Linking Managerial Coaching and Workplace Deviance: The Mediating Role of Thriving at Work

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Abstract

Workplace deviance is indeed an issue for any organization. Many researchers have endeavored to explore different predictors to control this problem. However, managerial coaching can be seen as a leading managerial practice to address this issue within the organizations. Using the LMX theory, a model was developed to explore the direct relationship between managerial coaching and workplace deviance and their indirect relationship through thriving at work. A survey was conducted on a sample of 300 pharmaceutical sales employees selected through simple random sampling. The structural equation modeling (SEM) technique was used to conduct data analysis and model fitness. The results reveal that managerial coaching has a significant impact on reducing supervisor-directed deviance which can be explained through the intervening role of thriving at work. According to the data, managers or supervisors who act like mentors are less likely to be targets of deviance by their subordinates, most probably because the subordinates who are guided and mentored focus more on performing well, rather than on being vengeful. This study provides an empirical and practical contribution to combating and reducing workplace deviance through coaching and thriving at work. The theoretical implications, future directions, and limitations are also discussed.

Keywords

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1. Introduction

Workplace deviance has always been an important phenomenon (Liao, Joshi & Chuang, 2004; Robbins & Judge, 2018). It refers to certain attitudes that involve deviation from organizational norms and standards necessary for a conducive work environment (Robinson & Bennett, 1995; Mayer, Kuenzi, Greenbaum, Bardes & Salvador, 2009). Workplace deviance is an intentional deviation and a violation of organizational norms that threatens the well-being of employees and organizations (Robinson & Bennett, 1995). These undesirable attitudes and behaviors are inevitably present in an organization due to the constant human interactions (Rogers, 1962; Mitchell & Ambrose, 2007). The employees' interpersonal relationships are usually governed through organizational rules, norms, and guidelines (Hollinger, Slora & Terris, 1992).

From the odd activities of Wall Street to the corruption of police (Robinson & Bennett, 1995), from sexual harassment at workplace (Maypole & Skaine, 1983) to showing anger, outrage, and bitterness (Skarlicki, & Folger, 1997), from destruction of organization's property to theft and embezzlement of funds (Mustaine & Tewksbury, 2002), and from bullying to insubordination (Robinson & O'Leary-Kelly, 1998), different workplaces are prone to workplace deviance, also known as anti-prosocial behavior (Brief & Motowidlo, 1986), organizational misconduct (Vardi & Wiener, 1996), and counterproductive workplace behavior (George & Bettenhausen, 1990). These counterproductive deviant behaviors cost a lot to organizations, soaring to billions of dollars each year. For instance, American organizations face a $50 billion loss every year due to employee theft and fraudulent activities (Sandberg, 2003), and these activities are common in every organization (Case, 2000). According to another study, employees consumed 40% of their job time on the internet surfing and cost the organization nearly £154 million in the United Kingdom (Lima, Teha & Chan-Yin-Fah, 2016).

There are two broad categories of workplace deviance: organizational deviance and interpersonal deviance. Organizational deviance refers to acts that harm the organizations, such as lying about hours worked, theft or stealing organizational property, and sabotage. Interpersonal deviance involves behaviors that harm the individuals

directly, such as gossiping, spreading rumors, yelling at someone, and bullying (Robinson & Bennet, 1995). Furthermore, Hershcovis et al. (2007) identified two categories of interpersonal deviance: firstly, behaviors that are injurious or detrimental to individuals or co-workers and secondly, those that target the supervisors. The toxicity that stems from these deviant behaviors needs to be taken into account as it tends to diminish the individual and organizational performance and effectiveness (Dunlop & Lee, 2004; Bennett & Robinson, 2000). The focus of this study is on supervisor-directed (that harms supervisors) as well as interpersonal (that harms coworkers) Deviance. Based on the initial literature review, multiple antecedents of workplace deviance were identified, including work stressor, perceived organizational stress, organizational justice, organizational climate, trust, work power lessons, leadership style, leader-member exchange, psychological ownership, moral disengagement, personality style, job satisfaction, dedication, competitive excellence, motivation, affective communication, and abusive supervision (Spector & Fox, 2002; Edwards & Greenberg, 2010; Campbell, 2012; Mount, Illies & Johnson, 2006; Muchinsky & Culbertson, 2016; Einarsen, Hoel, Zapf & Cooper, 2003; Scott & Barnes, 2011; Aryati, Sudiro, Hadiwidjaja, & Noermijati, 2018; Raza, Ahmed, Zubair, & Moueed, 2019). However, managerial coaching as a potential antecedent of workplace deviance has not been explored so far.

Managerial coaching has become a famous managerial practice within organizations (Liu & Batt, 2010). Coaching has been discussed as a significant behavior of leaders and managers which facilitate organizational development, change and learning, employee training and growth, strategic management of human capital, and improved functioning of organizations (Gilley, Gilley & Kouider, 2010). Additionally, HRD professionals are using managerial coaching as a key tool for the succession planning of key positions and the retention of talented employees within the organizations (Ratiu, David & Baban, 2017). Currently, organizations are shifting the responsibilities of HRD professionals toward executives and supervisors (Jones, Woods & Guillaume, 2016; Woo, 2017). Many researchers have identified various outcomes of managerial coaching such as job performance (Ali, Lodhi, Raza & Ali, 2018), role clarity (Kim, 2014),

organizational citizenship behavior and thriving at work (Raza, Ali, Ahmed & Moueed, 2017; Raza, Ali, Ahmed & Ahmad, 2018; Raza, Moueed, & Ali, 2018) trustworthiness (Kim & Kuo, 2015), work engagement, leader-member-exchange quality, job satisfaction, and organizational commitment (Ali et al., 2018), and reduced turnover intentions (Kim, Eom, Kim &Youn, 2015). The reason is that employee development managers should act like educators (Cohen & Tichy, 1998) and coaches (McGill & Slocum, 1998). In spite of increasing attention and related practice-oriented actions emphasizing the role of a manager as a coach, research on the effectiveness of managerial coaching is yet scant (Heslin, VandeWalle, & Latham, 2006; Beattie et al., 2014; Boyatzis, Smith, & Beveridge, 2012). Existing studies have explored only a few consequences and variations (Kim, Egan, Kim, & Kim, 2013). This study suggests that managerial coaching may help in reducing employees' deviant behaviors in the workplace, most probably through 'thriving at work'.

The construct 'thriving at work' has been observed as one of the outcomes of managerial coaching (Mushtaq, Abid, Sarwar, & Ahmed, 2017; Beattie et al., 2014; Raza et al., 2017; Raza et al., 2018), and has gained attention in different organizational movements, positive organizational scholarship, and workplace behaviors (Abid & Ahmed, 2016). Thus, this study considers the role of thriving in reducing workplace deviance. Theoretically, learning and vitality are the two dimensions of thriving at work (Spreitzer, Porath & Gibson, 2012). Recently, Abid and Ahmed (2016) have operationally and conceptually identified three broader dimensions of thriving at work: cognitive, behavioral, and affective. The learning dimension comprises achievement and implementation of new skills and information (Elliott & Dweck, 1988), whereas vitality, as stated by Nix, Ryan, Manly & Deci (1999), is all about optimistic feelings and enthusiastic behavior. Porath, Spreitzer, Gibosn and Garnett (2012) have investigated both learning and vitality separately. The findings of Raza et al. (2017) depict that managerial coaching significantly and positively influences thriving at work, as it provides an opportunity of learning, triggers optimism, and teaches the staff to focus on positivity and being productive. Hence, this research study recommends that

managerial coaching increases thriving at work and minimizes deviant behaviors among employees.

To sum up, the objective of this study is to investigate the direct relationship between managerial coaching and workplace deviance (including interpersonal workplace deviance and supervisor-directed deviance), along with the mediating role of thriving at work.

2. Theoretical Framework and Hypotheses Development

Employees' deviance at the workplace finds theoretical support from the social exchange theory (Mitchell & Ambrose, 2007), according to which, interpersonal relationships are based on the principle of reciprocity, i.e. the actions of one party depend upon how others will react to it (Blau, 1964). The negative reciprocity (the negative form of behavioral patterns) proposes that deviant behaviors emerge where poor exchange relationships exist among an employee and other organizational associates (Blau, 1964; Cropanzano & Mitchell, 2005), whereas positive exchange relationships will breed positivity and employees will avoid being deviant.

The way employees perceive their leaders significantly affects employees' behavior and their attitude towards their jobs (Chullen, Dunford, Angermeier, Boss, & Boss, 2010; Park, 2007). This notion is termed as Leader-Member Exchange (LMX) in literature, which significantly contributes to organizational growth. According to Resick, Hargis, Shao and Dust (2013), leaders can reduce deviance in their employees by giving them opportunities to learn, providing them with the understanding of social norms, and evaluating their behaviors in an effective manner, since manager–cum-coach acts as a role model for employees. Grounding the proposed model on the social exchange theory, managers' coaching behavior acts as a support for employees to thrive at their workplace, hence reducing workplace deviance.

The relationship between managerial coaching and workplace deviance has not been explored in the literature. Exploring this relationship is a novelty, and this comprises the first research question of this study. The next section pertains to the abovementioned particular relation.

2.1. Managerial Coaching and Workplace Deviance

Managerial coaching (MC) is "a form of coaching that is provided by a supervisor or manager serving as a facilitator of learning" (Ellinger, Ellinger, Bachrach, Wang & Elmadag, 2011). The manager or supervisor enacts specific behaviors that enable the employee to learn and develop thereby to improve performance. Chullen et al. (2010) said that employees who have a stronger perception of perceived organizational support (POS) are more inspired and there is less potential for them to indulge in deviant acts. Alias and Rasdi (2015) concluded that the perceived organization support affects both interpersonal and supervisor-directed deviance. Contrarily, if employees perceive they have less organizational support, their chances of engaging in deviant behaviors may be increased. In their study on frontline employees in Pakistan's banking sector, Khan, Kanwal and Shoaib (2015) found that organizational support is negatively correlated with deviant workplace behaviors. Additionally, they found that the perceived supervisor support with POS contributes more positively to minimizing the workplace deviance. Hsieh and Wang (2016) conducted a study in Taiwan and found that employee job satisfaction increased in the perspective of ethical organizational climate. They concluded that the ethical environment of the organization and the perceived administrative support are negatively associated with workplace deviance and MC is understood as an administrative support. Unlike previous administrative practices, managerial coaching involves helping, guiding, and supporting the subordinates instead of controlling and commanding them (Boyatzis et al., 2012). It is in fact considered as the consistent collaboration among juniors and manager (Muhlberger & Traut, 2015).

Likewise, according to Kim et al. (2013), the consistent feedbacks of managers-cum-coaches help employees overcome their weaknesses and boost their confidence which makes them perform better. When an administrator acts as a trainer, he provides quick feedback, solves subordinate's problems, and develops a learning environment, leaving no room for negativity and deviance. Thus, the first hypothesis of the study is as follows:

H1: MC will have a negative effect on interpersonal deviance.

H2: MC will have a negative effect on the supervisor-directed deviance.

2.2. Mediating the Role of Thriving at Work

The supporting environment – involving coaching – results in high organizational commitment and low turn-over intention (Payne & Huffman, 2005), high task performance (Gellatly & Irving, 2001), etc. A caring organization recognizes its employees' contributions to the accomplishment of organizational objectives. This supportive behavior of management enhances employees' novelty, creativity, passion, and interest in keeping up-to-date their information. Particularly, when the environment is that of coaching, the existence of guidance and the provision of clear goals help subordinates perform better and thrive at work (Kim, Egan, & Moon, 2014; Wiesenfeld, Raghuram, & Garud, 2001). When people feel thriving at work, they observe social control and are careful in how they interact and communicate with their colleagues and subordinates, and take care of other members at the workplace (Spreitzer, Sutcliffe, Dutton, Sonenshein & Grant, 2005). Thriving individuals help others and solve their issues which are beyond their formal duties. They also like to build social bonds with their fellow employees and thus do not indulge in workplace deviance against individuals and organization.

On the other hand, Alias, Mohd Rasdi, Ismail and Abu Samah (2013) and Alias and Rasdi (2015) have found that when employees perceive their working environment as non-supportive and non-ethical, they tend to engage in deviant behaviors, i.e. a non-ethical environment in organizations is a predictor of deviant behaviors. Chiu and Peng (2008) said that the employee's perception matters a lot. For example, a breach of psychological pact breeds feelings of unfairness and dissatisfaction among employees and sabotages the relationship between employer and employee. In turn, employees may react aggressively to get even with the employers. Avey, Wernsing and Luthans (2008) further explained that negative beliefs of employees may give rise to deviant behaviors. Therefore, it can be hypothesized that managerial coaching not only helps in developing thriving employees, but also the association between managerial coaching and

workplace deviance is mediated by thriving at work. The hypotheses are as follows:

H3: MC will have a positive effect on thriving at work.

H4: Thriving at work mediates the relationship between managerial coaching and interpersonal deviance.

H5: Thriving at work mediates the relationship between managerial coaching and supervisor directed deviance.

Arising from a comprehensive review of literature and based on Leader-Member Exchange theory, Figure 1 illustrates the relationships of managerial coaching, thriving at work, and workplace deviance.
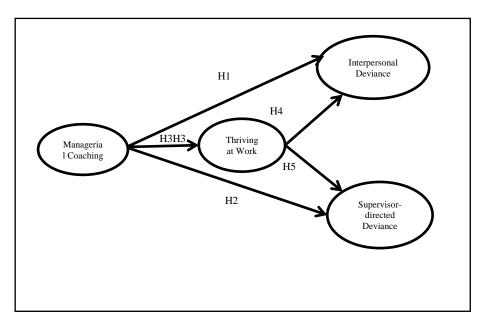

Fig. 1. Theoretical framework

3. Methods
This section provides the details on sampling technique, data collection method, demographic characteristics, the measurement of variables, and analysis strategy.

3.1. Data Collection Procedure and Study Sample
The data for this study had to be collected from organizations where managerial coaching practices were supposedly being used to boost up

sales. The best option in the context of this study regarded the employees of pharmaceutical organizations. Although this model can be applied to all organizations, we selected the pharmaceutical industry because the culture and job requirements of these organizations fulfill the needs of this study. Raza et al (2017) conducted a study in the pharmaceutical industry and found managerial coaching being practiced in the pharmaceutical organizations, and that it increases the in-role job performance and organizational citizenship behavior through thriving at work. To gather data, consent was sought from the HR managers of the organizations. In this study, two sets of questionnaires were used for data collection: one for subordinates and another for their immediate supervisors. The questionnaires were coded so as to match the responses of employees with their immediate supervisors' evaluations. In the first phase, questionnaires were distributed among employees. In the second phase, questionnaires were distributed among the immediate supervisors based on the assigned codes of the first phase. The researchers directly collected questionnaires from both sources to ascertain concealment. The organizations provided the sampling frame and a sample of 300 questionnaires was selected through simple random sampling, yielding a 62.5% response rate. The sample was comprised of 36% female and 64% male respondents. With regard to working experience, it turned out that 24% of respondents had less than 5 years' experience, 48% had 5 to 10 years of experience, 19% had 10 to 15 years, and remaining 9% had more than 15 years of experience. Concerning the participants' age, 20% of the respondents were in the age range of 20-25 years, a majority of the respondents (i.e. 55%) were between 25-30 years old, 15% respondents belonged to the age-group of 30-35 years, and the remaining 10% respondents were more than 35 years old. The education of 50% of respondents was at the postgraduate level, 30% had bachelor degrees, and 20% had high school degrees.

3.2. Measurement

The variable 'managerial coaching' was measured through the eight-item scale developed by Heslin et al. (2006). Respondents were asked whether their supervisors acted as their coaches. A sample item is

"Manager provides an accurate guideline for performing the task." To thrive at work, the 10-item scale developed by Porath et al. (2012) was used. The respondents were requested to respond to what they felt about the work environment like "I see myself continually improving" and "I feel alive and vital". Workplace deviance was measured by the scale which was comprised of two types of deviance: interpersonal workplace deviance and supervisor directed deviance. The interpersonal workplace deviance was measured using seven items which were developed by Bennett and Robinson (2000). The supervisor-directed deviance was measured using 10 items, out of which, six items were adopted from Bennett and Robinson (2000), and four items were adapted from Aquino, Lewis and Bradfield (1999). The sample items are "Made fun of my supervisor at work" and "Gossiped about my supervisor." The responses were collected through a self-administered questionnaire on a five-point Likert scale. The questionnaire is given in Appendix A.

3.3. Analysis Strategy

SPSS (version 22) and Amos (version 22) with SEM technique were used to conduct data analysis. There are two steps (measurement model and structural model) in SEM. Measurement model was used to find the convergent validity through average variance extracted (AVE), and the discriminant validity through Fornell-Larcker criterion. Lastly, structural model was used to test the hypotheses and mediation effects.

4. Results

4.1. Measurement Model

"Confirmatory factor analysis" (CFA) is used to judge the validity and the measurement model (Anderson & Gerbing, 1988).

The measurement model has been evaluated using fit indices. The results show a good fit ($\chi 2$ = 770.613, df = 422, $\chi 2$/df = 1.826, RMSEA= 0.053, CFI=0.92, NNFI=0.91), as these values are better as per the suggested cut-offs ($\chi 2$/df< 3, RMSEA<0.08, CFI>0.95,NNFI>0.95) (Bagozzi & Yi, 1988; Browne & Cudeck, 1993; Hu & Bentler, 1999). Similarly, as recommended by Cheung

and Rensvold (2002), the values of CFI and NNFI equivalent to 0.90 are also acceptable.

Table 1. Results of construct reliability and convergent validity of constructs

Factor	Composite Reliability CR > 0.7	Average Variance Extracted (AVE) ≥ 0.5	Square root AVE
Managerial Coaching	0.87	0.51	0.71
Thriving at Work	0.89	0.52	0.72
Interpersonal Deviance	0.82	0.50	0.70
Supervisor-directed Deviance	0.87	0.51	0.71

Reliability was confirmed by the values of composite reliability (CR). Table 2 shows that the values of CR are higher than 0.70 for all variables. So, the data is reliable and can be further analyzed and interpreted (Kline, 2005). Furthermore, Table 2 represents the values of AVE, required for convergent validity. The values of AVE must be ≥ 0.5, and composite reliability (CR) must be ≥ 0.70. Our results are accordingly acceptable and thus the convergent validity is achieved (Hair, Anderson, Tatham & Black, 1995).

Table 2. Descriptive statistics and correlation matrix

	Mean	S.D	Skewness Statistics	Std. Error of Skewness	Kurtosis Statistics	Std. Error of Kurtosis	1	2	3	4
1.Managerial Coaching	3.7804	.69823	.256	.141	.679	.281	-			
2.Thriving at Work	3.7593	.71394	.317	.141	.484	.281	0.132[**]	-		
3.Interpersonal Deviance	1.5973	.57970	-.350	.141	-.445	.281	-0.010[**]	-0.072[**]	-	
4.Supervisor-directed Deviance	1.8112	.70061	-.272	.141	-.027	.281	-0.194[**]	-0.228[**]	0.049	-

** p < 0.01

Table 3 presents the means, standard deviations, and correlation coefficients of the study variables. The standard deviations of all the variables are less than 1, which shows that the data are normally distributed. Furthermore, the normality can also be checked through

the z-statistic for skewness and kurtosis. The scores of skewness and kurtosis are divided by its standard error. The data are considered normal when the z value is less than +/- 2.58 (Field, 2013). The z-statistic values are also within the prescribed limits, which yet again supports the assumption of data normality. Table 3 illustrates that managerial coaching is negatively associated with interpersonal deviance (r=-0.010, p < 0.01) and supervisor-directed deviance (r=-0.194, p < 0.01), whereas it is positively related with thriving at work (r=0.132, p < 0.01). There is a significant negative relationship between thriving at work and interpersonal deviance (r= -0.072, p < 0.01), and a similar significant negative association can be seen between thriving and supervisor-directed deviance (r=-0.228, p < 0.01). Moreover, there is no issue of multicollinearity, as the correlation coefficients are lower than 0.70 (Tabachnick & Fidell, 1996). Therefore, the correlation results support the study assumptions.

Table 3. Results of discriminant validity (Fornell-Larker criterion)

Variables	1	2	3	4
1.Managerial Coaching	(0.71)			
2.Thriving at Work	0.132**	(0.72)		
3.Interpersonal Deviance	-0.010**	-0.072**	(0.70)	
4.Supervisor directed Deviance	-0.194**	-0.228**	0.049	(0.71)

** p < 0.01

Discriminant validity is examined using Fornell-Larcker criterion by comparing the values of AVE square root (oblique in parenthesis) and inter-construct values. As shown in Table 4, AVE square root values are higher than the values of the correlation of the variable, so the discriminant validity is confirmed as well (Kim, 2010). Thus, both convergent validity and discriminant validity are confirmed through the measurement model of the study.

4.2. Hypotheses Testing
Hypotheses are evaluated using the structural equation modeling technique. The results show the fitness values to be at a good level ($\chi2$ = 770.886, df = 423, $\chi2$/df = 1.822, RMSEA= 0.052, CFI=0.92,

NNFI=0.91). To assess the role of thriving at work as the mediator, two structural models were verified with the direct path (managerial coaching to interpersonal deviance and supervisor-directed deviance) and indirect path (via thriving at work) as adopted by Iacobucci, Saldanha and Deng (2007).

Table 4. Results of structural model

Hypotheses	Hypothesized Paths			Standardized Regression Weights (β)	t-value	P-value	Results
H1	Managerial Coaching	→	Interpersonal deviance	-.001	-.016	.988	Not Accepted
H2	Managerial Coaching	→	Supervisor directed deviance	-.173	-2.535	.011	Accepted
H3	Managerial Coaching	→	Thriving at work	.158	2.044	.041	Accepted

*** Significant at p<0.001 ** significant at p<0.01 * significant at p<0.05

Table 5 shows the results which support our hypotheses in the current study. The first hypothesis (H1) assumes that managerial coaching has a negative effect on interpersonal deviance as (β= -.001, p>0.05). Since the obtained beta value is very low, it is not significant and so, H1 is not supported. H2 proposes that managerial coaching has a negative impact on supervisor-directed deviance and results shown in the Table (β= -.173, p<0.05) support the second hypothesis (H2) of the study. H3 proposes that managerial coaching has a positive impact on thriving at work and results shown in the Table (β= .158, p<0.05) support the third hypothesis (H3) of the study.

Table 6 shows that thriving at work also did not mediate the relationship between managerial coaching and interpersonal deviance. Therefore, H4 is not supported as well in this study. Table 6 also displays the path coefficients for the mediation results as the significant effect of managerial coaching on the supervisor-directed deviance via thriving at work. Consequently, it is concluded that thriving at work partially mediates the relationship between managerial coaching and supervisor-directed deviance, a finding

which supports H5. The mediation effect of thriving at work has been measured through the bootstrapping technique in AMOS.

Table 5. Direct and indirect path coefficients of mediation model

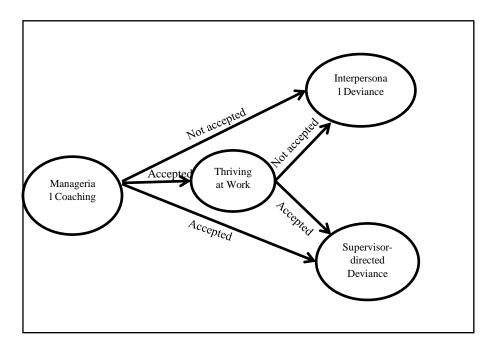| Hypotheses	Predictor	Direct effects	Indirect effects via thriving at work	Total effects	Results
H4	MC→ID	-.001 (non-significant) at p>0.05	-.009 (non-significant) at p>0.05	-.010	Not Accepted
H5	MC→SD	-.173 (significant) at p<0.05	-.028 (significant) at p<0.05	-.201	Accepted

Fig. 2.

5. Discussion

Interpersonal deviance and supervisor-directed deviance are inevitably present in any organization, and the literature shows that workplace

deviance is rapidly increasing and has become an area of increasing interest for researchers (Sumathi, Kamalanabhan, & Thenmozhi, 2015). On the other hand, managerial coaching has also emerged as an integral element for the success of an organization (Ellinger et al., 2011). Managers use it to enhance employee development and empowerment to achieve business goals (Pousa & Mathieu, 2015). This research study explored the relationship between managerial coaching and workplace deviance through the intervening role of thriving at work, using the LMX theory, which may help mitigate the level of asymmetric information and empower the leadership to reduce the deviant behaviors of their employees (Mullins & Syam, 2014).

Workplace deviance has been an issue for organizations (Bolin & Heatherly, 2001; Liang & Wang, 2016), and this study, using structural equation modeling, has attempted to explore factors like managerial coaching and thriving at work that can control or minimize the effects of workplace deviance. The study proposed that managerial coaching has a positive effect on reducing and curbing workplace deviance, because it is easier for the subordinates to follow a supervisor or a manager who is more like a mentor and guides them in order to help them improve rather than to insult or reprimand them. The correlation coefficients support the notions that employees, who work under managerial coaching, learn more and thus thrive more at work which most probably helps them control their deviance against their fellow employees or their supervisors. The reason is that learning is a part of thriving, and thriving individuals are usually preoccupied with improving themselves rather than using their time to act negatively against others. SEM also reveals that managerial coaching has a negative impact on supervisor-directed deviance and the relationship is explained through thriving at work. However, although the correlations are significant between managerial coaching and interpersonal deviance, the SEM paths between coaching and interpersonal deviance, with or without the intervention of thriving, were not supported. This implies that managerial coaching creates a bond between the supervisor and his subordinates, but not necessarily between subordinates. Employees respond positively to a supervisor, because the supervisor acts as a coach, solves their problems,

improves their skills, and does not merely criticize but provides healthy feedback, too. Further, managerial coaching has a positive impact on thriving at work, no matter if employees are working on their mutual work relationships or not, which is only possible when the whole organizational culture is supportive and the efforts are not individual. These results are consistent with the previous studies (Kim et al., 2015; Mo & Shi, 2017). For instance, Chullen et al (2010) also found that employees who have a stronger perception of POS are more inspired and are less likely to be deviant in their actions. Another study by Alias and Rasdi (2015) concluded that perceived organizational support effects both interpersonal and supervisor-directed deviance. Contrarily, if employees perceive that they have less organizational support, their chances of engaging in deviant behaviors will increase (Alias & Rasdi, 2015; Khan et al., 2015). Hence, the results of the current study give in some interesting and fruitful managerial implications to minimize workplace deviance.

6. Conclusion

Workplace deviance has negative effects on organizations and employees. The organizations control the behaviors of employees with the help of different techniques, such as strict rules, regulations, and guidelines provided by the management under the norms of the organization established by the authorities. This study is the first to explore the role of managerial coaching in minimizing and controlling workplace deviance through thriving at work. Several past studies have reported the devastating consequences of deviance at workplace, but none of the studies have considered the role of managerial coaching on deviance, nor has any study reported on the mediating role of thriving at work between managerial coaching and deviance. This study has revealed that managerial coaching can be used to curb workplace deviant behaviors, at least in relation to the supervisor-directed deviance in this sample.

The main objective of this study was to see if managerial coaching can possibly reduce the workplace deviance through the intervening role of thriving at work. Workplace deviance has two broad categories: organizational deviance and interpersonal deviance. Organizational deviance targets and harms the organizations, whereas

interpersonal deviance refers to behaviors that harm individuals, which are further subdivided into behaviors injurious to co-workers and those that target the supervisors (Robinson & Bennet, 1995). The focus of the study was on the latter kind of deviance, i.e. interpersonal deviance, and the obtained results demonstrate a reduction in supervisor-directed deviance, whereas no impact was found on deviance related to co-workers. This implies that managers who opt to act kindly and adopt the supervisory role in true letter and spirit, as if they are mentoring and coaching rather than ordering around and pointing at mistakes, can earn respect and will not have to face deviant behaviors of their subordinates. This assumption can be explained through the presence of thriving, which emerges as a result of managerial coaching. Subordinates who are guided and coached by their managers tend to learn and subsequently thrive and thus, instead of being vengeful and toxic, direct their energies toward performing well. The study, however, has been unable to demonstrate the link between managerial coaching and interpersonal deviance targeting the coworkers. It may be because managerial coaching is usually related to work rather than to how to interact with the co-workers. Therefore, it only breeds learning and thriving in the context of job description and does not include mentoring others' behaviors. Hence, it was found to be unable to reduce the interpersonal deviance.

Furthermore, there were some limitations as well. Firstly, the study participants were all related to sales departments; hence. The results cannot be generalized to other job descriptions. Secondly, the context was natural and the researchers had no control over the type or duration of managerial coaching training. The experimental design with control groups may reveal more about the effect of various types of managerial coaching. In addition, the longitudinal design may also help explain how and why thriving at work prevents employees from deviance (Babbie, 2012). Future research can also focus on other possible mediators for better understanding of the association of managerial coaching and workplace deviance, including psychological capital, positive affectivity, job ambivalence, and moderators like personality, work-family conflict, job stress, and the perception of politics.

As the key purpose of the current study was to assess the impact of managerial coaching on workplace deviance, the results of the study might have very important and practical implications for the business world, and be useful in the development of the theory of coaching at the workplace. This study expanded the understanding of managerial coaching practices through the LMX theory and Social Exchange theory. Furthermore, in this study, we offered the managerial coaching as a high-quality LMX relationship which can be utilized as a trust-building tool in the organizations. The current study also proposes that manager's behavior is equally important to other control systems in the organizations to manage employee's behaviors, which is inconsistent with previous studies (Fulk & Mani, 1986) which have found that employees' trust in managers is an antecedent of the deceiving behavior. It is also evident that organizations should invest in both (formal and informal) control systems to control subordinates' behavior (Eisenhardt, 1989). So, this study also suggests that investment in informal control systems like training the managers as a coach have much more potential benefits and immediate return of investment in the form of healthy leader-member exchange relationships. This model can be implemented in all organizations where managerial coaching practices are being used to boost up sales and to control workplace deviance.

Finally, the study is very useful in training and development procedures to reduce the workplace deviance of both the employees and the managers. Further, it will motivate the managers to become effective coaches to reduce the effect of workplace deviance through thriving at work. It will further provide guidelines for top management, HR professionals, practitioners, and researchers to understand and control deviant behaviors for improved organizational effectiveness through managerial coaching. It will be a new addition to the literature which will provide a guideline for policy-makers and practitioners to formulate and restructure the organizational environment to respond to the workplace deviance.

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Appendix: A

Variable	Please indicate extent of agreement with the following items.	Source
Managerial Coaching	Manager provides accurate guideline for performing the task Manager communicates clear performance expectations Manager checks regularly the process of the plan Manager provides feedback regarding areas for improvement Manager facilitates creative thinking to help solve problems Manager allows me to develop my own way of performing the task Manager encourages me to explore and try out new alternatives Manager supports me in taking on new challenges	Heslin et al (2006)
Thriving at Work	I find myself learning often I continue to learn more and more as time goes by I see myself continually improving I am not learning I have developed a lot as a person I feel alive and vital I have energy and spirit I do not feel very energetic I feel alert and awake I am looking forward to each new day	Porath et al (2012)
Interpersonal Deviance	Made fun of someone at work Said something hurtful to someone at work Made an ethnic, religious, or racial remark at work Cursed at someone at work Played a mean prank on someone at work Acted rudely toward someone at work Publicly embarrassed someone to work	Bennett and Robinson (2000)
Supervisor-directed Deviance	Made fun of my supervisor at work Played a mean prank on my supervisor. Made an obscene comment or gesture toward my supervisor Acted rudely toward my supervisor Gossiped about my supervisor Made an ethnic, religious, or racial remark against my supervisor Publicly embarrassed my supervisor Swore at my supervisor Refused to talk to my supervisor Said something hurtful to my supervisor at work	Aquino, Lewis and Bradfield (1999) and Bennett and Robinson (2000)