

Xiaohong (Violet) Xu

Department of Psychology
Old Dominion University
Norfolk, VA 23529

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Education

- Ph.D. 2015 Industrial/Organizational Psychology, Texas A&M University
Dissertation title: *The measurement equivalence of a safety climate measure across cultures, languages, and working environments*
Certificate in Education & Social Sciences Advanced Research Methods (ARM)
- M.S. 2009 Cognition and Cognitive Neuroscience, Peking University, China
Thesis title: *The role of perceptual and unconscious encoding in emotional memory: Cognitive and neural mechanisms.*
- B.S. 2006 Psychology, South China Normal University, China
Thesis title: *Achieving incremental semantic interpretation of classifier with visual-world paradigm*

Professional Employment

- Assistant Professor** Department of Psychology, Old Dominion University
2017 July – present
- Post-doc Fellow** Department of Psychology, Bowling Green State University
2016 – 2017 July

Research Assistant

2016 March – 2017 August

Project: Project SEA change: Using social connectivity to improve quantitative literacy and transform undergraduate science teaching

Funded Source: National Science Foundation [**\$3 million**]

Institution: Bowling Green State University

2010 September – 2015 December

Project: ADVANCE-IT: Promoting success of women faculty through a psychologically healthy workplace

Funded Source: National Science Foundation [**\$3.5 million**]

Institution: Texas A&M University

Research Grants

1. National Natural Science Foundation of China (2020-2023)
Demands or resources? How innovation-oriented HRM affect employee engagement and innovation outcomes – multilevel perspectives.
Amount requested: about RMB 500,000
Role: co-PI [with Wenqin Zhang (PI), Steve M. Jex, & Yisheng Peng]
Status: Unfunded
2. Society for Industrial and Organizational Psychology: Small Grant Program (2019-2020)
A social network perspective to job insecurity climate: The role of transformational leadership
Amount Requested: \$7,500
Role: PI (with Lixin Jiang, & Haijiang Wang)
Status: Unfunded
3. Society for Industrial and Organizational Psychology: International Research and Collaboration (IRC) Small Grant (2019-2020)
Job insecurity and proactivity in nine countries: A cross-cultural study of the moderating role of cultural value orientations
Amount Requested: \$3,500
Role: co-PI [with Lixin Jiang (PI), Maike Debus, Xiaowen Hu, Sergio Lopez-Bohle, Laura Petitta, Lara Roll, Marius Stander, & Haijiang Wang]
Status: **Funded**
4. Worksafe-HRC research: New Zealand
Collaborative research: A systematic review and meta-analysis of organizational-level interventions
Amount requested: \$396,653
Role: co-PI [with Lixin Jiang (PI), Maree Roche & Michael Ford]
Status: **Funded**
5. National Science Foundation HRD: Human resource development
Collaborative research: Foundational knowledge of subtle interpersonal discrimination as a barrier to undergraduates' participation in engineering.
Amount requested: \$1,553,273
Role: co-PI [with Debra Major (PI), Kathi Miner, & Xiaoxiao Hu]
Status: Unfunded
6. Bruce and Jane Walsh Grant in Memory of John Holland
Perception of and reactions to job insecurity: A three-country examination
Amount Requested: \$11,500
Role: co-PI [with Lixin Jiang (PI) & Haijiang Wang]
Status: Unfunded
7. China Europe International Business School (CEIBS) research (2018-2019)
Aged to perfection: Benefits from an inactive population

Amount Requested: \$10,000

Role: co-PI [with Yisheng Peng (PI), Mo Wang, & Zhongjun Wang]

Status: **Funded**

8. Society for Industrial and Organizational Psychology: Small Grant Program (2018-2019)
Social interactions, transformational leadership, and job insecurity climate: A social network perspective
Amount Requested: \$7,500
Role: PI (with Lixin Jiang, Qingxiong Weng, & Maree Roche)
Status: Unfunded

9. Society for Industrial and Organizational Psychology: International Research and Collaboration (IRC) Small Grant (2017-2018)
How national culture drives social networking: A cross-culture perspective
Amount Requested: \$3,500
Role: PI (with Konstantin Cigularov & Qingxiong Weng)
Status: Unfunded

10. National Science Foundation (2021-2024)
Examining Social Networking as a Driver of POGIL Effectiveness
Role: Co-PI [with Debra Major (PI) & Jennifer L. Poutsma (Co-PI)]
Amount Requested: \$ 299,986
Status: **Under review**

Publications in Peer-Reviewed Journals

Note: Graduate and undergraduate students underlined.

Ma, J., Liu, C., Peng, Y., & **Xu, X.** (minor revision). How do employees appraise challenge and hindrance stressors? Uncovering the double-edged effect of conscientiousness. *Journal of Occupational Health Psychology*.

Jimenez, W. P., **Xu, X.**, Campion, E.D., & Bennett, A.A. (in press). Takin' care of small business: The rise of stakeholder influence. *Academy of Management Perspectives*.

Peng, Y., **Xu, X.**, Ma, J., & Zhang, W. (in press). It matters! Emotion regulation strategy use moderates the relationship between abusive supervision and supervisor-directed deviance. *Occupational Health Science*.

Jiang, L., **Xu, X.**, & Wang, H. (in press). A resources-demands approach to sources of job insecurity: A multilevel meta-analytic investigation. *Journal of Occupational Health Psychology*.

Zhao, P., **Xu, X.**, Peng, Y., & Matthews, R. A. (in press). Justice, support, commitment, and time are intertwined: A social exchange perspective. *Journal of Vocational Behavior*.

Peng, Y., **Xu, X.**, Matthews, R. A., & Ma, J., (in press). One size fits all? Contextualizing family-supportive supervision to help employees with eldercare responsibilities. *Journal of Occupational Health Psychology*.

- Zhao, P., **Xu, X.**, Peng, Y., & Miner, K. (in press). The target of incivility cannot be an island: The moderation effect of group-level incivility. *Journal of Personnel Psychology*.
- Peng, Y., **Xu, X.**, Jex, M. S., & Chen, Y. (in press). The roles of job-related psychosocial factors and work meaningfulness in promoting nurses' bridge employment intentions. *Journal of Career Development*.
- Peng, Y., **Xu, X.**, & Matthews, R. A. (2020). Older and less deviant reactions to abusive supervision? A moderated mediation model of age and cognitive reappraisal. *Work, Aging, and Retirement*, 6, 195–205.
- Xu, X.**, Le, N., He, Y., & Yao, X. (2020). Conscientiousness, safety climate, and safety performance within teams: A cross-level mediation model. *Journal of Business and Psychology*, 35, 503–517.
- Xu, X.**, & Payne, S. C. (2020). When do job resources buffer the effect of job demands? *International Journal of Stress Management*, 27, 226–240.
- Li, V., Jiang, L., & **Xu, X.** (2020). From workplace mistreatment to job insecurity: The moderating effect of work centrality. *Stress and Health*, 36, 249–263.
- Liu, H., Zou, H., Wang, H., **Xu, X.**, & Liao, J. (2020). Do emotional labour strategies influence emotional exhaustion and professional identity or vice versa? Evidence from new nurses. *Journal of Advanced Nursing*, 76, 577–587.
- Xu, X.**, Jiang, L., & Wang, H. (2019). How to build your team for innovation? A cross-level mediation model of team personality, team climate for innovation, creativity, and job crafting. *Journal of Occupational and Organizational Psychology*, 92, 848-872.
- Sungu, L., Weng, Q., & **Xu, X.** (2019). Organizational commitment and job performance: Examining the moderating roles of occupational commitment and transformational leadership. *International Journal of Selection and Assessment*, 27, 280-290.
- Xu, X.**, Peng, Y., Zhao, P., Hayes, R & Jimenez, W. P. (2019). Fighting for time: Spillover and crossover effects of long work hours among dual-earner couples. *Stress and Health*, 35, 491- 502.
- Peng, Y., Zhang, W., **Xu, X.**, Matthews, R. A., & Jex, M. S (2019). When do work stressors lead to innovative performance? An examination of the moderating effects of learning goal orientation and job autonomy. *International Journal of Stress Management*, 26, 250-260.
- Jiang, L., **Xu, X.**, & Hu, X. (2019). Can gossip buffer the effect of job insecurity on workplace friendships. *International Journal of Environmental Research and Public Health*, 16, 1285.
- Xu, X.**, Payne, S. C., & Bergman, M. E. (2018). The measurement equivalence of a safety climate measure across five faultlines. *Accident Analysis & Prevention*, 121, 321-334.
- Xu, X.**, & Payne, S. C (2018). Predicting retention duration from organizational commitment profile transitions. *Journal of Management*, 44, 2142 - 2168.

- Zimmerman, C. A., Carter-Sowell, A. R., & **Xu, X.** (2016). Examining workplace ostracism experiences in academia: Understanding how gender differences in the faculty ranks influence inclusive climates on campus. *Frontiers in Psychology, 7*, 753.
- Kabins, A., **Xu, X.**, Bergman, M. E., Berry, C. M., & Willson, V. (2016). A profile of profiles: A meta-analysis of the nomological net of commitment profiles. *Journal of Applied Psychology, 101*, 881-904.
- Wasti, S. A., Peterson, M. F., Breitsohl, H.,* Cohen, A.,* Jørgensen, F.,* Rodrigues, A. C. D. A.,* Weng, Q. X.,* & **Xu, X.*** (2016). Location, location, location: Contextualizing organizational commitment. *Journal of Organizational Behavior, 37*, 613-632.
- *Authors contributed equally.
- Xu, X.**, Payne, S. C., Horner, M. T., & Alexander, A. L. (2016). Individual difference predictors of perceived change fairness. *Journal of Managerial Psychology, 31*, 420-433.
- Xu, X.**, & Payne, S. C. (2014). Quantity, quality, and satisfaction with mentoring: What matters most? *Journal of Career Development, 41*, 507-525.
- Yang, J. J., *Cao, Z., ***Xu, X.**, & Chen, G. (2012). The amygdala is involved in affective priming effect for fearful faces. *Brain and Cognition, 80*, 15-22.
- *Authors contributed equally.
- Yang, J. J., **Xu, X.**, Du, X. Y., Shi, C. T., & Fang, F. (2011). Effects of unconscious processing on implicit memory for fearful faces. *PLOS ONE, 6*, 1-8.
- Xu, X.**, Zhao, Y., Zhao, P., & Yang, J. (2011). Effects of level of processing on emotional memory: Gist and details. *Cognition and Emotion, 25*, 53-72.
- Yang, J., Weng, X., Zang, Y., Xu, M., & **Xu, X.** (2010). Sustained activity within the default mode network during an implicit memory task. *Cortex, 46*, 354-366.
- Yuan, X., Wang, S., Zhu, B., & **Xu, X.** (2005). A research on the images of teachers in the eyes of middle school students. *Psychological Development and Education (in Chinese), 3*, 89-93.

Book Chapters

- Payne, S. C., Bergman, M. E., Keiser, N. L., & **Xu, X.** (2018). Safety climate of small to medium enterprises. In G. Boustras & F. Guldenmund (Eds.), *Safety management in small to medium sized enterprises* (pp. 93-120). CRC Press.

Manuscripts Under Review

Note: Graduate and undergraduate students underlined.

Titles omitted to protect the blind review process.

- Xu, X.**, Jiang, L., Hong, P.Y., & Roche, M. (3rd Revise and Resubmit). *International Journal of Stress Management*.
- Thaker, V., Jiang, L., & **Xu, X.** (2nd Revise and Resubmit). *International Journal of Stress Management*.

- Xu, X., Zhao, P., Hayes, R., & Le, N.** (Revise and Resubmit). *Journal of Applied Psychology*.
- Jiang, L., **Xu, X., Zubielyevitch, E.,** & Sibley, C.G. (Revise and Resubmit). *Journal of Organizational Behavior*.
- Xu, X., Elliott, B., Peng, Y., Jail, D., & Zhang, W.** (Revise and Resubmit). *International Journal of Stress Management*.
- Xu, X., Jiang, L., Probst, T. M., & Shoss, M. K.** (Revise and Resubmit). *European Journal of Work and Organizational Psychology*.
- Jimenez, W. P., Hu, X., & Xu, X. (Revise and Resubmit). *Journal of Business and Psychology*.
- Wang, H, Jiang, L., **Xu, X., Zhou, K.,** Bauer, T.N. (Revise and Resubmit). *Human Relations*.
- Gao, K., Jiang, L., Xu, X., & Hu, S. (under review). *Journal of Occupational and Organizational Psychology*.
- Xu, X., Jiang, L., Gu, M., S. L. Bohle., & F. M. Medina.** (under review). *Journal of Occupational Health Psychology*.
- Jail, D., Xu, X., Jiang, L., & Zhang, W. (under review). *European Journal of Work and Organizational Psychology*.
- He, Y., Sheng, Z, Xu, X., & Yao, X. (under review). Social network and performance similarity. *Journal of Occupational and Organizational Psychology*.
- Xu, X., Jail, D., Jiang, L., & Wang, H.** (under review). *European Journal of Work and Organizational Psychology*.

Manuscripts in Preparation

- Xu, X., Bergman, M. E., & Benzer, J. K.** Is enthusiasm contagious? Evidence from site-level multi-wave surveys in a high service industry. Target at *Journal of Applied Psychology*.
- Xu, X., & Barratt, C. L.** The social network structure of faculty interactions and its implications. Target at *Journal of Applied Psychology*.
- Xu, X., Payne, S. C., & Zhao, P.** Change trajectories of job satisfaction facets predicting turnover: A latent class growth analysis. Target at *Journal of Applied Psychology*.
- Bergman, M. E., Krauss, A. D., Beus, J. M., & **Xu, X.** Safety performance, safety skills, and safety-related personality traits. Target at *Journal of Applied Psychology*.
- Xu, X., Payne, S. C., & Zhao, P.** The stability of organizational commitment over time: A meta-analysis. Target at *Journal of Applied Psychology*.

Peer-Reviewed Conference Presentations

Note: Graduate and undergraduate students underlined.

44. Jimenez, W. P., Hu, X., & Xu, X. (2020, October). *Thinking about thinking about work: A meta-analysis of off-the-clock positive and negative work-related thoughts*. Paper will be presented at 2020 Southern Management Association Annual Meeting, FL.

43. Zhao, P., Xu, X., Hayes, R., & Le, N. (2020, August). *Which comes first, the chicken or the egg?: Organizational commitment and job satisfaction*. Paper presented at the 80th annual conference of the Academy of Management, Vancouver, BC, Canada.
42. Elliott, B., Xu, X., Peng, Y., Zhao, P., & Zhang, W. (2020, April). *Help or hindrance? A daily diary study on the workaholic – performance relation*. Poster paper presented at the 35th annual meeting of the Society for Industrial and Organizational Psychology, Austin, TX.
41. Xu, X., Jiang, L., Peng, Y., Zhao, P., & Zhang, W. (2020, April). *A dynamic approach to abusive supervision and subordinates' emotions and performance*. Poster paper presented at the 35th annual meeting of the Society for Industrial and Organizational Psychology, Austin, TX.
40. Jiang, L., Xu, X., Zubielevitch, E., & Sibley, C.G. (2020, April). *Winners take all: Reciprocal relations between resources and job insecurity over seven years*. In Naranjo, A., & Shoss, M. *Addressing job insecurity across the globe: The role of resources*. Symposium paper presented at the 35th annual meeting of the Society for Industrial and Organizational Psychology, Austin, TX.
39. Jail, D., Xu, X., & Zhang, W. (2020, April). *The gossip on workplace gossip: A latent profile analysis*. Poster paper presented at the 35th annual meeting of the Society for Industrial and Organizational Psychology, Austin, TX.
38. He, Y., Sheng, Z., Xu, X., & Yao, X. (2020, April). *A social network view of advice exchange and job performance similarity*. Poster paper presented at the 35th annual meeting of the Society for Industrial and Organizational Psychology, Austin, TX.
37. Wang, X., Peng, Y., & Xu, X. (2020, April). *How incivility reduces knowledge sharing- from cognitive and emotional perspectives*. Poster paper presented at the 35th annual meeting of the Society for Industrial and Organizational Psychology, Austin, TX.
36. Xu, X., & Wang, H. (2019, August). *A cross-level mediation model of team personality, team climate for innovation, job crafting and creativity*. In Zhang Fangfang: *Job crafting in the changing work context and practical implications*. Symposium presented at the 79th Annual Meeting of the Academy of Management, Boston, MA.
35. Jiang, L., Xu, X., & Weng, Q. (2019, August). *A meta-analytic investigation of sources of job insecurity*. Paper presented at the 79th Annual Meeting of the Academy of Management, Boston, MA.
34. Xu, X., Hu, X., Jail, D., Kenneally, C., & Jimenez, W. P. (2019, April). *Addressing questions about gender differences in social support: A meta-analysis*. Poster paper presented at the 34th annual meeting of the Society for Industrial and Organizational Psychology, Washington, DC.
33. Xu, X., Peng, Y., Zhao, P., Hayes, R., & Wang, H. (2019, April). *Fighting for time: Health and well-being among dual-earning couples*. Poster paper presented at the 34th annual meeting of the Society for Industrial and Organizational Psychology, Washington, DC.
32. Le, N., Xu, X., He, Y., & Yao, X. (2019, April). *Conscientiousness, safety climate, and safety performance within teams: A cross-level mediation model*. Poster paper presented

at the 34th annual meeting of the Society for Industrial and Organizational Psychology, Washington, DC.

31. Peng, Y., **Xu, X.**, Lapine, C.M., & Zhang, W. (2019, April). *Eldercare supportive supervisor behaviors: A moderated mediation model*. Poster paper presented at the 34th annual meeting of the Society for Industrial and Organizational Psychology, Washington, DC.
30. Payne, S. C., Costa, P. Keiser, N. L., & **Xu, X.** (2019, April). *The influence of sex on student evaluations of teaching*. Poster paper presented at the 34th annual meeting of the Society for Industrial and Organizational Psychology, Washington, DC.
29. Peng, Y., **Xu, X.**, & Matthews, R. A. (November, 2018). Older and less deviant? A mediated moderation model of age, cognitive reappraisal, and abusive supervision. In Scheibe, S. (Chair), *Aging and work: The role of emotional factors and competencies*. Symposium presentation at The Gerontological Society of America's 71th Annual Scientific Meeting, Boston, MA.
28. **Xu, X.**, Pautsina, A., Barratt, C. L., & van Staaden, M. J. (2018, April). *Social contagion: Social network ties influence coworkers' job-related attitudes*. Poster paper accepted by the 33rd annual meeting of the Society for Industrial and Organizational Psychology, Chicago, IL.
27. ***Xu, X.**, Bergman, M. E., & Benzer, J. K. (2018, April). *High performance work practices and manager, employee, and customer exchanges*. Poster paper accepted by the 33rd annual meeting of the Society for Industrial and Organizational Psychology, Chicago, IL.
***This poster won the Award of Society for Industrial and Organizational Psychology (SIOP) Featured Top Rated Poster.**
26. Zhao, P., **Xu, X.**, & Peng, Y. (2018, April). *Personality profiles predict mortality: Bad is stronger than good*. Poster paper accepted by the 33rd annual meeting of the Society for Industrial and Organizational Psychology, Chicago, IL.
25. Peng, Y., **Xu, X.**, Zhang, W., & Jex, M.S. (2018, April). Transformational leadership and deviance: The role of leaders' performance pressure. In Reynolds-Kueny, C. (Chair), *Leaderships' Influence on CWBs: How leaders hurt and help cwbs in organizations*. Symposium presentation accepted by the 33rd annual meeting of the Society for Industrial and Organizational Psychology, Chicago, IL.
24. **Xu, X.**, Zhao, P., Peng, Y., & Matthews, R. A. (2018, April). *Justice, commitment, and time are intertwined: A social exchange perspective*. Poster paper accepted by the 33rd annual meeting of the Society for Industrial and Organizational Psychology, Chicago, IL.
23. Peng, Y., **Xu, X.**, Zhang, W., & Jex, S. M. (2017, June). *Employees with poor sleep hurt others but not the organization: The mediation role of emotional labor*. Paper presented at the 12th International Conference on Occupational Stress and Health, Minneapolis, Minnesota.
22. **Xu, X.**, & Payne, S. C. (2017, April). *The reverse-buffering effect of job control: Crosssectional vs. longitudinal effects*. Poster paper presented at the 32nd annual meeting of the Society for Industrial and Organizational Psychology, Orlando, FL.

21. **Xu, X.**, Payne, S. C., & Zhao, P. (2016, August). *Change trajectories of job satisfaction facets predicting turnover: A latent class growth analysis*. Paper presented at the 76th annual conference of the Academy of Management, Anaheim, CA.
20. **Xu, X.**, Payne, S. C., & Bergman, M. E. (2016, April). *Measurement equivalence of a safety climate measure within multilevel data*. Poster paper presented at the 31th annual meeting of the Society for Industrial and Organizational Psychology, Anaheim, CA.
19. Payne, S. C., Keiser, N. L., & **Xu, X.** (2016, February). *A meta-analytic investigation of student evaluations of teaching: Re-examining sex differences*. Poster presented at the Texas A&M University ADVANCE Center Engaging the Data: Are we ADVANCE-ing? College Station, TX.
18. **Xu, X.**, Payne, S. C., Zhao, P., & Huffman, A. H. (2015, August). *The stability of organizational commitment*. Paper presented at the 75th annual conference of the Academy of Management, Vancouver, BC, Canada.
17. Kabins, A., McCook, K., **Xu, X.**, & Bergman, M. E. (2015, April). Bound to bond: The Big Five and organizational commitment profiles. In Kabins, A. (Chair), *Profiling commitment: Person-centered approaches to organizational commitment*. Symposium presented at the 30th annual meeting of the Society for Industrial and Organizational Psychology, Philadelphia, PA.
16. **Xu, X.**, & Payne, S. C. (2014, November). *The stability of commitment profiles across samples and over time: Latent profile and transition analysis*. Paper presented at the 2014 Conference on Commitment in Organization, Columbus, OH.
15. Bergman, M. E., Payne, S. C., Keiser, N. L., & **Xu, X.** (2014, October). *How often should I assess my organization's safety climate?* Paper presented at the 17th annual International Symposium of the Mary Kay O'Connor Process Safety Center, College Station, TX.
14. Zhao, P., **Xu, X.**, & Miner, K. (2014, August). *The social context of workplace mistreatment: A multilevel approach*. Paper presented at the 74th annual conference of the Academy of Management, Philadelphia, PA.
13. Payne, S. C., Keiser, N., **Xu, X.**, & Bergman, M. E. (2014, June). *The importance of justification for safety procedures*. Poster presented at the Southwest Regional Human Factors and Ergonomics Society conference. College Station, TX.
12. Kabins, A., **Xu, X.**, Bergman, M. E., Berry, C. M., & Willson, V. (2014, May). *A profile of profiles: A meta-analysis of commitment profiles*. Poster paper presented at the 29th annual meeting of the Society for Industrial and Organizational Psychology, Honolulu, Hawaii.
11. Payne, S. C., Keiser, N. L., & **Xu, X.** (2014, May). Sex differences in higher-education course evaluations: A meta-analysis. In Kathi Miner (Chair), *ADVANCE(ing) women: From fixing women to transforming organizations*. Symposium presented at the 29th annual meeting of the Society for Industrial and Organizational Psychology, Honolulu, Hawaii.
10. Thompson, R. J., Payne, S. C., Lomeli, L. C., **Xu, X.**, & Smittick, A. L. (2014, May). *Shifting standards? Sex differences in teaching evaluations or lack thereof*. Poster paper

presented at the 29th annual meeting of the Society for Industrial and Organizational Psychology, Honolulu, Hawaii.

9. Payne, S. C., Keiser, N. L., **Xu, X.**, & Monks, K. (2014, March). *Sex differences in higher education course evaluations: A meta-analysis*. Poster presented at the annual Texas A&M University Student Research Week.
8. **Xu, X.**, Payne, S. C., & Bergman, M. E. (2013, October). *How & why do employees deviate from safety procedures?* Poster presented at the 16th annual Mary Kay O'Connor Process Safety Center International Symposium. College Station, TX.
7. **Xu, X.**, Zhao, P., & Miner, K. (2013, August). *The target of incivility cannot be an island: Group influence and social comparison*. Paper presented at the 73rd annual conference of the Academy of Management, Orlando, FL.
6. **Xu, X.**, & Payne, S. C. (2013, April). *Cross-levels predictors of willingness to mentor*. Poster paper presented at the 28th annual meeting of the Society for Industrial and Organizational Psychology, Houston, TX.
5. Kabins, A., **Xu, X.**, Berry, C. M. & Bergman, M. E. (2013, April). A profile of profiles: A meta-analysis of commitment profiles. In Bergman, M. E., & Kabins, A. (Chairs), *Profiles in commitment: Person-centered approaches to organizational commitment*. Symposium presented at the 28th annual meeting of the Society for Industrial and Organizational Psychology, Houston, TX.
4. **Xu, X.**, & Payne, S. C. (2012, August). *Individual difference predictors of perceived change fairness*. Poster paper presented at the 118th annual American Psychological Association Convention, Orlando, FL.
3. **Xu, X.**, & Payne, S. C. (2012, April). *Proactive employees: The more resilient employees during organizational change*. Poster paper presented at the 27th annual meeting of the Society for Industrial and Organizational Psychology, San Diego, CA.
2. **Xu, X.**, & Payne, S. C. (2011, August). *The influence of multiple mentors and satisfaction with mentoring on job attitudes?* Paper presented at the 71st annual conference of the Academy of Management, San Antonio, TX.
1. Bergman, M. E., Krauss, A. D., Beus, J. M., & **Xu, X.** (2011, April) Safety performance, safety skills, and safety-related personality traits. In A. Johnson (Chair), *The latest and greatest in workplace safety research*. Symposium presented at the 26th annual conference of the Society for Industrial and Organizational Psychology, Chicago, IL.

Technical Reports

- Payne, S. C., **Xu, X.**, Bergman, M. E., Beus, J. M., & Mannan, M. S. (2012, June). *Process safety culture project-Phase 2: Process safety procedure interviews*. Final report submitted to the Abnormal Situation Management Consortium.
- Payne, S. C., & **Xu, X.** (2012, June). *Evaluation of the Women's Faculty Network (WFN) Mentoring Program*. Final report submitted to the Women's Faculty Network and Dean of Faculties, Texas A&M University.
- Payne, S. C., & **Xu, X.** (2011, August). *University Dining 2011 employee survey*. Final report submitted to the Executive Director of University Dining, Texas A&M University.

Payne, S. C., Beus, J. M., & Xu, X. (2011, April). *University Dining 2011 employee survey*. Final report submitted to the Executive Director of University Dining, Texas A&M University.

Honors/Awards

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| Society for Industrial and Organizational Psychology, Top Poster | 2018, USA |
| Nomination for the university-wide Distinguished Graduate Student Award for Excellence in Research | 2016, Texas A&M University |
| Graduate Student Presentation Travel Award (\$750) | 2015, Texas A&M University |
| Saul Sells Research Excellence Award (\$2000) | 2015, Texas A&M University |
| Professional Development Award (\$730) | 2015, Texas A&M University |
| Psychology Department Travel Awards (\$1600) | 2010-2014, Texas A&M University |
| 2012 APA Student Travel Award (\$300) | 2012, APA, USA |
| Scholarship for Academic Excellence | 2006-2008, Peking University |
| Outstanding Student Award | 2005, South China Normal University |
| Third Prize for Mental Health Thesis Competition | 2005, China |
| Excellent Academic Performance Award | 2004, South China Normal University |
| Excellent Academic Performance Award | 2003, South China Normal University |

Teaching Experience

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|---|-----------------------------------|
| Scientific Reasoning in Psychology | Fall 2020 |
| Job Attitudes and Motivation (online: 5 out of 5) | Spring 2020 |
| Industrial/Organizational Psychology (online: 4.63 out of 5) | Spring 2020 |
| Industrial/Organizational Psychology | Spring 2018/Spring 2019/Fall 2019 |
| Job Attitudes and Motivation | Fall 2018/Spring 2019 |
| Organizational Psychology | Spring 2018/2019 |
| ANOVA | Fall 2017/2018/2019/2020 |
| Research Methods | 4 lectures 9/12 -10/14 |
| Experimental Psychology – Lab | Fall 2013/Fall 2014/Spring 2015 |
| Personnel Psychology | Spring 2014 |

Supervision of Doctoral Advisees

William Jimenez
Daroon Jalil
Nhan Le
Rick Hayes
Caroline Jordan
Meiqiao Gu

Supervision of Teaching Assistants

Enrique Cabrera-Caban (Graduate student, Old Dominion University)
John Hicks (Graduate student, Old Dominion University)
John Mart V. DelosReyes (Graduate student, Old Dominion University)

Supervision of Research Assistants

Bethany Elliott (undergraduate student, Old Dominion University)
Jasaya Cobb (undergraduate student, Old Dominion University)
BaoChau Le (undergraduate student, Old Dominion University)
Ronika Carter (undergraduate student, Old Dominion University)
Aaron Bowser (undergraduate student, Old Dominion University)

Dissertation/Thesis/Honor Thesis Committee

| | |
|---|--------------|
| Murong Miao, Dissertation Committee (Marketing) | 2018-2020 |
| Andrew Collmus, Dissertation Committee | 2018-present |
| Rebecca Garden, Dissertation Committee | 2017-2019 |
| William Jimenez, Master's Thesis Committee | 2017 – 2018 |
| Daroon Jalil, Master's Thesis Committee | 2018 – 2019 |
| Nhan Le, Master's Thesis Committee | 2019-present |
| Rick Hayes, Master's Thesis Committee | 2019-present |
| Wyatt Mcmanus, Master's Thesis Committee | 2018 – 2019 |
| Bethany Elliott, Honor Thesis Committee | 2018 – 2019 |

Professional Memberships

Academy of Management (AOM)
Society for Industrial and Organizational Psychology (SIOP, APA Division 14)

Professional Service

National Service

SIOP graduate student scholarship awards committee (2017)

Editorial Board

Stress & Health

Journal Reviewer

Journal of Vocational Behavior
Human Performance
Journal of Managerial Psychology
Asia Pacific Journal of Human Resources
Review of General Psychology
Stress & Health

Conference Reviewer

Society for Industrial and Organizational Psychology Conference
Academy of Management Annual Meeting

University and Department Service

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College of Sciences Committees – Human Subjects: IRB Committee Member (2019 – present)
Department Committee for Undergraduate Honors (2020-present)
Department Committee for Masters (2020-present)

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Xiaohong (Violet) Xu
Research Statement

My research focuses on four major areas: job attitudes, occupational health, cross-level analysis, measurement and psychometrics. I use a wide variety of research designs including primary research designs (e.g., interviews, longitudinal surveys), and secondary research designs (e.g., meta-analysis), and most of them involve advanced statistical techniques. I am currently working on multiple grant proposals to seek funding from NSF, NIH and NIOSH to support my research.

Job Attitudes

My research program contributes to the understanding of the dynamic nature of job attitude—the most interesting but least investigated research question within the literature. For instance, I conducted the first study to relate change trajectories of commitment profiles to the timing of turnover using advanced techniques (e.g., joint models that combine latent transition analysis with survival analysis) (Xu & Payne, *Journal of Management*, 2018). The results indicated that employees were likely transition between different profiles over time, resulting in varying speed of organizational separation. For instance, employees who transitioned from a valued-based profile to a weak commitment profile left the organization one year earlier than employees who moved in the opposite direction.

Looking ahead, I plan to integrate the multilevel perspective with the social network perspective to job attitude research by investigating how social network ties among employees (using social network analysis) shape job attitudes at the individual, group, and organizational level over time.

Occupational Health

I seek to understand and promote employee health and well-being by adopting “two-way” thinking to examine the reciprocal relationships between job stressors and employee health and well-being outcomes. For instance, one of my studies used latent difference score analysis to examine the reciprocal relationships of job insecurity with self-esteem and social connectedness using a seven-wave longitudinal design (Jiang, Xu, Zubielevitch, & Sibley, *Journal of Organizational Behavior*, invited to revise and resubmit). We found that job insecurity decreased employee self-esteem but not social connectedness over time, whereas self-esteem and social connectedness decreased job insecurity over time.

Another line of research program seeks to provide comprehensive qualitative and quantitative reviews on occupational health, which help reconcile divergent theoretical propositions and conflicting findings in the field and provide promising future directions. For instance, my colleagues and I conducted a quantitative review to identify the triggers of job insecurity and empirically test the moderating effects of various economic, political, and cultural factors at the national level on the trigger – job insecurity relationships, which provide practical implications for reducing the devastating effects of job insecurity globally (Jiang, Xu, & Wang, *Journal of Occupational Health Psychology*, in press). Another project is to adopt the Content-Context-Process-Outcome Framework of organizational-level interventions to provide a systematic review and meta-analysis of organizational-level interventions that are designed to reduce exposure to the common work-related psychosocial risks. This project is funded by the Health Research Council of New Zealand [\$396,653].

In the future, I plan to combine person-centered approaches with a multilevel perspective to investigate the configurations of various individual differences operating within individuals, and their influence on employee health and well-being at multiple levels of analysis.

Cross-level Analysis (Team, Leadership)

Recognizing the nested complexity of organizational phenomena, I conduct research that crosses levels of inquiry or analysis. For instance, two of my studies applied the cross-level frog-pond model (i.e., the relative rather than absolute size of a frog matters in the pond) to investigate the top-down forces that shape individuals’ reactions to mistreatment behaviors. Multilevel modeling revealed that the amount of

mistreatment (incivility, sex discrimination) an individual experienced relative to the amount of mistreatment his or her group members' experienced significantly predicted individuals' reactions, so that the mistreatment experience negatively impacted the focal person only when he or she experienced more mistreatment than his or her group members, suggesting that the social context within which lower-level processes are nested exerts a strong downward influence (Zhao, Xu, Peng, & Miner, *Journal of Personnel Psychology*, 2020).

Recognizing that constructs can exist across different levels, my research program contributes to the literature by investigating how individual-level and aggregate-level constructs exhibit differential relationships with outcomes. For instance, one of my studies modeled conscientiousness at the individual level and the team level, as well as their differential relationships with outcome variables (Xu, Le, He, & Yao, *Journal of Business and Psychology*, 2020). We found that team conscientiousness (e.g., aggregated scores of individual conscientiousness within teams) influenced supervisor ratings of safety performance through team-level safety climate, whereas individual conscientiousness did not predict supervisor ratings of safety performance. Another study found that team proactive personality predicted individual job crafting and creative behaviors above and beyond individual proactive personality (Xu, Jiang, & Wang, *Journal of Occupational and Organizational Psychology*, 2019).

Another project contributed to the understanding of the dynamic relationships among meso-level constructs over time (Xu, Bergman, & Benzer, won the *Award of Society for Industrial and Organizational Psychology Featured Top Rated Poster*, 2018). This project aggregated individual-level manager attitude, employee engagement, and customer attitude to unit-level constructs, and tracked the dynamic relationships among these unit-level constructs across 4 waves over a 2-year period. Latent difference score model demonstrated that the previous status of unit-level manager attitudes significantly predicted the *change* in unit-level employee engagement, whereas the previous status of unit-level employee engagement significantly predicted the *change* in unit-level customer attitudes, suggesting that enthusiasm is contagious across managers, employees and customers.

Bottom-up effects are rarely explored in multilevel research. In the future, I hope to explore upward influences of individuals on groups and organizations (e.g., changes in organizational policies and practices).

Measurement and Psychometrics

My research program contributes to the understanding of the measurement issues (e.g., *measurement equivalence*) that hinder the validity of inferences drawn from data. For instance, the heterogeneity of samples in multicultural research raises legitimate concerns about the validity of inferences concerning cross-cultural differences. Correspondingly, I tackle methodological issues in the measurement of construct(s) across cultures (e.g., measurement equivalence). For instance, I examine the extent to which cultures, languages, and working environments influence the meaning of safety climate using *differential item functioning analysis* based on *item response theory* and *confirmatory factor analytic mean and covariance structure analysis*. For example, culture has the potential to influence the relevance of an item to the latent construct and affect the strength of item endorsement regardless of the item content. A translated measure may fail to capture the intended construct to the same degree as the original measure, because of poor item translation, ambiguities in the item content, and vague response anchors. Working environments differ in work operations and tasks, equipment, and exposures to hazards and risks which could promote divergent interpretation of a safety climate measure. Thus, I explore the measurement equivalence of a safety climate measure across collectivistic and individualistic countries, 5 regions, 19 nations, 7 languages, and 3 working environments (Xu, Payne, & Bergman, *Accident Analysis & Prevention*, 2018). The findings have theoretical and applied implications for developing a global conceptualization and measure of safety climate.

In the future, I plan to combine *multilevel modeling* and *multi-group confirmatory factor analysis* to investigate the measurement equivalence of psychological tests when data are collected from individuals nested within groups, organizations, or even countries.

Xiaohong (Violet) Xu
Teaching Statement

Rekindling and Developing the Joy of Learning

“Don’t curse the darkness, light a candle.” My teaching experiences to date have helped me appreciate the meaning of this Chinese proverb and made it evident that there cannot be learning without interest. At the very beginning of my teaching career, I quickly realized that my *personnel psychology* students revealed their extraordinary enthusiasm for the course through their thought-provoking questions. In contrast, my *experimental psychology* and *ANOVA* students were very detached as they seemed to approach education as an obligation rather than a privilege. Because the purpose of teaching is to foster learning, I concluded that rather than “curse the darkness” or complain about this issue, I should “light a candle” by proactively immersing myself in solution-focused activities that begin to address it. Hence, my teaching philosophy is to rekindle and develop students’ interest and joy of learning in order to achieve the goal of education.

To spark and increase my students’ interest in the course and in learning, I have customized my teaching in three ways. First, I stimulate students’ interest by establishing the relevance of the material. I do this by explicitly connecting the class materials to real-world behaviors which I have found to not only capture the curiosity of my students but also boosts their learning and retention. For example, while introducing a Human Factors module to my *experimental psychology* students, I related the importance of this concept by sharing disasters that have been attributed to the disregard of human factors and also welcomed their articulation of negative experiences operating a machine, equipment, or a tool and what they think the manufacturers should have considered during the design phase. Communicating relevancy is a strategy I will use in future courses as it was effective in helping my students see the concept in their day-to-day lives.

Second, in addition to direct instruction, I stir my students’ joy of learning by utilizing active, hands-on experiences that allow them to use their senses to explore and investigate. To increase my *personnel psychology* students’ interest in *human resource management*, such as employee selection, I developed a simulation in which students assumed the role of human resource managers when they designed, implemented, and assessed a selection process for bank tellers. During this exercise, students realized that, contrary to their initial opinion, designing a rubric to score and distinguish among applicants was a painstaking process. Upon completing the simulation, I could tell that students felt a sense of accomplishment and were motivated to learn, because their ability to think critically and interpret information was sharpened. Given the positive feedback received from my students after participating in this exercise, I will incorporate this technique into my future courses.

Based on my individual differences research that informs **diversity** (e.g., personality, motivation, culture) exists among students, especially their varied learning styles, using multiple teaching methods is the third way I stimulate students’ interest in learning. I utilize the energy shift lecture (i.e., alternating mini-lectures and active learning experience such as discussion) rather than traditional lecture to allow my students to engage with the content material, apply key points,

and learn from their peers via reflective discussions, problem solving, and think-pair-share sessions. Because this method shifts my role from that of a teacher to a facilitator at intervals, shy students are able to ask clarification questions and contribute within their small groups. I also use the independent research study that provides an opportunity for students to review diverse materials that develops their joy of learning while they acquire transferrable skills (such as initiative, responsibility, writing, and public speaking). For example, my *experimental psychology* students participated in an experimental study and documented their results in a research report, while my *personnel psychology* students conducted a job analysis project and reported their results to a hypothetical organization. This imprinted on my students that conducting research is both a valuable psychological skill and a useful consumer skill that will help them evaluate numerous research claims in the world.

“A teacher who loves learning earns the right and the ability to help others learn.” These words of Ruth Beechick embody the three words I use to characterize my teaching: **passion, reflection, and development.** As I actively use my passion about my teaching content to enthruse my students, I regularly reflect on my teaching to identify room for improvement. I do this by inviting experienced faculty to observe my teaching and obtaining informal feedback from students to improve my teaching and research. One area I have developed in response to students’ feedback is acknowledging the increased **diversity** in the classroom, I have come to appreciate and accommodate the similarities and differences among the students. For instance, I encourage Asian students and other quiet students to speak up (Asian cultures encourage a quiet deference to authority), while maintaining the enthusiasm and active engagement of more vocal students. This led to improved student feedback.

In sum, my concern for my students’ interest and joy of learning is important to my development as a teacher and has led me to conclude that I want to be a teacher whose teaching results in the satisfaction of knowing that I did everything critical to student learning.

Teaching Experience

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| Scientific Reasoning in Psychology | Fall 2020 |
| Job Attitudes and Motivation (online: 5 out of 5) | Spring 2020 |
| Industrial/Organizational Psychology (online: 4.63 out of 5) | Spring 2020 |
| Industrial/Organizational Psychology | Spring 2018/Spring 2019/Fall 2019 |
| Job Attitudes and Motivation | Fall 2018/Spring 2019 |
| Organizational Psychology | Spring 2018/2019 |
| ANOVA | Fall 2017/2018/2019/2020 |
| Research Methods | 4 lectures 9/12 -10/14 |
| Experimental Psychology – Lab | Fall 2013/Fall 2014/Spring 2015 |
| Personnel Psychology | Spring 2014 |

Organizational Psychology covers almost all topics of organizational behavior; Personnel Psychology covers the topics of human resource management; Industrial/Organizational Psychology covers the topics of both organizational behavior and human resource management. Further, my research on organizational behavior and leadership has well prepared me to teach courses in these domains. Thus, I believe my teaching and research experiences have prepared me to teach a variety of (both **face-to-face** and **online**) courses in **organizational behavior, human resource management, and leadership** at the undergraduate and graduate levels. I have competence and strong teaching interest in **quantitative methods** and **advanced statistical techniques** (e.g., Longitudinal Data Analysis, Multilevel Modeling, and Structural Equation Modeling).