Creative Teams Under Ebullient Supervision: Roles of Knowledge Sharing and Creative Self-Efficacy

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Research Article

Abstract

Purpose: *This study examined the impact of ebullient supervision styles on employee creativity among bank employees in Bangladesh. The study investigated the mediating role of knowledge sharing and the moderating role of creative self-efficacy in this relationship.*

Methods: *Data were collected from 500 bank employees through a three-wave survey. The collected data were analyzed using partial least squares structural equation modeling (PLS-SEM).*

Results: *The findings demonstrated a positive association between ebullient supervision and employee creativity, with knowledge sharing serving as a significant mediating factor. The study further revealed that the influence of ebullient supervision on both employee creativity and knowledge sharing was more pronounced when employees possessed higher levels of creative self-efficacy.*

Implications: *The study provides practical insights for management, highlighting the importance of fostering knowledge-sharing environments and enhancing employees' creative confidence to stimulate innovation. Managers are encouraged to adopt an ebullient supervisory style and actively build employees' self-efficacy to promote a more innovative workforce.*

Originality: *This study advances the organizational behavior literature by integrating social exchange theory with creative self-efficacy and knowledge sharing to elucidate how leadership style influences creativity outcomes. This integrated approach to understanding the mechanics of innovative leadership in a specific cultural context (Bangladesh) provides a unique contribution to the existing body of knowledge.*

Keywords: Ebullient Supervision, Knowledge Sharing, Creative Self-Efficacy, Employee Creativity, Social Exchange Theory.

1. Introduction

Employee creativity has become an essential driver of organizational innovation, adaptation, and sustained competitiveness in the contemporary business environment (Amabile & Pratt, 2016). Organizations increasingly acknowledge that creative results are shaped not solely by individual capability but also by leadership practices that cultivate positive emotional climates, psychological safety, and pathways for knowledge sharing (Zhou & Hoever, 2014; Nauman et al., 2022). Ebullient supervision has emerged as a novel leadership style defined by enthusiasm, optimism, humor, and emotionally uplifting interactions

(Ford et al., 2019). Ebullient supervision aims to foster a friendly, invigorating, and pleasurable work environment, motivating employees to participate, exchange ideas, and demonstrate initiative actively. Empirical evidence suggests that ebullient supervision enhances employee engagement, organizational commitment, and social interaction, thereby establishing it as a significant job resource within the Job Demands–Resources (JD-R) framework (Gyamfi, 2022; Ford et al., 2019; Mashkoor & Muhammad, 2024; Hassan et al., 2024).

Despite these advancements, significant gaps persist in comprehending the impact of ebullient supervision on employee creativity. Creativity is fundamentally social and often necessitates the exchange of ideas, knowledge, and expertise among teams (Paulus & Nijstad, 2019; Perry-Smith & Mannucci, 2017). This underscores knowledge sharing as a pivotal behavioral mechanism through which positive leadership can enhance creativity. Research suggests that supportive and positive supervisory behaviors increase employees' willingness to share knowledge, thereby improving their creative performance (Wang & Noe, 2010; Dong et al., 2017; Islam et al., 2024). Nevertheless, few studies have explicitly investigated whether ebullient supervision promotes knowledge-sharing behaviors or whether such behaviors mediate the influence of supervisory positivity on employee creativity (Yeboah, 2023; Sijbom et al., 2025).

Furthermore, employees exhibit variability in their reactions to supervisory behaviors, with creative self-efficacy, the belief in one's capacity to generate innovative results, emerging as an essential personal asset (Tierney & Farmer, 2002; Karwowski et al., 2019). Although creative self-efficacy is a recognized predictor of individual creativity, its function as a moderator in the relationship between leadership and creativity, especially under ebullient supervision, remains insufficiently examined. Research has been limited in exploring whether individuals with higher creative self-efficacy are more inclined to convert knowledge shared under positive supervision into creative ideas (Malik et al., 2015; Islam & Asad, 2024). This signifies a significant theoretical deficiency, as understanding boundary conditions, such as creative self-efficacy, is crucial for explaining variation in employees' creative responses to leadership behaviors (Gong et al., 2009; Arshad et al., 2021). Addressing this gap, the present study examines how ebullient supervision influences employee creativity, investigates whether knowledge sharing mediates this relationship, and determines whether creative self-efficacy strengthens the effect of ebullient supervision on employee creativity. The study is grounded in Social Exchange Theory (SET), which posits that employees reciprocate favorable supervisory behaviors by engaging in spontaneous activities such as information exchange and creative problem-solving (Blau, 1964; Fan et al., 2019). Ebullient supervision, characterized by cheerful, helpful behavior, cultivates trust and commitment, inspiring employees to make creative contributions.

This research theoretically enhances leadership studies by investigating the novel construct of ebullient supervision and elucidating its influence on employee creativity via social and cognitive mechanisms (Ford et al., 2019; Gnankob et al., 2024; Alajhar et al., 2025). Incorporating knowledge sharing as a mediator and creative self-efficacy as a moderator offers a refined comprehension of how positive supervisory behaviors lead to creative outcomes (Wang & Noe, 2010; Islam et al., 2024). The results provide practical recommendations for managers and HR professionals aiming to foster innovative work cultures. Supervisors exhibiting ebullient behaviors can cultivate supportive and inspiring environments that promote the exchange of ideas and experimentation, whereas organizations can enhance employees' creative self-efficacy through empowerment, recognition, and skill development (Zhang & Bartol, 2010; Karwowski et al., 2019; Dong et al., 2017). This study integrates theoretical and practical perspectives by providing a comprehensive framework that elucidates how ebullient supervision, knowledge-sharing behaviors, and personal psychological resources collectively influence employee creativity in modern organizations (Paulus & Nijstad, 2019; Hassan et al., 2024).

2. Literature Review and Hypotheses Development

2.1 Social Exchange Theory (SET)

Social Exchange Theory (SET), as described by Blau (1964), offers a valuable perspective on the impact of ebullient supervision on employee creativity. Social Exchange Theory (SET) posits that workplace interactions are based on reciprocal exchanges, where employees respond to favorable managerial behaviors with positive attitudes and actions (Blau, 1964; Cropanzano & Mitchell, 2005). Supervisors who provide socioemotional and informational resources, such as encouragement, recognition, and psychological support, cultivate trust and reciprocity, thereby motivating employees to engage in extra-role behaviors, including knowledge sharing and creative problem-solving (Ahmad et al., 2023).

Ebullient supervision, marked by optimism, enthusiasm, and supportive engagement, fosters a psychologically safe workplace that encourages employees to take chances and articulate new ideas (Gyamfi, 2022; Mashkoor & Muhammad, 2024; Rehman & Zeb, 2023). Empirical studies indicate that ebullient supervisors can improve social and creative behaviors by promoting curiosity-driven informal learning and fostering positive emotional transmission (Islam et al., 2024; Alajhar et al., 2025). Variations among individuals, particularly in creative self-efficacy (CSE), may enhance the extent to which employees utilize positive supervisory behaviors to disseminate knowledge and foster innovation (Yang et al., 2022; Zhang et al., 2018).

In summary, SET offers a theoretical framework for analyzing how socioemotional resources from ebullient supervisors can enhance creativity, both directly and through processes such as knowledge sharing, which are guided by personal beliefs, including creative self-efficacy (CSE).

2.2 Ebullient Supervision and Employee Creativity

Ebullient supervision is a dynamic leadership approach marked by excitement, positivity, humor, and proactive encouragement, designed to foster a pleasurable and motivating workplace (Ford et al., 2019; Ahmad et al., 2025). Ebullient supervision, in contrast to typical authoritative supervision that prioritizes control and task completion, promotes optimism, psychological safety, and interpersonal positivity, all of which are crucial for generating creative ideas. SET posits that employees reciprocate the socioemotional resources offered by ebullient supervisors by engaging in discretionary behaviors beyond formal job obligations, such as creative problem-solving and innovative thinking (Cropanzano & Mitchell, 2005; Ahmad et al., 2023). Ebullient supervision mitigates psychological obstacles and fear of evaluation, so encouraging employees to seek innovative solutions and share creative ideas (Fredrickson, 2001). Empirical evidence substantiates this viewpoint. Gyamfi (2022) discovered that ebullient supervision markedly enhanced involvement and innovative behaviors among university personnel. Ford et al. (2018) demonstrated that proactive supervisory behaviors fostered innovation and social relationships within organizational environments. Mashkoor and Muhammad (2024) indicated that ebullient supervision promotes thriving and social creativity by cultivating a pleasurable work atmosphere. Positive supervisory behaviors cultivate trust and transparency, enhance employees' morale, and expand cognitive flexibility, thereby promoting creative performance (Sönmez & Yıldırım, 2019).

H1: Ebullient supervision is positively related to employee creativity.

2.3 The Mediating Role of Knowledge Sharing

Knowledge sharing, the voluntary exchange of knowledge, skills, and experiences among employees, is essential for promoting innovation and creativity inside firms (Wang & Noe, 2010; Yoon et al., 2024). SET posits that employees reciprocate supervisors' socioemotional support by disseminating knowledge among colleagues, fostering a mutually beneficial exchange that enhances creativity (Cropanzano & Mitchell, 2005; Ahmad et al., 2023; Suryanarayana, 2023).

Ebullient supervision fosters knowledge exchange by creating a psychologically safe and motivating environment. Employees under such positive supervision are more likely to share ideas, insights, and knowledge, thereby facilitating the integration of diverse viewpoints and fostering creative problem-solving (Zeb et al., 2020; Islam et al., 2024). Knowledge sharing serves as an interface that converts positive supervisory behavior into concrete, creative results. Empirical research substantiates this mediation function. Lei et al. (2021) indicated that supportive supervisory behaviors strongly predicted knowledge-sharing behavior, which, in turn, improved employees' creative performance. Saif et al. (2024) found that knowledge sharing mediates the relationship between leadership and creativity, underscoring the importance of reciprocal information exchange. Mashkoor and Muhammad (2024) underscored the significance of ebullient supervision in fostering curiosity and informal learning, hence encouraging knowledge-sharing behaviors.
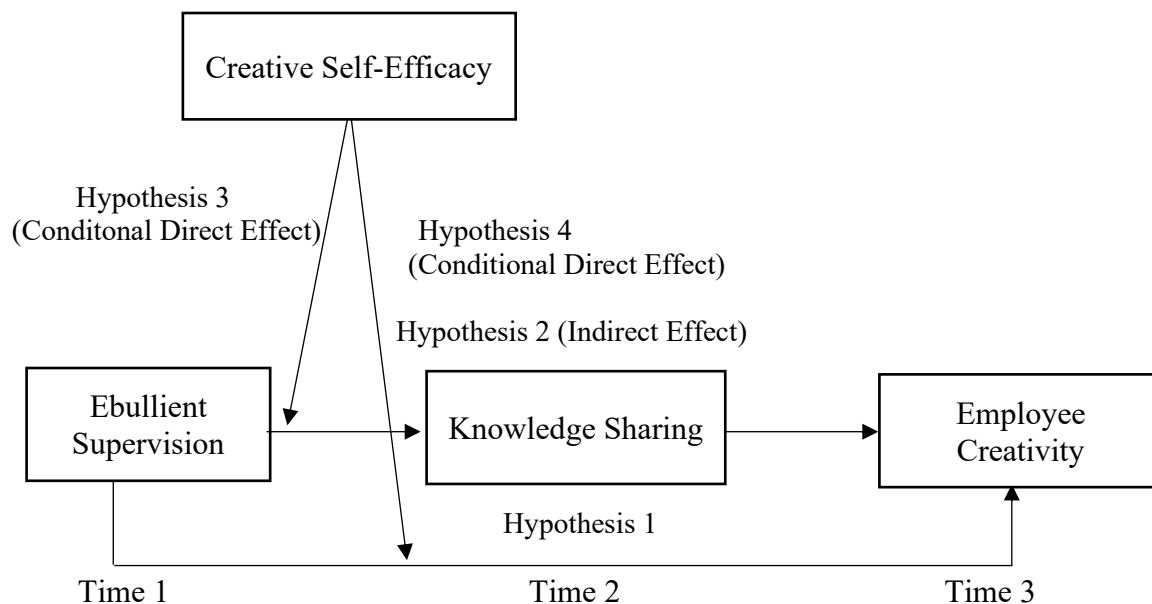
H2: Knowledge sharing mediates the relationship between ebullient supervision and employee creativity.

2.4 The Moderating Role of Creative Self-Efficacy

Creative self-efficacy (CSE) denotes an individual's confidence in their ability to generate innovative and valuable ideas (Tierney & Farmer, 2002). CSE is a key boundary condition that determines the extent to which employees use ebullient supervision to engage in knowledge sharing and creative behaviors. Employees exhibiting higher creative self-efficacy (CSE) have greater confidence in their creative capabilities, thereby increasing the likelihood of engaging favorably with ebullient supervision by embracing risks, openly discussing ideas, and innovatively utilizing collective knowledge (Hu & Zhao, 2016). Conversely, employees with low CSE may fail to fully leverage supportive supervisory behaviors, thereby diminishing the efficacy of such interventions. From a social cognitive perspective, self-efficacy influences how individuals perceive environmental cues and decide on their behavior (Bandura, 1997). Higher CSE enhances psychological safety and positive feelings fostered by supportive supervision, thereby improving information exchange and creative performance. Thus, CSE regulates both the direct correlation between ebullient supervision and creativity and the indirect correlation through information exchange (Abdullah et al., 2017; Jaiswal & Dhar, 2016; Gelaidan et al., 2024).

H3: Creative self-efficacy moderates the association between ebullient supervision and knowledge sharing, such that the association is stronger when employees' creative self-efficacy is high.

H4: Creative self-efficacy moderates the association between ebullient supervision and employee creativity, such that the association is stronger when employees' creative self-efficacy is high.

Fig. 1: Conceptual Research Model

Figure 1 shows the conceptual model outlining the hypothesized relationships among ebullient supervision, knowledge sharing, creative self-efficacy, and employee creativity.

3. Methodology

3.1 Research Design

This research employed a multi-source, multi-wave survey to examine the relationships among ebullient supervision, knowledge sharing, creative self-efficacy, and employee creativity in Bangladesh's banking industry. A time-lagged design was employed to mitigate the risk of common method bias (Podsakoff et al., 2003). By temporally delineating the measurement of independent, mediating, and dependent variables, this design strengthens the validity of causal inferences and yields more dependable insights into the proposed model.

3.2 Sample and Procedure

The target population comprised full-time employees from diverse banking institutions in Bangladesh. A convenience sampling approach was used to recruit participants who were readily accessible and willing to participate in the study. Data were gathered through both in-person interactions and via Google Forms to ensure flexibility and accessibility. Before administering the survey, the study objectives were clearly communicated to general managers and human resource managers, who agreed to assist with data collection. Employees available during the data collection period were invited to participate and were provided with a comprehensive explanation of the study's objectives.

A total of 650 employees initially consented to participate. The survey was administered in three phases to mitigate common method bias. In the initial phase (Time 1), employees provided assessments of their perceptions of ebullient supervision and creative self-efficacy, along with demographic information, yielding 598 valid responses. Two weeks later, during the second phase (Time 2), 563 respondents from the initial cohort completed a survey assessing their knowledge-sharing behaviors. In the concluding phase (Time 3), conducted two weeks after Time 2, a total of 532 participants completed a survey assessing employee creativity. After excluding incomplete and invalid responses, 500 valid responses were retained for analysis.

3.3 Measurement of Variables

As the original survey instrument was developed in English, all questionnaire items were translated into Bengali using the back-translation procedure recommended by Brislin (1970) to ensure linguistic equivalence and content validity. Each variable was assessed using participants' responses on a five-point Likert scale ranging from 1 = strongly disagree to 5 = strongly agree (Allen & Seaman, 2007).

Ebullient supervision was measured using eight items adopted from Ford et al. (2019). A sample item is, *"My supervisor uses a cheerful tone when speaking with subordinates."* Knowledge sharing was measured using four items adopted from Lin and Shin (2021). A sample item is, *"I exchange and share information, knowledge, and skills related to my work with my colleagues."* Creative self-efficacy was assessed using five items developed by Karwowski (2012). A sample item is, *"I trust my creative abilities."* Employee creativity was measured using ten items from the creativity scale developed by Zhou and George (2001). A sample item is, *"I suggest new ways to achieve goals or objectives."*

3.4 Control Variables

To control for potential confounding variables, the study included employee age, gender, education level, organizational tenure, and tenure with the supervisor (Bogilovic, 2017; Zhao, 2019). Age, organizational tenure, and supervisory tenure were recorded in years. Gender was classified as 1 = Male and 2 = Female.

Education was categorized into four levels: 1 = Undergraduate, 2 = Graduate, 3 = Postgraduate, and 4 = Doctorate. Organizational and supervisory tenure were also categorized into four groups: 1 = less than 5 years; 2 = 5 to 10 years; 3 = 11 to 15 years; and 4 = more than 15 years.

3.5 Data Analysis
The data obtained for this research were analyzed using SmartPLS 4.0, a tool suitable for evaluating complex research frameworks and predictive relationships. Initially, descriptive statistics and frequency analyses were conducted to describe the respondents' demographic characteristics. The measurement model was evaluated through assessments of construct reliability, convergent validity, and discriminant validity. Once the measurement model was validated, the structural model was analyzed to examine the proposed linkages among the constructs. Bootstrapping methods were employed to assess the significance of direct, indirect (mediation), and moderation effects within the model.

4. Result and Discussion
4.1 Respondent's Demographics
Table 1 shows the demographic characteristics of the 500 respondents. Among the total participants, 260 were male (52%), and 240 were female (48%), reflecting a marginally higher proportion of male employees. The age distribution showed that the largest group of respondents (44%) was aged 21-30 years, whereas those aged 31-40 years accounted for 47% of the sample. Regarding educational qualifications, 50% of respondents held a bachelor's degree, and 47% had pursued postgraduate studies. Regarding employment duration, 63% of employees reported having less than 5 years of experience, whereas 34% reported having 5-10 years of organizational tenure. Their current supervisor had employed the majority of respondents (85%) for less than 5 years, whereas 13% reported a supervisory tenure of 5 to 10 years.

Table 1: Demographic Information of Respondents

Demographic Information	Category	Frequency(N=500)	%
Gender	Male	260	52
	Female	240	48
Age	21-30 years	220	44
	31-40 years	235	47
	41-50 years	45	9
	Above 50 years	0	0
Education Level	Under Graduation	15	3
	Graduation	250	50
	Post-graduation	235	47
	PhD	0	0
Job Tenure	Below 5 years	315	63
	5-10 years	170	34
	11-15 years	15	3
	Above 15 years	0	0
Job Tenure with the Supervisor	Below 5 years	425	85
	5-10 years	65	13
	11-15 years	10	2
	Above 15 years	0	0

4.2 Measurement Model
Assessment of the measurement model focused on construct reliability and on establishing convergent and discriminant validity for the set of four latent constructs, which included 27 items. As shown in Table 2, all indicators exhibited strong reliability, with outer loadings exceeding the recommended cutoff of 0.70.

Internal consistency reliability was likewise verified, with Cronbach's alpha and composite reliability (CR) values spanning from 0.80 to 0.94, exceeding the prescribed threshold of 0.70 (Hair et al., 2019). Convergent validity was confirmed, as all AVE values exceeded the minimum threshold of 0.50, demonstrating that each construct accounted for more than half of the variance in its indicators (Fornell & Larcker, 1981). Overall, these findings indicate that the measurement model demonstrates robust construct reliability and convergent validity, providing adequate support for proceeding with the structural model analysis.

Table 2: Construct Reliability and Convergent Validity

Constructs	Indicators	Indicator Loadings	Cronbach's Alpha	Composite Reliability (rho_c)	Average Variance Extracted (AVE)
Ebullient Supervision (ES)	ES 1	0.737	0.929	0.942	0.670
	ES 2	0.848			
	ES 3	0.801			
	ES 4	0.857			
	ES 5	0.756			
	ES 6	0.857			
	ES 7	0.817			
	ES 8	0.864			
Knowledge Sharing (KS)	KS 1	0.866	0.808	0.874	0.635
	KS 2	0.764			
	KS 3	0.839			
	KS 4	0.710			
Creative Self-Efficacy (CSE)	CSE 1	0.873	0.862	0.901	0.646
	CSE 2	0.863			
	CSE 3	0.773			
	CSE 4	0.790			
	CSE 5	0.707			
Employee Creativity (EC)	EC 1	0.770	0.938	0.948	0.645
	EC 2	0.743			
	EC 3	0.840			
	EC 4	0.813			
	EC 5	0.835			
	EC 6	0.762			
	EC 7	0.761			
	EC 8	0.860			
	EC 9	0.821			
	EC 10	0.816			

Discriminant validity was assessed to confirm that each construct in the model is conceptually distinct from the others. This investigation employed the Heterotrait–Monotrait (HTMT) ratio of correlations, a robust technique widely recommended for variance-based SEM. As shown in Table 3, all HTMT values were below the threshold of 0.90, indicating sufficient discriminant validity (Henseler, 2015; Hair et al., 2019). This confirms that the constructs are not redundant and retain conceptual distinctiveness, thereby preserving the integrity of the measurement model.

Table 3: Discriminant Validity- Heterotrait–Monotrait Ratio (HTMT)

	CSE	EC	ES	KS	CSE x ES
CSE					
EC	0.850				
ES	0.877	0.860			
KS	0.621	0.745	0.736		
CSE x ES	0.633	0.656	0.641	0.492	

4.3 Hypotheses Results

The findings from the structural equation modeling (SEM), as shown in Table 4, provide empirical support for the hypothesized relationships in the study.
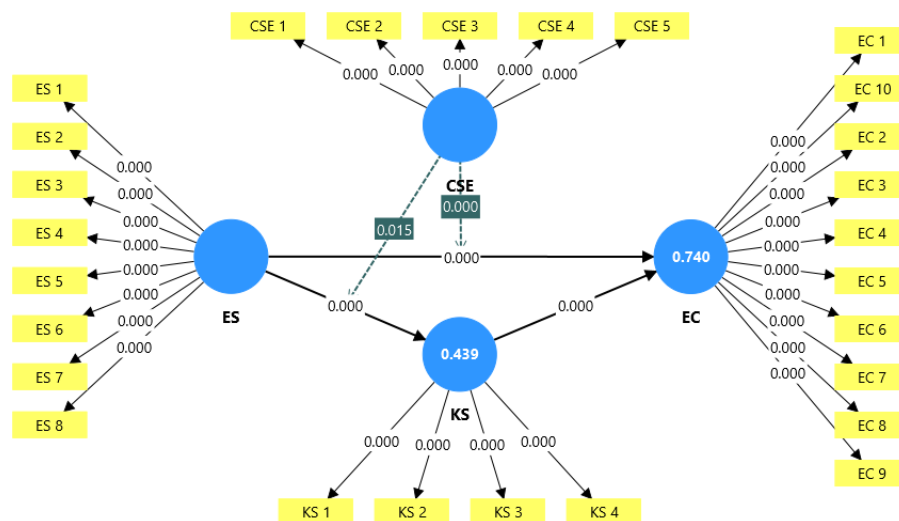
The results indicate that ebullient supervision (ES) has a significant positive impact on employee creativity (EC) ($\beta = 0.361$, $t = 5.476$, $p = 0.000 < 0.05$). This suggests that supervisors who exhibit excitement, optimism, and supportive behaviors might effectively enhance employees' creative performance, thereby supporting Hypothesis 1 (H1).

Table 4: Hypotheses Results

Hypothesis	Relation	β	T Statistics	P Value	Decision
H1	Direct effect ES → EC	0.361	5.476	0.000	Supported
H2	Indirect effect ES → KS → EC	0.113	5.724	0.000	Supported
H3	Moderating effect CSE x ES→KS	0.032	2.440	0.015	Supported
H4	Moderating effect CSE x ES→ EC	0.063	5.423	0.000	Supported

Note: ES=Ebullient Supervision, KS= Knowledge Sharing, EC= Employee Creativity, CSE= Creative Self-Efficacy.

The mediating role of knowledge sharing (KS) was also examined. The findings demonstrate that ES positively influences EC through KS, with a significant indirect effect ($\beta = 0.113$, $t = 5.724$, $p < 0.05$). This illustrates that knowledge sharing is a crucial mechanism by which ebullient supervision fosters employee creativity, providing empirical support for Hypothesis 2 (H2).

Fig. 2. Analysis of Hypotheses Results Using the Bootstrapping Model

Additionally, creative self-efficacy (CSE) was identified as a significant moderator of the associations between ES and KS ($\beta = 0.032$, $t = 2.440$, $p = 0.015 < 0.05$) and between ES and EC ($\beta = 0.063$, $t = 5.423$, $p = 0.000 < 0.05$). The findings suggest that individuals with higher creative self-efficacy are more likely
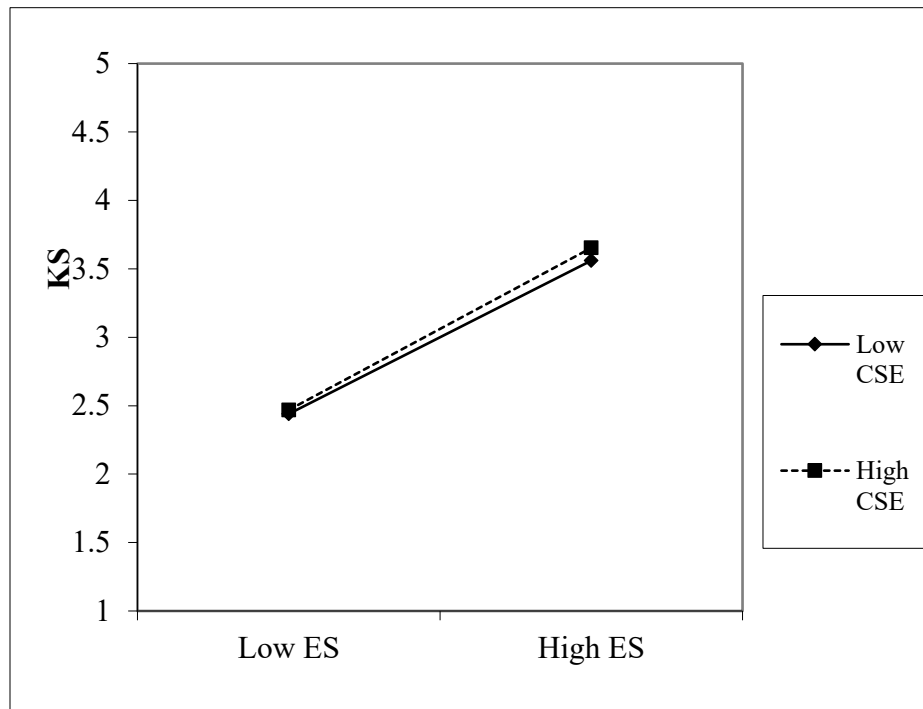
to leverage the positive effects of ebullient supervision, hence enhancing knowledge-sharing behaviors and creative outcomes. Consequently, Hypotheses (H3) and (H4) are supported.

Figure 2 shows the structural model generated through bootstrapping, highlighting the significance of the paths connecting ebullient supervision, knowledge sharing, creative self-efficacy, and employee creativity. All reported p-values meet the required significance level, demonstrating strong empirical support for all proposed hypotheses.
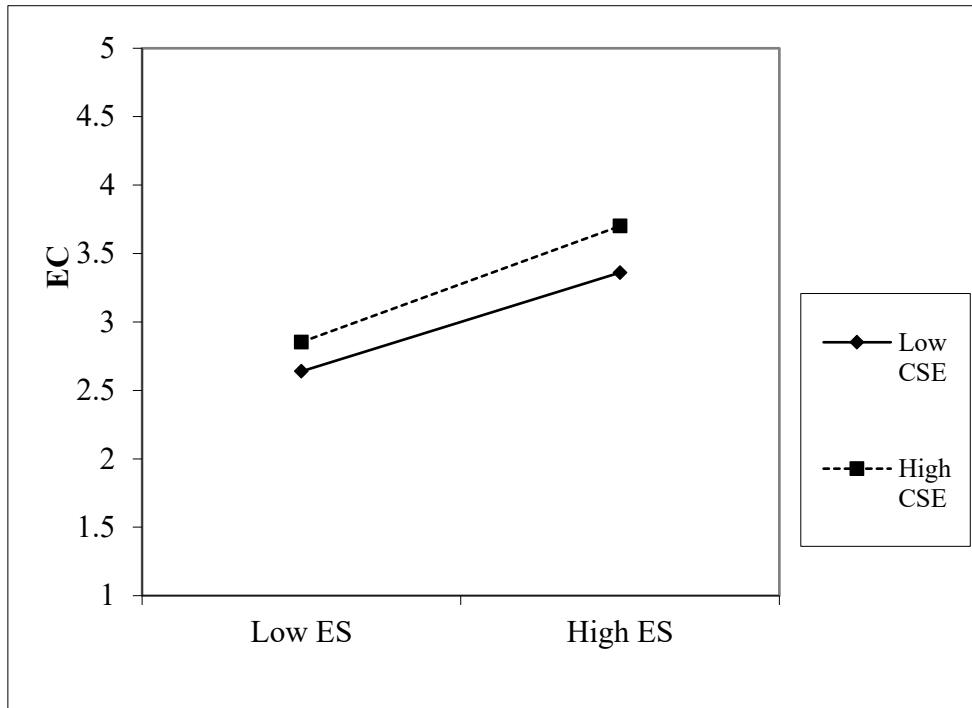
4.4 Moderation Graph

The findings in Figure 3 demonstrate that ebullient supervision (ES) positively affects knowledge sharing (KS), and this relationship is further enhanced by creative self-efficacy (CSE). As ES increases, KS increases correspondingly for both employees with low and high CSE; however, the increase is greater among those with high CSE. This suggests that individuals with stronger beliefs in their creative capabilities derive greater benefit from encouraging, ebullient supervision, leading to increased knowledge-sharing behavior relative to those with lower CSE.

Fig. 3. The moderating effect of CSE on ES and KS

Figure 4 shows that ebullient supervision (ES) positively influences employee creativity (EC), and this association is stronger when creative self-efficacy (CSE) is higher. As ES increases, EC also increases for both employees with lower and higher CSE; however, the increase is markedly greater for those with higher CSE. This pattern suggests that employees with greater confidence in their creative capabilities are more effective in converting supportive and encouraging supervisory behaviors into improved creative performance. Conversely, personnel with lower CSE also benefit from ES, but to a lesser degree. Overall, the graph supports the idea that CSE enhances the beneficial effect of ebullient supervision on creativity.

Fig. 4. The moderating effect of CSE on ES and EC

4.5 Discussion

The findings of this study highlight the essential importance of ebullient supervision in fostering employee creativity within organizational contexts. Results demonstrate that when supervisors exhibit enthusiasm, optimism, and supportiveness, employees experience increased motivation and a greater sense of psychological safety to develop and articulate innovative ideas. This supports previous research indicating that encouraging and supportive leadership promotes increased creative engagement among employees (Zhang & Bartol, 2010).

Furthermore, the research indicates that knowledge sharing mediates the relationship between ebullient supervision and employee creativity. Supportive supervisors foster an environment in which employees are more inclined to share ideas, insights, and experiences, thereby enhancing creative problem-solving. By incorporating diverse perspectives and information, employees can generate innovative solutions, thereby fostering both social exchange and organizational learning (Wang & Noe, 2010).

The beneficial effect of ebullient supervision on creativity is further moderated by creative self-efficacy (CSE). Employees with greater confidence in their creative capabilities respond more effectively to supportive supervision, translating supportive interactions into higher levels of innovative output. This result aligns with previous research highlighting self-efficacy as a crucial psychological determinant impacting individual creativity (Tierney & Farmer, 2011).

Overall, the findings indicate that ebullient supervision fosters a work environment marked by transparent communication, trust, and cooperation. Employees' creative performance is optimized when they both exchange knowledge and have confidence in their creative abilities. Organizations can leverage these insights by fostering positive supervisory behaviors, cultivating a culture of knowledge sharing, and strengthening employees' creative self-efficacy through targeted leadership development and training programs.

4.6 Theoretical Contributions

Firstly, this research advances leadership literature by identifying ebullient supervision as a key driver of employee creativity. Although previous studies have predominantly concentrated on transformational, servant, or empowering leadership (Amabile & Khaire, 2008; Koh et al., 2019; Chen et al., 2022; Chow, 2018), this research emphasizes that supervisors' enthusiasm, optimism, and emotional engagement can independently promote creative outcomes. This expands upon positive leadership theory by illustrating that emotional support and motivational energy provided by supervisors act as essential catalysts for innovation within the workplace.

Secondly, the study offers theoretical evidence for the mediating role of knowledge exchange in the relationship between enthusiastic supervision and employee creativity. Rooted in Social Exchange Theory (SET), the findings demonstrate that supportive, encouraging supervisors foster an environment in which employees feel compelled to reciprocate by sharing knowledge, ideas, and expertise. Such mutual interactions improve problem-solving capabilities and promote the reorganization of knowledge into innovative solutions (Wang & Noe, 2010). This expands the SET framework by elucidating how leaders' socioemotional resources are transformed into cognitive and creative advantages.

Thirdly, the research enhances creativity theory by incorporating Bandura's (1997) self-efficacy framework, illustrating that creative self-efficacy (CSE) moderates the effect of ebullient supervision on knowledge sharing and creative performance. Employees exhibiting high levels of CSE are more inclined to leverage supportive leadership, transforming encouragement into innovative and practical solutions. This highlights the significance of psychological empowerment and individual confidence in influencing creative behaviors (Tierney & Farmer, 2011).

Lastly, the study advances the development of an integrated theoretical framework that synthesizes individual attributes (creative self-efficacy), contextual influences (ebullient supervision), and social processes (knowledge sharing) to elucidate employee creativity. This comprehensive perspective offers a nuanced understanding of how emotional, relational, and cognitive processes interplay to promote innovation, establishing a foundation for future research investigating multi-level determinants of creative performance within organizations.

4.7 Practical Implications

Firstly, the significant positive impact of ebullient supervision on employee creativity underscores the importance of organizations allocating resources to leadership development initiatives that foster enthusiasm, optimism, and emotional involvement. Training supervisors to adopt an ebullient approach can improve employee motivation and foster a psychologically secure environment conducive to the development of innovative ideas (Mashkoor & Muhammad, 2024).

Secondly, the mediating role of knowledge sharing underscores the importance of cultivating a collaborative organizational culture. Organizations should establish policies and procedures that promote transparent communication, effective information sharing, and collaborative problem-solving. Promoting knowledge sharing enhances interpersonal relationships, boosts organizational efficiency, and fosters collective innovation (Naseem & Khan, 2023).

Thirdly, the moderating influence of creative self-efficacy underscores the importance of strengthening employees' confidence in their creative capabilities. Organizations can accomplish this through seminars, training programs, mentorship initiatives, and experiential learning opportunities that foster creative competence. Employees possessing higher levels of CSE are more inclined to respond favorably to ebullient supervision, leading to enhanced creative performance (Jaiswal & Dhar, 2016).

Finally, the integrated model of ebullient supervision, knowledge sharing, and creative self-efficacy offers valuable guidance for talent management and innovation strategy. By concurrently fostering supportive

leadership, a culture of knowledge sharing, and employees' creative confidence, organizations can build a sustainable, innovative workforce. This methodology not only promotes immediate innovation but also guarantees sustained competitiveness in evolving business landscapes.

5. Limitations and Future Research Directions

Although this study offers valuable insights, it is important to recognize certain limitations that also indicate potential directions for future research.

Firstly, the research sample was confined to personnel within the banking sector in Bangladesh, potentially limiting the applicability of the findings to other industries or cultural settings. The findings may vary across other developing nations or organizational contexts with different cultural, structural, or operational features (Hassan, 2021). Future research could broaden the scope by including employees from diverse sectors or countries to enhance the external validity of the results.

Secondly, the study relied predominantly on self-reported survey data, which may be subject to biases such as common-method bias, social desirability bias, and response-set bias (Podsakoff et al., 2003). Although measures were implemented to address these concerns, such as temporal separation between assessments and safeguards to protect confidentiality, future research could enhance validity by integrating multiple data sources, including supervisor evaluations or objective performance indicators, to mitigate potential bias (Guo et al., 2021). Furthermore, the application of observational or experimental techniques could enhance the robustness of the results.

Thirdly, the cross-sectional, time-lagged design used in this study provides limited insight into causal relationships. Although the three-wave data collection alleviated typical method-related issues, employing a longitudinal or experimental design would facilitate a more comprehensive investigation of the causal relationships among ebullient supervision, knowledge sharing, creative self-efficacy, and employee creativity. Future research may utilize these methodologies to enhance understanding of the temporal dynamics inherent in these relationships.

Finally, although this study focused on knowledge sharing and creative self-efficacy as the primary mediators and moderators, other potential influences on creativity, such as intrinsic motivation, psychological safety, and organizational culture, were not examined. Future research may explore additional mediators and moderators to offer a more comprehensive understanding of the mechanisms by which ebullient supervision influences creativity. Furthermore, analyzing the interactions among these variables across organizational settings, such as team-oriented or highly innovative industries, may yield more detailed insights into how supervisory behaviors influence employee creativity.

6. Conclusion

This research emphasizes the critical importance of ebullient supervision in promoting employee creativity, illustrating that supportive, enthusiastic, and emotionally uplifting supervisory behaviors contribute to improved innovative performance. The findings indicate that knowledge sharing serves as a vital mediating mechanism, converting supervisors' positive behaviors into creative outcomes. Employees are more inclined to share ideas, perspectives, and expertise when supervised enthusiastically, thereby fostering innovation and generating novel solutions.

Furthermore, the moderating effect of creative self-efficacy (CSE) indicates that employees' confidence in their creative capabilities amplifies the impact of ebullient supervision. Employees with higher core self-evaluations exhibit more favorable responses to supportive supervision, actively participate in knowledge sharing, and demonstrate higher levels of creativity. These findings are consistent with social exchange theory, illustrating that creativity prospers when individual psychological resources and supportive leadership collaborate synergistically.

From a practical standpoint, organizations should promote leaders to exhibit ebullient supervisory behaviors, cultivate a culture of knowledge exchange, and allocate resources toward initiatives that

strengthen employees' creative self-efficacy. In this manner, organizations can foster a creative, knowledge-oriented, and versatile workforce equipped to sustain innovation in competitive, rapidly changing business landscapes.

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Appendix
[Please put the tick (✓) mark in the following right-hand cell]

Questionnaire items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Ebullient Supervision					
ES1: My supervisor greets employees in passing.					
ES2: My supervisor goes out of his/her way to brighten the day at work.					
ES3: Supervisor uses a cheerful tone when speaking with subordinates.					
ES4: My supervisor attempts to make employees laugh.					
ES5: My supervisor will gladly take on routine task responsibilities (e,g schedule, meetings)					
ES6: My supervisor encourages social activities after working hours.					
ES7: My supervisor helps employees feel enthusiastic about their jobs.					
ES8: My supervisor smiles when someone enters his/her office for any meetings or discussions.					
Knowledge Sharing					
KS1: I share the work knowledge and know-how I gained from my experience with my colleagues.					
KS2: I exchange and share information, knowledge, and skills related to my work with my colleagues.					
KS3: I share my own useful knowledge with my colleagues.					
KS4: I have tried to share my knowledge effectively with my colleagues					
Creative Self-Efficacy					
CSE1: I trust my creative abilities.					
CSE2: I know I can efficiently solve even complicated problems.					
CSE3: Many times, I have proven that I can cope with difficult situations.					
CSE4: I am sure I can deal with problems requiring creative thinking.					
CSE5: I am good at proposing original solutions to problems.					
Employee Creativity					
EC1: I suggest new ways to achieve goals or objectives.					
EC2: I search out new technologies, processes, or product ideas.					
EC3: I suggest new ways to increase quality.					
EC4: I am a good source of creative ideas.					
EC5: I am not afraid to take risks.					
EC6: I come up with new and practical ideas to improve performance.					
EC7: I promote and champion the ideas of others.					
EC8: I exhibit creativity on the job when given the opportunity to.					
EC9: I develop adequate plans and schedules for implementing new ideas.					
EC10: I often have new and innovative ideas.					