paper type** Research Paper

Modern educational systems serve many goals, one of the foremost being to enhance student employability (Curtis and McKenzie, 2002), the likelihood of students gaining and keeping various types of employment (Brown and Hesketh, 2004). Consequently, employability has been a major topic among advanced economies for decades (e.g., OECD, 1998), particularly in research on higher education (e.g., Baker and Henson, 2010). Employability is complex, reflecting individual characteristics (e.g., skills, dispositions, health), personal circumstances (e.g., social & financial commitments, cultural background) and external factors (e.g., labour market, employer recruitment), each of which may affect access to jobs (McQuaid and Lindsay, 2005). Nonetheless, it is common for discussions of employability to focus on individuals and how to make them more employable by enhancing 'employability skills'. These skills are usually considered to be distinct from specific educational content, for example, teamwork, motivation and willingness to learn (Harvey, 2000).

Despite their ostensible distinctness, employability skills have been explicitly addressed in university curricula within regular classes or standalone courses (Baker & Henson, 2010). This is partly due to education being both a precursor and model for work (Munson and Rubenstein, 1992). Consistent with this, educational performance has substantial correlations with subsequent work performance and career outcomes for students (Rynes et al., 1997), and greater success for their employing organisations (Bassi and McMurrer, 2007).

Overlaps between learning and work are well recognised, as demonstrated by a recent issue of the *International Journal of Educational Research*, in which researchers applied a range of educational concepts to workplace issues (Harteis and Billett, 2008). This can be justified by the contribution of learning and education to work performance (Rynes et al., 1997), but it is important for education to likewise reflect current organisational research and

practices (Burke and Rau, 2010). The introduction of employability skills into educational curricula implicitly acknowledges this, with educators seeking to transfer ideas from industry to tertiary education (Baker and Henson, 2010). These developments are consistent with the idea that study is a special case of work (Munson and Rubenstein, 1992), and that education replicates work in order to produce future employees (Bowles and Gintis, 1999). By this account, integrating employability skills into education is one part of an overall agenda to groom students to become easily-integrated employees. But this implies that many efforts to promote student employability may be misguided, because if education is to fulfil its role in preparing students for work then employability should be integrated into normal educational practice, rather than added to it.

One factor which may mask the role of employability within education is the substantial difference between performance assessment in academic and workplace settings. Performance had received relatively little attention within organisational behaviour research until comparatively recently (Austin and Villanova, 1992, Campbell et al., 1993), but beginning in the 1980s (e.g., Smith et al., 1983, Campbell et al., 1990), many new models of workplace performance have been developed and applied (Viswesvaran and Ones, 2000). These efforts were not reflected in academic settings, where despite the sophistication of much academic performance *measurement* (Madaus and O'Dwyer, 1999), there seems to have been little similar reconsideration of the *nature* of academic performance (Farsides and Woodfield, 2003). Although university administrations often publicly support complex models of academic performance that reflect workplace conceptions (Oswald et al., 2004), marks for individual courses and overall composites such as grade point average (GPA) remain the predominant measures of academic performance (Poropat, 2009).

Admittedly, there is much about grades and GPA that matches current ideas on workplace performance. Campbell et al. (1993) argued that performance measures need to be

behavioural and controllable by those being assessed, and scalable in terms of proficiency. Grades satisfy these requirements because they are based upon scaled ratings of proficiency with standardised behaviours (e.g., examinations, essays, etc.) and are largely under the control of students, thus satisfying Campbell et al.'s criteria.

Unfortunately, other aspects of grades do not fit well. One of the rarely stated ideas underpinning most academic performance assessment is that it is legitimate to combine marks within a course into grades and ultimately GPA, as if all components measured a single performance dimension (Oswald et al., 2004). However, it is difficult to find published research that directly examines whether multiple assessments measure the same thing, an assumption which may be inaccurate. For example, assessment tasks vary substantially (e.g., group assignments, presentations, essays, multiple-choice tests), assess conceptually diverse areas (e.g., grades on courses in history and mathematics), and have significantly different correlations with other variables (Farsides and Woodfield, 2003), thereby diminishing the coherence of academic performance.

This is comparable to approaches to workplace performance measurement that were common prior to 1990, when workplace performance was typically treated as unidimensional (Austin and Villanova, 1992, Campbell et al., 1993). More recently, several generally applicable dimensions of workplace performance have been identified that are both distinct from each other, and have practical and theoretical value. Of these, Task Performance (Borman and Motowidlo, 1993, Motowidlo et al., 1997) appears to be the most closely related to traditional academic measures like GPA. Task Performance includes the transformation of raw materials, information and instructions, into valued goods and services (Borman & Motowidlo, 1993), while within educational settings, information, knowledge and advice are transformed by students into responses to assessment requirements. Thus, grades are linked to

the 'technical core' (Borman and Motowidlo, 1993) of the academic enterprise, so are the academic equivalent of Task Performance (Oswald et al., 2004).

Other generally applicable workplace performance dimensions include Adaptive Performance (Pulakos et al., 2000), Counter-Productive Behaviour (Martinko et al., 2002); and Citizenship Performance (Borman et al., 2001), none of which appear to have an equivalent in academic performance assessment. Given their growing recognition within the workplace and the need for education to prepare students for employment, there is value in investigating the role of these performance constructs within academic settings.

Of these constructs, Citizenship Performance has the broadest research support, with hundreds of research articles published (Podsakoff et al., 2009). Much of this research used different labels for Citizenship Performance, especially Organisational Citizenship Behaviour and Contextual Performance, but the originators of these labels have argued they are alternative names for the same construct (e.g., Motowidlo et al., 1997, Organ, 1997). In practical terms, Citizenship is of similar value to Task Performance, which together explain between 71% and 84% of variance in overall performance (Johnson, 2001). Clearly, Citizenship Performance is a crucial aspect of performance in the workplace, so efforts at enhancing post-educational employability must address this.

Some evidence for the relevance of Citizenship Performance to academic settings comes from examining how grades are associated with pro-social, Citizenship-like behaviours, such as group work and conflict resolution (Jones and White, 1985), and socially facilitated activities (Graydon and Murphy, 1995). But Citizenship Performance may also be relevant to academic settings because of its links to personality, which has similar relationships with both academic and workplace performance (Poropat, 2009). Citizenship Performance has been proposed as largely mediating the relationship between personality and workplace Task Performance (Motowidlo et al., 1997), and several studies have found that

personality is more strongly correlated with Citizenship than Task Performance (Hatstrup et al., 1998, Johnson, 2001). If the relationship between personality and academic performance is similar to that between personality and workplace performance, and if academic performance is similar to workplace performance, then Citizenship Performance should mediate this relationship in academic settings.

Finding that the relationship between personality and academic Task Performance is mediated by Citizenship Performance is theoretically important because it has recently been found that the personality dimension Conscientiousness is as powerful a predictor of academic performance as intelligence (Poropat, 2009). This is despite the fact that Conscientiousness was developed as part of a process of describing personality generically, while most intelligence tests were specifically designed to predict academic performance (Brown and French, 1979). Poropat (2009) speculated about the reasons why Conscientiousness should predict academic performance, such as that it may be due greater attention to homework (Trautwein et al., 2006) or better time management (Bidjerano and Dai, 2007). Further possible explanations are that Conscientiousness predicts academic performance because it is associated with greater attention to planning, or even general tidiness. This indeterminacy means that establishing whether the relationship between Conscientiousness and grades is mediated by Citizenship Performance will enhance the theoretical understanding of the role of personality in academic performance.

Finding this mediating effect will also have important practical implications. Like intelligence, Conscientiousness is presumed to be a stable disposition in adults (Costa and McCrae, 1997), such as those who study at tertiary level. In contrast, Citizenship Performance is responsive to situational conditions because it reflects a set of behaviours rather than a dispositional factor (e.g., see Cohen-Charash and Spector, 2001, Rhoades and Eisenberger, 2002, Lavelle et al., 2007). So, if the relationship between Conscientiousness and academic

Task Performance is mediated by Citizenship Performance, tertiary educators will be able to achieve the boost to academic performance that is provided by Conscientiousness by providing appropriate educational conditions, instead of relying on previously existing dispositions.

The role of Citizenship Performance in academic settings has yet to be properly assessed. In their review, Borman et al. (2001) listed several studies in which college students were participants, but none considered the relationship between academic Task and Citizenship Performance. The only other studies that have looked at academic Citizenship Performance had limitations that do not allow effective conclusions. For example, Mohammed, Mathieu and Bartlett (2002) only reported correlations between group aggregated scores, leaving little statistical power ( $n$  ranged from 19 to 25), while Schmitt et al. (2007) used self-rated Citizenship Performance, creating concerns about measurement independence (Borman et al., 2001). And no prior studies have examined the relationship between academic Citizenship and Task Performance and measures of personality. Consequently, the research reported here is the first effective test of the role of Citizenship Performance within an academic setting.

In summary, educational researchers and practitioners have attempted to ensure that students learn skills that enhance post-graduation employability, which reflects the role of education as precursor and model for employment, and the consequent similarities between study and work. One of the gaps in these efforts is the disjuncture between academic and workplace performance measurement, with workplace performance accepted as multi-dimensional while there are no comparable multi-dimensional models of academic performance. Student employability would be enhanced if these were aligned, so it would be helpful to test the degree to which workplace models of employment are valid within an educational context.

The research reported here provided this test, examining the role of Citizenship Performance within an academic setting. Given the similarities between academic and workplace performance, it was expected that Citizenship Performance would contribute to academic Task Performance. Consequently, it was hypothesised that:

*Hypothesis One:* Citizenship Performance is positively correlated with academic Task Performance.

Considering the role of Citizenship Performance within an academic setting may also explain the relationship between the personality dimension of Conscientiousness and academic performance. As previously described, it has been proposed that within work settings the relationship between personality and Task Performance is mediated by Citizenship Performance (Motowidlo et al., 1997). If Citizenship Performance has a similar role in both academic and workplace settings, it should mediate the relationship between Conscientiousness and academic Task Performance. These points led to the prediction that:

*Hypothesis Two:* Citizenship Performance mediates the relationship between Conscientiousness and academic Task Performance.

Previous research has found that Citizenship Performance is correlated with workplace attendance (Martinko et al., 2002, Hattrup et al., 1998), and attendance has in turn been linked to academic performance (Oswald et al., 2004), so if there is a relationship between academic Citizenship and Task Performance it may be due to students having greater exposure to the learning environment. Conscientiousness has also been associated with attendance (Furnham et al., 2003), so attendance may mediate the relationships of both Conscientiousness and

Citizenship Performance with academic Task Performance. This would be a relatively uninteresting finding, and Conard (2006) presented data that was inconsistent with attendance mediating the relationship between Conscientiousness and performance. Further, Citizenship Performance encompasses more than just showing up (Borman et al., 2001), and Conscientiousness is likewise a relatively broad construct (Tett et al., 2003). On the basis of this discussion, two additional hypotheses for this study were proposed, namely:

*Hypothesis Three:* Attendance does not entirely mediate the relationship between Citizenship Performance and academic Task Performance.

*Hypothesis Four:* Attendance does not entirely mediate the relationship between Conscientiousness and academic Task Performance.

## Method

### *Participants*

Participants were students in a first-year introductory management course that I convened at a multi-campus Australian university. Inclusion in the study was voluntary, although completion of (and feedback and discussion of) all assessments formed a part of the learning process for the course. Of 282 students who completed the course, 239 agreed to have their results included within the study, but complete data-sets covering Task and Citizenship Performance, as well as personality scores, were obtained for 173 participants. Participants ranged in age from 17 to 53 with an average age of 20.9 years. Of these, 53% were female, while English was a second language for 22.5% of participants.

## *Measures*

### *Personality*

The Five-Factor Model (FFM) has for several decades been the dominant approach for measuring personality (Poropat, 2009), and Goldberg's (1992) scales are those most clearly focused on measuring the FFM dimensions (Widiger and Trull, 1997). Saucier (1994) reconfigured Goldberg's scales as the *Mini-Markers*, making for a much shorter instrument, with comparable reliability, fewer difficult items and lower inter-scale correlations, making it a better choice where assessment completion can be affected by time commitments, such as in teaching situations.

### *Citizenship Performance*

Citizenship Performance was measured using the Poropat and Jones (2009) scale, which unlike most Citizenship Performance measures was specifically designed to be unifactorial, in line with recent meta-analyses of the structure of Citizenship Performance (Hoffman et al., 2007, LePine et al., 2002). The Poropat and Jones scale also has similar internal reliability (Cronbach's alpha), superior internal factor structure, and better external validity than other commonly used measures of Citizenship Performance (Poropat and Jones, 2009).

### *Attendance*

Part of the teaching component of the course was a series of six two-hour workshops. Attendance at these workshops was recorded and accounted for five percent of total marks for

the course. However, this component was not included in the measure of Task Performance for this study, to avoid confounding attendance and academic Task Performance.

### *Task Performance*

The measure of academic Task Performance was the aggregate mark for three assignments: an annotated bibliography, an essay based on the bibliography and a final take-home examination. Assessors within the course used standardised criteria (e.g., choice and use of literature, logical argument, presentation) for marking and participants were provided with these criteria in advance. Overall marks were subsequently moderated between assessors to enhance their reliability.

### *Procedure*

Students were informed about the research project at the start of the teaching semester and asked for their permission to be included within the study. Students were told that the research was about the relationship between personality and performance but no further details were provided. The Mini-Markers were self-rated during class at the start of semester, prior to all other assessments. Ratings of Citizenship Performance were obtained after the completion of a group study project, which involved library research and lasted three weeks. Groups ranged in size from two to four members, with most groups having three members. Group-members were asked to rate each other's Citizenship Performance, but only with reference to how participants had performed within the group. This was conducted as part of a review and feedback exercise, and scoring forms were subsequently collected for use in this research study. Participants had minimal experience of each other outside of the course, so these ratings were based almost entirely on behaviours observed during the group project.

Attendance was recorded by tutors at each tutorial and ratings of academic Task Performance, based on the various items of assessment, were progressively collected as assessment items were completed.

No academic staff, including myself, had access to the Mini-Marker or Citizenship Performance ratings until after all marks for the course had been finalised. This minimised the possibility of contaminating assessment of academic Task Performance with knowledge of these ratings, both for methodological reasons as well as to reassure participants that their participation had not affected their academic outcomes.

## Results

The means, standard deviations, internal reliabilities (Cronbach alphas) and inter-correlations of study variables are presented in Table 1. The average internal reliability of the Mini-Marker scales was .80, and for the Citizenship Performance scale it was .82. Considering the length of these scales (eight items for each of the Mini-Markers; six items for the Citizenship Performance scale), these represent good to excellent levels of internal reliability (Ponterotto and Ruckdeschel, 2007).

When reporting large numbers of correlations, apparently 'significant' results will arise by chance, so the Benjamini and Hochberg (1995) false discovery rate pairwise procedure was applied to adjust the statistical significance level. The pattern of correlations between the study variables, as presented in Table 1, is largely as expected. The only personality scale that was correlated with performance measures was Conscientiousness, however contrary to previous research, Conscientiousness was not significantly correlated with Attendance. The correlations of Conscientiousness with the performance measures, while not substantial, are of comparable magnitude to those reported previously (Borman et

al., 2001, Poropat, 2009). Citizenship Performance was significantly correlated with academic Task Performance, which is consistent with Hypothesis One. This is a relatively modest correlation but it should be remembered that these two measures were obtained from independent raters with different perspectives on the ratee, which substantially underestimates true correlations (Lance et al., 2010). For example, Conway (1999) reported an average correlation .23 between peer-rated Citizenship and supervisor-rated Task Performance. This figure is very similar to the correlation between Citizenship Performance and academic Task Performance presented in Table 1, which should therefore be considered a lower bound estimate of the true relationship. Attendance was also significantly correlated with academic Task Performance but unexpectedly was not significantly correlated with either Conscientiousness or Citizenship Performance.

Table 1  
*Correlations between Personality Variables and Measures of Citizenship and Task Performance.*<sup>a</sup>

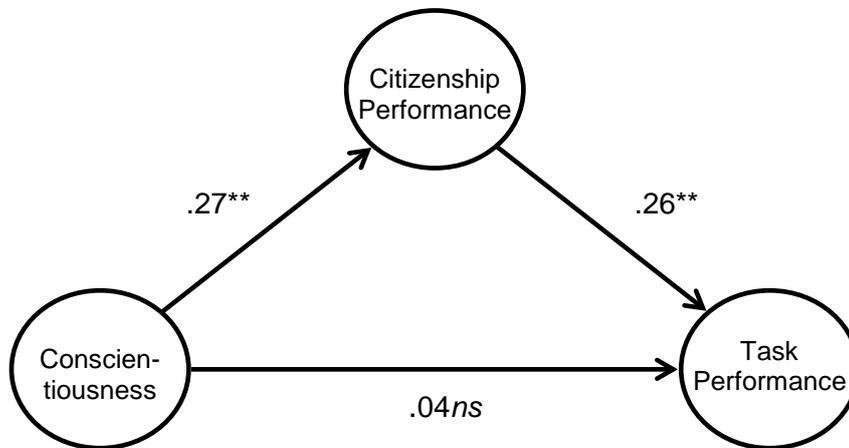
Variable	<i>M</i>	<i>SD</i>	1.	2.	3.	4.	5.	6.	7.
1. Extraversion	5.8	13.6	.80						
2. Agreeableness	15.0	9.0	.10	.81					
3. Emotional Stability	-19.1	10.5	.19*	.28**	.75				
4. Openness to Experience	30.7	9.3	.11	.17*	-.01	.81			
5. Conscientiousness	12.1	9.1	.15	.20**	.29**	.07	.81		
6. Citizenship Performance	23.0	4.2	.03	-.02	.06	-.09	.22**	.82	
7. Attendance	4.6	1.4	-.12	-.01	-.09	-.14	-.01	.00	
8. Academic Task Performance	61.0	12.1	.06	.04	.04	-.06	.15*	.21**	.29**

<sup>a</sup> Cronbach alphas, where applicable, are reported on the diagonal.  
N = 173. \*  $p < .05$ . \*\*  $p < .01$ . \*\*\*  $p < .001$ .

Hypothesis Two predicted that Citizenship Performance would mediate the relationship between Conscientiousness and academic Task Performance. To test this, a structural equation model was tested using AMOS 17.0.0 (Arbuckle, 1983-2008). Figure 1 shows the model along with the path correlations. After allowing the error terms on some of the items on the Conscientiousness scale to covary (i.e., Organised with Disorganised; Efficient with Inefficient), the model was found to have satisfactory fit ( $\chi^2 = 188.2$ ;  $df = 115$ ;  $p < .001$ ; SRMR = .07; RMSEA = .06) according to the criteria provided by Hu and Bentler (1999). It should be noted that the significant zero-order correlation between Conscientiousness and Task Performance presented in Table 1 became a non-significant path in Figure 1. Further, eliminating the path from Conscientiousness to Task Performance in Figure 1 resulted in a non-significant increase in  $\chi^2$  to 188.5 ( $\Delta\chi^2 = .3$ ;  $\Delta df = 1$ ;  $ns$ ). Thus, these results showed that the relationship between Conscientiousness and academic Task Performance was entirely mediated by Citizenship Performance, confirming Hypothesis Two. Hypotheses Three and Four were predictions that Attendance would not fully mediate the relationships of Task Performance with both Conscientiousness and Citizenship Performance. Attendance had non-significant correlations with both Conscientiousness and Citizenship Performance, indicating that Attendance does not mediate these relationships, thus confirming Hypotheses Three and Four.

Figure 1

*Structural Equation Model of the Relationship of Conscientiousness with academic Citizenship and Task Performance.*



#### Discussion

These results were consistent with expectations and show that Citizenship Performance is a relevant component of performance in academic settings. Although measured with a workplace scale, academic Citizenship Performance correlated with academic Task Performance, and mediated the relationship between Conscientiousness and academic Task Performance. So, in this sample of students Conscientiousness predicted grades because it made students more likely to demonstrate Citizenship Performance, and that this in turn resulted in students being able to achieve higher marks. These relationships were not simply due to increased attendance, so students who scored highly on Conscientiousness and academic Citizenship Performance did something more than just showing up.

The correlations between Citizenship Performance, Task Performance, and Conscientiousness were similar to those observed in workplace settings (Borman et al., 2001), implying that Citizenship Performance plays a similar role in both education and employment. Within workplaces, Citizenship Performance creates an environment that

facilitates Task Performance through cooperation, support and rule following, the impact of which can be substantial (Podsakoff et al., 2009), and may have a similar facilitative role within academic settings. Higher scores on Citizenship Performance may indicate that students interact more positively with colleagues, which has been shown to affect student marks possibly by increasing the likelihood of gaining useful guidance and feedback (Verduin and Clark, 1991). Citizenship Performance reflects a generally responsible approach to work and interactions, which may result in more attention to other activities that contribute to academic performance, such as regular study. Conscientiousness as a personality dimension in part reflects responsibility and reliability in one's general approach to life and work (Barrick et al., 2001). These features of Conscientiousness and Citizenship Performance appear to account for the correlation between these two measures, why they share a correlation with academic Task Performance, and why Citizenship Performance mediates the relationship between Conscientiousness and Task Performance.

The findings from this study demonstrate that Citizenship Performance is an important component of not only work but also academic performance. Directly attending to Citizenship Performance in education is likely to enhance discipline-based learning outcomes, and increase the relevance of study programs to post-study employment, thereby contributing to increased employability and career success. The fact that Citizenship Performance has rarely, if ever, been formally addressed within academic settings needs to be reviewed, both because of the findings of this study and because of the significance of Citizenship Performance within post-study employment.

One possible response to this would be to include Citizenship Performance within formal assessment measures in academic courses, and this study demonstrated that this is possible. However, directly assessing Citizenship Performance may prove counter-productive. Previous researchers found that extrinsic rewards encourage Citizenship Performance but only

in a contingent manner, meaning that performance is altered only when rewards are present (Schnake and Dumler, 1997). This may train students in one of the ways of the working world — doing what gets one rewarded, but changing behaviour when rewards are absent — but this instrumentalist ethic may ultimately reduce overall levels of Citizenship Performance, with negative results for academic Task Performance as well. Further research would be useful in exploring whether explicit rewards for academic Citizenship Performance are helpful or not before including formal measurement of Citizenship Performance within course assessments.

A different response has been foreshadowed by recommendations of some authors that personality measures such as Conscientiousness should be used as selection tools for admission to tertiary education institutions (e.g., Wolfe and Johnson, 1995, Furnham et al., 2003). This raises issues regarding the potential for cheating on assessments (Poropat, 2009), just as has been found with employment personality testing and more traditional school assessments. For example, there is a significant risk that any standardised assessment used for selection would be widely leaked to potential tertiary education applicants, as demonstrated by recurrent scandals involving theft and dissemination of high school course assessments in various parts of the world. One possible way of avoiding these difficulties is to have prior Citizenship Performance assessed by persons other than the tertiary education applicant, such as teachers or peers (Wolfe and Johnson, 1995), as happened in this study. The fact that even after a relatively brief acquaintanceship peers were able to rate participants on Citizenship Performance with a level of validity that allowed significant prediction of grades makes this a potential option.

But focusing on student selection would miss the main point of the current findings. This research demonstrated that Conscientiousness affects academic Task Performance through Citizenship Performance, so educators should focus on fostering Citizenship Performance rather than selecting for pre-existing dispositions. One way that Citizenship

Performance can be promoted is by focusing on building positive relationships between teaching staff and students, and between students themselves. The major contributor to Citizenship Performance within organisations is the quality of the social exchange employees experience between themselves and their organisation, supervisors and peers. Specifically, employees demonstrate higher levels of Citizenship Performance when they feel they have been treated fairly (Cohen-Charash and Spector, 2002), are supported by their organisation (Rhoades and Eisenberger, 2002), and have a good relationship with their leader or co-workers (Lavelle et al., 2007). This appears to be the result of employees feeling an obligation to repay the treatment they have experienced (Lavelle et al., 2007). Similar relationships are likely to hold within universities, with students who feel more supported displaying more Citizenship Performance. So, university teachers should find it useful to emphasise building positive relationships with their students, and fostering positive relationships among students themselves is also likely to contribute to increased levels of Citizenship Performance. Including some form of training and/or sensitisation to Citizenship Performance within academic programs may assist with this. Together, such initiatives should contribute to higher student achievement and a more positive learning environment generally, and provide a worthwhile focus for further research. Yet while contributing to grades, this attention to fostering Citizenship Performance is also likely to enhance employability of students by increasing their focus on a highly-valued component of workplace behaviour.

Creating an emphasis on Citizenship Performance does not mean that work to develop employability skills should be abandoned. Employability skills like self-motivation, interpersonal skills and teamwork (Harvey, 2000) have all been linked to Citizenship Performance (Podsakoff et al., 2000, Podsakoff et al., 2009, Poropat and Jones, 2009), so maintaining a focus on employability skills training may directly raise levels of Citizenship Performance. If so, this should produce an effect on current grades and not just long-term

employability. So, rather than treating employability skills training as a separate activity, educators should provide the guidance, support, feedback, and above all relationships that actively foster Citizenship Performance within their regular teaching. Therefore, adding a focus on Citizenship Performance within academic settings would complement efforts to teach employability skills, and may act as a useful marker for the effectiveness of these endeavours. It also means that the teachers who best promote Citizenship Performance in their students will be producing both more employable graduates and more student learning.

These findings are also consistent with McQuaid and Lindsay's (2005) advocacy of a broader conception of employability. From their perspective, employability is a much larger issue than individuals and their characteristics, encompassing among factors such as the labour market and organisational recruitment practices. With respect to this, organisations increasingly select for individuals who can demonstrate higher levels of Citizenship Performance, even though this set of behaviours is very responsive to situational effects. But McQuaid and Lindsay also highlighted the role of the 'work culture' (the extent to which work is encouraged and supported) of the social environment within which individuals operate, and which contributes to their ability to match employer demands. Creating a culture that encourages academic Citizenship Performance will facilitate the demonstration of work readiness that employers look for when recruiting, thereby adding to the 'education premium' in salary obtained by those with more years of study behind them (Baker, 2009).

More recently, Burke and Rau (2010) argued that educational practices need to match organisational practices and current research, if education is to most effectively contribute to individuals and society. Organisations value Citizenship Performance, so educational institutions and practitioners need to similarly acknowledge and foster this set of behaviours to become more effective models of subsequent workplace conditions. Doing so will help

create a virtuous circle, in which research and practice on organisational behaviour would be mirrored by educational processes and activities, thereby driving later work behaviour.

In conclusion, this study has shown that, within academic settings as within workplace settings, performance is more than a one-dimensional construct. Citizenship Performance, one of the two most important components of work performance, seems to be similarly valuable within academic and workplace settings. Further, in this study Citizenship Performance explained why Conscientiousness predicts academic performance, so it appears that fostering Citizenship Performance will enhance both long-term graduate employability and facilitate academic performance. An enhanced appreciation of the range of types of performance students display is justified, and both theoretical and practical understandings of academic performance should be expanded. Educational researchers and university teachers should pay more attention to the multi-factorial nature of academic performance, especially when considering how best to enhance graduate employability.

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