UNIVERSITATEA DE VEST DIN TIMIŞOARA
DOMENIUL MANAGEMENT

ETICĂ, RISC ȘI INOVAȚIE: O VIZIUNE INTERDISCIPLINARĂ ASUPRA MANAGEMENTULUI LANȚURILOR LOGISTICE

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Summary of the Habilitation Thesis

The habilitation thesis synthesizes an interdisciplinary academic trajectory situated at the intersection of risk management, supply chain management, business ethics, sustainability, and educational innovation. It shows how these strands converge into a coherent program focused on *responsible decision-making under uncertainty*. It is structured in three parts: **(I)** an integrated account of scientific achievements and academic contributions, **(II)** a strategic plan for future career development and research advancement, and **(III)** the supporting bibliography and lists.

Part I: Scientific Achievements and Academic Contributions

Part I frames the author's professional evolution as a progressive widening of scope: from decision-making under risk (doctoral stage), to systemic governance of interconnected operations (postdoctoral supply chains), and finally to contemporary issues where technology, ethics, cognition, and culture co-produce organizational performance. This progression is explicitly anchored in a guiding claim: sustainable performance in complex systems depends not only on operational optimization, but also on ethical governance, cognitive robustness, and the quality of learning environments that shape decision-makers.

A. Doctoral research: risk management and decision in international business. The doctoral stage establishes the thesis's foundational analytical language, focusing on risk, uncertainty, and decision architecture. The research begins from the premise that, under conditions of volatility, interdependence, and incomplete information, risk management cannot remain a narrowly financial or accounting exercise, but must integrate organizational processes, managerial judgment, and behavioral dimensions that shape how risk is perceived and acted upon. The work develops an applied model of decision-making for firms engaged in international economic relations, combining conceptual clarification (risk typologies, internal vs. external sources, strategic vs. operational effects) with an empirical orientation toward the real risk ecology confronting Romanian firms in cross-border exchange. Methodologically, it employs multicriteria analysis (e.g., Electre, Onicescu), decision trees, and Monte Carlo simulation to develop an operational instrument for risk evaluation, emphasizing that effective decision-making often requires a calibrated blend of analytical rationality and managerial intuition. It also links contract instruments and safeguards (e.g., guarantees, commercial insurance) to the trust–formalization tension that structures international transactions, while

highlighting how institutional and cultural differences influence the maturity of risk management practices. A key contribution is the conceptual extension from enterprise-level risk to *risk across the end-to-end flow*, anticipating contemporary Supply Chain Risk Management (SCRM) logics by arguing that efficiency and resilience depend on coordination, communication, and trust among interdependent actors.

B. Postdoctoral research: supply chain management, resilience, and sustainability. The postdoctoral period generalizes the doctoral lessons into a systemic view of supply chains as socio-economic ecosystems rather than mere operational pipelines. In this phase, the thesis presents a conceptual model of resilient supply chains, grounded in flexibility, innovation, ethical responsibility, and social cohesion. It argues that sustainable performance emerges when governance, risk intelligence, and stakeholder relations are integrated into operational and strategic decision-making. The research combines econometric analysis with case-oriented reasoning and extends behavioral sensitivity from individual decision points to governance across networks. Comparative analyses at the European level highlight relationships between logistics performance and socio-economic development, while identifying that performance differentials are not reducible to income alone, but also reflect public policy architecture and the quality of "logistics governance," consolidating a distinctive research identity: a supply-chain program that treats risk, sustainability, and ethics as mutually constitutive rather than separable domains.

C. Current research: ethical governance of technology, creative pedagogy, moral formation, and cultural-aesthetic inquiry.

The current research stage is presented as four convergent directions that together form an "ethical value chain" for resilient organizations: (1) *technology and governance* (AI and neuroethics), (2) *curriculum and cognitive formation* (creative pedagogies), (3) *early moral socialization* (children's theatre and stakeholder awareness), and (4) *aesthetic-cultural infrastructures* for moral imagination (surrealist ethics).

1. **AI, Intellectual Capital, and Employee Well-being—Neuroethical Framing.** The thesis proposes that AI-driven productivity tools reshape intellectual capital (human, structural, relational). However, their value must be evaluated through a sustainability lens that explicitly includes well-being, governance, and environmental costs. In response, it articulates the concept of intellectual capital adjusted for sustainability (IC × ESG). It models the dual impact of AI: productivity and innovation gains, alongside

potential psychological pressures (such as stress and reduced satisfaction), and ecological trade-offs (including energy consumption). A key methodological feature is the use of simulated organizational data and econometric designs (including Difference-in-Differences) to operationalize testable hypotheses, establishing a platform for later empirical validation in real organizational and logistics-intensive contexts.

2. **Pedagogical innovation in economics education (e.g., Upside-Down Drawing Exercise).** A second line transfers the ethical–cognitive focus into educational design, asking how visual-creative methods can reduce cognitive load, improve transfer, and cultivate flexible thinking competencies directly relevant to judgment under uncertainty. The thesis positions such interventions not as "soft" add-ons but as structured mechanisms for strengthening analytic capacity and attention regulation, thereby linking pedagogy to resilience-oriented management education.
3. **Children's Theatre and Early Stakeholder Ethical Awareness.** A third direction focuses on moral formation "upstream," arguing that narrative, puppetry, and performative storytelling can function as ethical training infrastructures—cultivating empathy, fairness, integrity, and responsibility. By reframing children as "emerging stakeholders," the thesis expands stakeholder theory beyond corporate adulthood into developmental pathways, implying long-run benefits for community cohesion, ethical cultures, and the social foundations of trust—factors that later matter in organizational governance and supply-chain relationships.
4. **Surrealist aesthetics and ethical innovation in business.** A fourth strand uses interpretive, art-based inquiry to argue that aesthetic experience (especially surrealist tension and symbolic dissonance) can "unfreeze" ethical vocabulary beyond compliance routines, renewing moral imagination in algorithmically mediated environments. Art is treated as an infrastructure for reflective judgment, enabling organizations and leaders to confront vulnerability, manipulation, and dehumanization risks that accompany technological acceleration.
5. **Business Ethics for Industry 5.0: Creative Pedagogies for Human-Centric Futures (Bîzoi & Bîzoi, 2026):** This conceptual paper proposes the Business Ethics 5.0 framework for the Industry/Education 5.0 context, organized around three teachable competences: moral imagination, ethical foresight, and cognitive flexibility. It operationalizes these through methods such as puppetry and narrative role-play, arts-based metaphor workshops, and the Upside-Down Drawing Exercise (UDE). It aligns

the approach with Assurance of Learning, PRME, and SDG priorities to support accreditation-ready, human-centered ethics curricula.

Academic practice and applied leadership as part of the contribution.

Beyond publications, the thesis emphasizes institution-building and applied leadership as integral to the academic profile: (a) digital transformation and e-learning system development—particularly through Moodle implementation, scaling, and faculty support, including pandemic-era transition and training; (b) participation and leadership in multiple educational and innovation-focused projects; and (c) sports leadership as a real-world laboratory for ethics, coordination, stress management, and performance culture, exemplified by the creation and development of the university football program and its competitive outcomes. These experiences are presented not as parallel activities but as arenas where the thesis's core constructs (trust, governance, resilience, care, and performance under pressure) are tested in practice.

Future research directions

The thesis concludes Part I with a forward-looking agenda that explicitly connects two "frontiers": **the aesthetics of crisis** (art as an affective trigger for ethical foresight) and **a biocultural theory of intellectual capital** (treating culture and well-being as mechanisms that shape cognitive and adaptive capacity). Within this agenda, five programmatic directions are outlined:

1. **Art-based anticipatory ethics (ABI):** development of replicable intervention protocols (e.g., slow looking, archetypal mapping) to strengthen moral imagination and ethical sensitivity under uncertainty, including empirical testing in organizational and AI-ethics settings.

2. **Epigenetic Intellectual Capital (Epi-IC):** a proposed biocultural ontology that translates culture and well-being into measurable neuroepigenetic pathways, building bridges between life sciences and management.
3. **Creative pedagogies and economics:** scalable "clarity workshops" that combine UDE, ABI modules, and decision simulations, evaluated through mixed methods and performance indicators.
4. **Sports leadership (UVT football case):** longitudinal, mixed-method research linking psychological safety, leadership style, recovery norms, and "Brain Capital" indicators

to advanced performance metrics, using micro-interventions and reflective routines to test how care and culture shape decision quality under pressure.

5. **Neurologistics:** neuro-inspired simulation and agent-based modeling to anticipate "moral inflection points" in AI-governed operations and supply chains, including the idea of an "ethical wind tunnel" for pre-implementation testing of algorithms under stress and ambiguity.

Part II: Strategic Plan for Academic Career Development

Part II translates the consolidated contribution into a strategic plan organized around critical diagnosis, societal relevance, coordination capacity, and future facilitation of learning and research. It argues that the portfolio's coherence lies in the ability to integrate seemingly disparate domains—AI, logistics, pedagogy, art, and sport—into a common research logic with methodological discipline and public relevance. The plan emphasizes: (1) advancing interdisciplinary research programs that address emerging challenges in ethical technology governance, sustainability, and decision-making; (2) continued educational innovation (curriculum design, assessment transparency, digital portfolios, formative/summative balance) aligned with real-world ethical and operational complexity; and (3) mentorship and leadership, including the ambition to guide doctoral candidates and early-career scholars toward coherent, high-stakes research lines with robust methods, replicable designs, and meaningful partnerships. Societal relevance is framed concretely as "replicable action frameworks": organizations implementing AI without psychological harm, universities teaching economics through attention and health, communities investing in early ethical literacy, and sports teams demonstrating that performance without care is only a short-term victory.

Part III: References

The final part comprises a comprehensive bibliography that supports the thesis's interdisciplinary foundations and signals the breadth of its methodological and conceptual sources, ranging from management and economics to ethics, educational psychology, cultural studies, and AI governance.

Overall, the habilitation thesis presents a unified academic identity centered on the proposition that resilience and sustainable performance are socio-technical achievements, requiring ethical governance of technology, cognitive and moral formation through education,

and cultural infrastructures that sustain moral imagination amid mechanization and time pressure. By linking rigorous decision tools (risk analysis and modeling) with applied institutional leadership (digital education systems) and with experimental “labs” of practice (sport and art-based inquiry), the thesis argues for an integrative model of scholarship designed to generate both theoretical advancement and actionable, ethically grounded solutions for contemporary organizations and communities.