DETAILED CONTENTS

Brief contents *iii*
Preface *xvii*
About the author *xix*

CHAPTER 1
ANALYZING MEDIATION MODELS 1

The concept of mediation models 1
Full mediating effect and partial mediating effect 2
Full mediating effect 3
Partial mediating effect 3
No mediating effect 3
Sequential and parallel mediating effects 5
Sequential mediating effects 5
Parallel mediating effects 6
Calculating the total mediating effect for parallel mediators 6
Competition of effects between the mediators 7
Calculating the total effect in a mediation model 7
Reduction of effect in the mediation model 8
Reverse effect in the mediation model 8
Mediating effect sizes 8

EXAMPLE 1-1
ANALYZING THE EFFECTS IN A MEDIATION MODEL 9

The mediating effect of helping behavior on the relationship between teamwork and work stress 9
First step: creating a project, importing the data, and drawing the PLS-SEM model 11
Creating the project and importing the data into SmartPLS 11
Drawing the PLS-SEM model 15
Second step: analyzing the measurement models for validity and reliability 17
Construct validity and construct reliability 18
Discriminant validity 23
Fornell-larcker 23

Cross-loadings 24
Heterotrait-monotrait ratio (HTMT) 24
Collinearity analysis 25
Third step: analyzing the structural model for the mediating effect 26
Calculating the mediating effect (indirect effect) 28
Generating the mediating effect from the outputs of SmartPLS 29
Direct effect 29
Indirect effect/mediating effect 30
Total effect 30
The effect sizes 30
Fourth step: analyzing the predictive power of the final model 31
PLSpredict 32
Determining the predictive power of the final mediation model 32
Determining the level of the predictive power 33
Cross-validated predictive ability test (CVPAT) 36
Final step: reporting the results of the PLS-SEM analysis 39

EXAMPLE 1-2
ANALYZING A SEQUENTIAL MEDIATION MODEL 42

The sequential mediating effects of helping behavior and motivation on the relationship between attitude and performance 42
First step: creating a new model in SmartPLS and drawing the hypothesized model 44
Creating a new PLS-SEM model in SmartPLS 44
Drawing the hypothesized model 44
Second step: analyzing the measurement models for validity and reliability 45
Construct validity and construct reliability 45
Discriminant validity 48
Fornell-larcker 48
Cross-loadings 48
Heterotrait-monotrait ratio (HTMT) 49
Collinearity analysis 49
Third step: analyzing the structural model for the sequential mediating effect 50

Calculating the mediating effect 51
Generating the sequential mediating effect from the outputs of
SmartPLS 52
Direct effect 52
Indirect effect (sequential mediating effect) 52
Total effect 53
The effect sizes 53
Fourth step: analyzing predictive power of the final model 54
PLSpredict 54
Determining the predictive power of the final mediation model 55
Determining the level of the predictive power 56
Cross-validated predictive ability test (CVPAT) 58
Final step: reporting the results of the PLS-SEM analysis 59

EXAMPLE 1-3
ANALYZING A PARALLEL MEDIATION MODEL 62

The parallel mediating effects of intention and positive thinking on the relationship between attitude and performance 62
First step: creating a new model in SmartPLS and drawing the hypothesized model 64
Creating a new path model in SmartPLS 64
Drawing the hypothesized model 65
Second step: analyzing the measurement models for validity and reliability 66
Construct validity and construct reliability 66
Discriminant validity 69
Fornell-larcker 69
Cross-loadings 70
Heterotrait-monotrait ratio (HTMT) 70
Collinearity analysis 71
Third step: analyzing the structural model for mediating effects 71
Calculating the mediating effects 73
Generating the parallel mediating effect from the outputs of
SmartPLS 74
Direct effect 74
Indirect effect/mediating effect 75
The effect sizes 75

Fourth step: analyzing the predictive power of the final model 77
Determining the predictive power of the final mediation model 77
Determining the level of predictive power 78
Final step: reporting the results of the PLS-SEM analysis 80
Exercises 83

CHAPTER 2
ANALYZING MODERATION MODELS USING THE TWO-STAGE APPROACH 85

The concept of moderation models 85
The differences between a moderator and a mediator 86
The requirements as a moderator 86
The importance of analyzing moderating effect 87
Two types of moderators 88
The continuous moderators 88
The categorical moderators 90
Methods for analyzing moderating effects 90
The two-stage approach 90
The simple effect and the main effect 91
The equation for moderation models 92
Moderating effect sizes 93
Interpreting the moderating effect 93
The simple slope analysis 94
The multigroup analysis 96
Mediated moderation models and moderated mediation models 96

EXAMPLE 2-1
ANALYZING THE MODERATING EFFECT OF A SINGLE-MODERATOR 98

The moderating effect of learning culture on the causal relationship between problem-based learning and creativity 98
First step: creating a project, importing the data and drawing the PLS-SEM model 100
Creating a project and importing the data into SmartPLS 100
Drawing the PLS-SEM model for analysis 102

Second step: analyzing the measurement models for validity and reliability 103
Construct validity and construct reliability 103
Discriminant validity 106
Fornell-larcker criterion 107
Cross-loadings 107
Heterotrait-monotrait ratio (HTMT) 107
Collinearity analysis 108
Third step: stage 1 - analyzing the main effects 108
Fourth step: stage 2 - analyzing the moderating effect 112
Analyzing the moderating effect and the simple effect 112
The simple slope analysis 113
Final step: reporting the results of the PLS-SEM analysis 114

EXAMPLE 2-2
ANALYZING THE EFFECTS OF A MODERATOR ON A MEDIATION MODEL 117

The moderating effect of age on the causal relationship between online behavior, peer influence and online purchase 117
First step: creating a project, importing the data and drawing the PLS-SEM model 120
Creating a project and importing the data into SmartPLS 120
Drawing the PLS-SEM model for analysis 121
Second step: analyzing the measurement models for validity, reliability and collinearity 122
Construct validity and construct reliability 122
Discriminant validity 124
Fornell-larcker 125
Cross-loadings 125
Heterotrait-monotrait ratio (HTMT) 126
Collinearity analysis 126
Third step: analyzing the mediating effect of peer influence 127
Fourth step: stage 1 - analyzing the main effects 128
Fifth step: stage 2 - analyzing the simple effect and the moderating effect 131
Analyzing the moderating effects and the simple effects 131
The simple slope analysis 132

The effect of age on the relationship between online behavior and peer influence 133
The effect of age on the relationship between peer influence and online purchase 133
Final step: reporting the results of the PLS-SEM analysis 134
Exercises 137

CHAPTER 3
ANALYZING MODERATING EFFECTS USING THE MULTIGROUP ANALYSIS 140

The concept of analyzing moderating effects with the multigroup analysis 140
Procedure of the multigroup analysis 142
The multigroup tests 143
The PLS-MGA test 143
The parametric test 143
The Welch-Satterthwaite test 144
Assessing the assumptions of multigroup analysis using the MICOM procedure 144
Step 1: configural invariance 145
Step 2: compositional invariance 146
Step 3 (a and b): equality of composite's means and variances 146
Partial measurement invariance 146
Full measurement invariance 147
The MICOM procedure in the SmartPLS 147
Choosing the right test for the multigroup analysis 148

EXAMPLE 3-1
ANALYZING THE MODERATING EFFECT ON A MEDIATION MODEL 149

The moderating effect of academic major on the mediation model of intelligence → openness → creativity 149
First step: creating the project and importing the data 151
Second step: splitting the data into groups and drawing the mediation model 152
Splitting the data set into academic major groups 152

Drawing the PLS-SEM model 154
Third step: analyzing validity and reliability of the measurement models for the two academic majors 154
Construct validity, construct reliability, discriminant validity and collinearity 159
Construct validity and construct reliability 160
Discriminant validity 161
Collinearity statistics (VIF) 162
Assessing the model fit 164
Fourth step: analyzing the mediating effects in the mediation model 165
Fifth step: assessing measurement invariance with the MICOM procedure 167
Permutation multigroup analysis 169
Measurement invariance analysis (MICOM) 170
Sixth step: performing the multigroup analysis 171
Seventh step: analyzing predictive powers of the two academic major groups 173
Final step: reporting the results of the PLS-SEM analysis 178

EXAMPLE 3-2
ANALYZING THE MODERATING EFFECTS IN A MULTIPLE REGRESSION MODEL 182

The moderating effects of gender and experience level in a regression model of job performance 182

Section A
Analyzing the moderating effects of gender in the regression model 184

First step: creating the project and importing data into SmartPLS 4 184
Second step: splitting the data into two gnder groups and drawing the regression model 186
Splitting the data into gender groups 186
Drawing the PLS-SEM model 187
Third step: analyzing validity, reliability and collinearity of the measurement models and assessing model fit for the two gender groups 188

Construct validity and construct reliability 194
Discriminant validity 196
Reducing HTMT to achieve discriminant validity 197
Construct validity and construct reliability 200
Discriminant validity (HTMT) 200
Collinearity statistics (VIF) 201
Assessing model fit of the two gender groups 202
Fourth step: assessing measurement invariance with the MICOM procedure 203
Fifth step: performing the multigroup analysis 205
Sixth step: analyzing predictive powers of the model for the two gender groups 207
Seventh step: performing the importance-performance map analysis (IPMA) 209

Section B
Analyzing the moderating effects of experience level in the regression model 215

First step: creating a new PLS-SEM model 215
Second step: splitting the data into three experience levels and drawing the regression model 216
Splitting the data into three experience levels 216
Drawing the PLS-SEM model 217
Third step: analyzing validity, reliability and collinearity of the measurement models and model fit for the three experience levels 218
Analyzing validity and reliability of the measurement models 218
Construct validity and construct reliability 225
Discriminant validity 227
Reducing HTMT to achieve discriminant validity 228
Construct validity and construct reliability 230
Discriminant validity (HTMT) 231
Collinearity statistics (VIF) 232
Assessing model fit of the model for the experience levels 234
Fourth step: assessing measurement invariance with the MICOM procedure 236
Performing permutation multigroup analysis 236
The MICOM analysis outputs 238
Associate-level vs mid-level 238

Mid-level vs executive-level 239
Associate-level vs executive-level 240
Fifth step: performing multigroup analysis 241
Sixth step: analyzing predictive powers of the model for the experience levels 242
Seventh step: performing the importance-performance map analysis (IPMA) 245
Final step: reporting the results of the PLS-SEM analysis 250
Exercises 255

CHAPTER 4
ANALYZING MULTIPLE-ORDER MODELS 257

The concept of multiple-order models 257
Examples of multiple-order models 258
Types of multiple-order models 260
The aims of analyzing multiple-order models 262
Analyzing two-order models using the two-stage approach 263

EXAMPLE 4-1
ANALYZING THE MEDIATING EFFECT OF A REFLECTIVE-REFLECTIVE TWO-ORDER MODEL 264

The mediating effect of the reflective-reflective two-order model of motivation 264
First step: creating a project, importing the data and drawing the PLS-SEM model 266
Creating a project and importing the data into SmartPLS 266
Drawing the hypothesized model 268
Second step: analyzing validity and reliability of the measurement models 270
Construct validity and construct reliability 272
Discriminant validity 273
Fornell-larcker 273
Cross-loading 274
Heterotrait-monotrait ratio (HTMT) 275
Collinearity analysis 275
Third step: analyzing convergent validity of the second-order model of motivation 276
Fourth step: assessing the effects in the model 278

Fifth step: analyzing the effect sizes between the variables 278
Sixth step: analyzing the mediating effect of motivation on the causal relationship between learning climate and academic performance 280
Seventh step: analyzing the predictive power of the final model 280
Final step: reporting the results of the PLS-SEM analysis 282

EXAMPLE 4-2 ANALYZING THE EFFECTS OF A REFLECTIVE-FORMATIVE TWO-ORDER MODEL IN A MULTIVARIATE MODEL 285

The effects of the reflective-formative two-order model of creativity 285
Analyzing the reflective-formative two-order model using the two-stage approach 287
First step: creating a project, importing the data and drawing the PLS-SEM model 287
Creating a project and importing the data into the SmartPLS 287
Drawing the hypothesized model 289
Second step: stage 1 - analyzing the validity and reliability of the reflective first-order models 290
Convergent validity 290
Construct validity and construct reliability 291
Discriminant validity 292
Fornell-larcker 293
Cross-loadings 293
Heterotrait-monotrait ratio (HTMT) 294
Collinearity analysis 295
Third step: stage 2 - assessing the validity of the formative second-order model 295
Extracting latent variable scores of the first-order models of creativity 296
Redundancy analysis 297
Collinearity analysis 301
Fourth step: analyzing the structural model for the effects in the multivariate model 304
Path coefficients 304
The effect sizes 306
Fifth step: analyzing predictive power of the final model 307

Determining the predictive power of the final model using PLSpredict 307
Determining the level of the predictive power 308
Determining the predictive errors using the cross-validated predictive ability test (CVPAT) 310
Final step: reporting the results of the PLS-SEM analysis 311
Exercises 314

CHAPTER 5
ANALYZING FORMATIVE MODELS 317

The concept of formative models 317
The differences between reflective models and formative models 318
PLS-SEM data analysis for validity and reliability of formative models 319
Redundancy analysis 319
Method 1: the redundancy analysis with a global item 320
Method 2: the redundancy analysis without a global item 320
Collinearity analysis 321
Validity of the indicators in formative models 322

EXAMPLE 5-1
ANALYZING THE EFFECT BETWEEN TWO SINGLE-ORDER FORMATIVE MODELS 324

The effect of computer-mediated communication competence on attitude towards facebook 324
First step: creating the project and importing the data into SmartPLS 326
Second step: assessing validity of the two formative models 328
CMC competence 328
Redundancy analysis 328
Collinearity analysis 332
Attitude towards facebook 333
Redundancy analysis 333
Collinearity analysis 334
Third step: analyzing the relationship in the structural model 335
Path coefficient 335

The effect sizes 337
Fourth step: performing the importance-performance map analysis (IPMA) 338
Fifth step: analyzing the predictive power of the final model 340
Final step: reporting the results of the PLS-SEM analysis 342

EXAMPLE 5-2
ANALYZING THE EFFECT OF A FORMATIVE-FORMATIVE TWO-ORDER MODEL ON A FORMATIVE SINGLE-ORDER MODEL 346

The effect of the formative-formative two-order model of competency 346
First step: creating the project, importing the data and drawing the formative model 349
Second step: stage 1 - analyzing the validity of the formative first-order models 351
Performance 351
Redundancy analysis 351
Collinearity analysis 354
The formative first-order models of competency 355
Redundancy analysis 355
Collinearity analysis 357
Third step: stage 2 - assessing the validity of the formative second-order model of competency 358
Drawing the hypothesized model 358
Extracting latent variable scores of the models 359
Redundancy analysis for the formative second-order model of competency 361
Discriminant validity analysis for the second-order model of competency 363
Fourth step: analyzing the structural model 365
The path coefficient 366
The effect size 367
Fifth step: analyzing predictive power of the final model 368
Final step: reporting the results of the PLS-SEM analysis 369
Closure 372
Exercises 372

REFERENCES 374

APPENDIX 377

INDEX 378