

Blended Intensive Programme:

Advanced Leadership: Systems Thinking and Neuromarketing Perspectives

Information for partner universities

BIP number		2026-1-LT01-KA131-HED-000448299-1
Timetable & place	Virtual part	[27 April 2027 – TO BE CONFIRMED]
	Physical part	3-7 May 2027
Description	General description (content)	Advanced Leadership: Systems Thinking and Neuromarketing Perspectives is a five-day Erasmus+ Blended Intensive Programme hosted by Klaipėda University. The programme develops advanced leadership capabilities by connecting three complementary lenses: systems thinking, human decision-making and neuromarketing, and leadership action in complex organisational settings. Students combine short lectures with moderated discussion, field observation, collaborative analysis and reflective learning. Sustainability provides a shared challenge through which participants explore cause-and-effect relationships, stakeholder responsibility, communication, influence and possible intervention points. Programme Virtual part (2 a.h.) <i>Responsible instructors: Edita Lenkauskaitė, Indrė Razbadauskaitė-Venskė and Aurimas Labanauskas</i> [27 April 2027 – TO BE CONFIRMED]— Joint online orientation (2 a.h.) The virtual session introduces participants to the programme structure and its three complementary perspectives: systems thinking, neuromarketing and leadership in changing organisations. Each instructor delivers a concise introductory lecture establishing the conceptual foundations for their respective physical sessions. Session structure: • Opening, programme and logistical introduction • Advanced Leadership through Systems Thinking: Introducing

		Sustainability Paradoxes, <i>delivered by Edita Lenkauskaitė</i> • Introduction to Neuromarketing: Attention, Emotion and Consumer Decision-Making, <i>delivered by Indrė Razbadauskaitė-Venskė</i> • Leadership in Changing Organisations: Performance, Innovation and Adaptation, <i>delivered by Aurimas Labanauskas</i> • Expectations survey, final questions and closing During the expectations survey, students reflect on their prior understanding of the three programme perspectives, identify what they expect to learn and indicate which leadership or organisational challenges they would particularly like to explore. A follow-up survey using corresponding questions will be administered after the programme to assess how far the learning experience met participants' initial expectations and contributed to their perceived knowledge and skills development. Pre-task — Sustainability Paradox Following the virtual session, each participant selects one photograph or concrete example from their city, university, organisation or everyday environment that illustrates a sustainability contradiction or unintended consequence. Students prepare one presentation slide identifying the visible problem, the wider system in which it occurs and the actors who may be responsible for or capable of influencing change. The examples will be presented and analysed during Day 3. ***** Physical part (5 days, 28 academic hours) <i>Together with the 2-academic-hour virtual component, the programme comprises 30 contact academic hours. Cultural and social activities, meals, transfers and informal networking are not included in the contact hours.</i> Day 1: Welcome and Programme Orientation (2 academic hours) <i>Responsible instructors: all three instructors</i> 10:00–11:30 — Official Welcome and Shared Programme Orientation (2 a.h.) Welcome addresses by institutional representatives; introduction of the instructors and participants; shared learning goals; confirmation of the programme structure and practical arrangements. 12:00–13:00 — Lunch at Restaurant XIX Century (S. Neries 16a) 13:30 Cultural activity: Guided Tour of Klaipėda Old Town (tbc)
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Day 2: Neuromarketing and Consumer Decision-Making (8 academic hours)*Responsible instructor: Indrė Razbadauskaitė-Venskė***09:00–12:00 — From Attention Economy to Neuromarketing: Understanding the Modern Consumer (4 a.h.)**

This interactive lecture and workshop explores how the attention economy, digital environments and emerging consumer behaviour trends are reshaping marketing effectiveness. Students will examine how limited attention, information overload, scrolling behaviour, instant gratification, cognitive shortcuts and emotional decision-making influence the way consumers notice, process and respond to marketing communication. The session introduces the foundations of consumer neuroscience and neuromarketing, connecting traditional consumer behaviour theories with insights from psychology, behavioural economics and neuroscience. Particular attention will be given to attention, emotion, memory, cognitive load and decision-making, as well as the role of cognitive biases in marketing.

- The attention economy: why attention has become a scarce marketing resource
- Changing consumer behaviour in digital environments
- Information overload, scrolling culture and instant gratification
- System 1 vs System 2 thinking and automatic decision-making
- Attention, emotion and memory in consumer decisions
- Cognitive biases and behavioural triggers in marketing
- From traditional market research to neuromarketing
- What neuromarketing can — and cannot — tell us
- Ethical considerations in influencing consumer behaviour

12:00–13:30 — Networking lunch at Restaurant XIX Century (S. Neries 16a)**13:30–16:30 — Inside the Consumer Mind: Neuromarketing Tools, Cases and Practical Ad Testing (4 a.h.)**

This practical session introduces the main methods used in neuromarketing and consumer neuroscience research and demonstrates how physiological, behavioural and AI-based tools can complement traditional marketing research. Students explore how different tools measure attention, emotional response and engagement, and discuss the opportunities and limitations of interpreting neuromarketing data. Using real advertising and communication examples, students will apply neuromarketing principles to evaluate creative effectiveness and redesign marketing materials based on evidence rather than intuition alone.

Day 3: Systems Thinking in Practice — 6 academic hours

		Responsible instructor: Edita Lenkauskaitė Contribution by KU Botanic Garden specialists, subject to confirmation 10:00–11:30 — From Sustainability Paradoxes to System Maps — 2 a.h. This interactive classroom session applies the foundations of systems thinking introduced during the virtual component to the Sustainability Paradox examples prepared by the students. Each participant briefly presents their selected case, using one slide or photograph to identify the visible problem, the wider system and the actors who may be responsible for or capable of influencing change. Through moderated discussion and comparative analysis, students examine how apparently separate sustainability problems may reflect deeper patterns of interdependence, fragmented responsibility, competing interests, delayed effects and unintended consequences. The instructor introduces additional systems thinking concepts as they become relevant to the cases and guides students from the description of isolated problems towards a more systemic interpretation. Key analytical questions include: • What is the visible problem, and what may lie beneath it? • Where should the boundaries of the system be drawn? • Which actors, decisions and resources are interconnected? • How is responsibility distributed across the system? • What feedback processes or delayed effects may be present? • Why might an apparently reasonable intervention create unintended consequences? • Where might meaningful leverage points for change be located? • What can a leader influence when no single actor controls the whole system? The session concludes by identifying recurring patterns across the student cases and establishing an analytical framework for the afternoon field activities. 11:30–13:00 — Networking lunch at Restaurant XIX Century (S. Neries 16a) 13:00–14:30 — Learning from Living Systems: Interactive Lecture and Practical task for Guided Observation — 2 a.h. This field-based session introduces students to the functioning of living systems through an interactive lecture and guided observation at KU Botanic Garden. With a possible contribution from Botanic Garden specialists, students explore how interdependence, diversity, adaptation, resilience, resource flows, feedback processes and changing environmental conditions shape the behaviour of ecological systems. The instructor facilitates the transfer of these observations to organisational, urban and public-policy contexts. Students are encouraged to consider what leaders and organisations can learn from living systems about resilience,
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		adaptation, distributed influence and the consequences of intervening in interconnected environments. 14:30–16:00 — Systems Identification Challenge: From Ecological Patterns to Organisational Action — 2 a.h. Working individually or in small groups, students undertake a structured systems-observation task within the Botanic Garden. They select an observed ecological pattern or process and use it as a lens for analysing an organisational, urban or sustainability challenge. The task requires students to: • define the system and its boundaries; • identify key actors, elements and interdependencies; • distinguish visible symptoms from possible underlying causes; • identify feedback processes, delays or potential unintended consequences; • propose one or two possible leverage points; • explain how leadership, policy or business action could influence the system without assuming complete control over it. Each student or group prepares a concise visual system map, accompanied by a short explanation of approximately 150–200 words. The completed work, or a clear photograph of it, is submitted electronically by the agreed deadline. The task is assessed on the clarity of the system boundaries, recognition of interdependencies, quality of the proposed leverage points and consideration of unintended consequences. *** Day 4: Leadership in Changing Organisations (8 academic hours) <i>Responsible instructor: Aurimas Labanauskas</i> 09:00–12:00 — Leadership in Changing Organisations: Balancing Performance and Innovation (4 a.h.) This interactive lecture explores how leadership is changing in organisations facing uncertainty, innovation and competing priorities. Students will discuss how leaders can balance current organisational performance with the need for change, learning and new opportunities. The session connects leadership with organisational culture, adaptability, innovation and longer-term value creation. • Leadership in changing organisational environments • Leadership and organisational culture • Balancing performance, innovation and change • Managing competing organisational priorities • Leadership and strategic value creation 12:00–13:30 — Networking lunch at Restaurant XIX Century (S. Neries 16a)
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13:30–16:30 — Leadership in Practice: Managing Organisational Challenges (4 a.h.)

This practical session focuses on applying leadership concepts to organisational situations. Students will work with selected cases and discuss how different leadership approaches can be used when organisations face change, uncertainty and competing demands. Through case-based analysis, teamwork and discussion, students will identify key organisational challenges, consider alternative leadership responses and examine their possible effects on organisational development and value creation. The session will conclude with short team presentations and a joint discussion of the proposed solutions.

16:45 Social event: Movie Night: Screening of a Lithuanian Documentary film Mindasus Survila „Sengirė“ / „The Ancient Woods“

Day 5: Walk & Talk in Smiltynė (4 academic hours; weather permitting)

Responsible instructor: Edita Lenkauskaitė

10:00–13:00 — Walk & Talk in Smiltynė: From Systems Insight to Leadership Action (4 a.h.)

This structured outdoor learning session brings together the three perspectives of the programme: systems thinking, neuromarketing and leadership in changing organisations. Before the activity, students receive a set of reflection questions connecting the concepts, observations and practical tasks completed during the week.

During the walk, students discuss selected questions in pairs or small groups and relate them to their Sustainability Paradox cases, Botanic Garden observations and the leadership challenges explored during the programme. The walking conversations are followed by a seated group discussion at a designated location in Smiltynė, where students compare their interpretations and consider how insights from the three programme perspectives can inform leadership action.

The reflection questions address themes such as:

- what living systems can teach organisations about adaptation and resilience;
- how attention, emotion and cognitive biases influence responses to sustainability communication and organisational change;
- how leaders can act when responsibility and decision-making power are distributed across multiple actors;
- how a leverage point can be translated into a realistic leadership, policy or business intervention;
- what unintended consequences should be considered before taking action;

		how the student's original Sustainability Paradox case would now be interpreted differently. The session concludes with a joint synthesis in which students identify one key insight from the programme and formulate one leadership action they would be prepared to recommend. In unsuitable weather, the same learning outcomes will be achieved through an indoor rotating-dialogue and reflection workshop. <i>13:00–14:30 — Networking lunch at Restaurant XIX Century (S. Neris 16a)</i> The end of the BIP
	Marketing text	What shapes the choices of consumers, leaders and organisations — and what changes when we learn to see the system behind them? Advanced Leadership: Systems Thinking and Neuromarketing Perspectives invites students to explore how attention, emotion, cognitive biases, interdependencies and organisational dynamics influence decisions in complex environments. In Klaipėda, participants will move from isolated problems to connected patterns and from intuitive reactions to responsible leadership action. This Erasmus+ Blended Intensive Programme brings together systems thinking, consumer neuroscience and neuromarketing, and leadership in changing organisations. Through interactive lectures, case analysis, practical advertising evaluation, student-led sustainability cases, field observation at KU Botanic Garden and a reflective Walk & Talk in Smiltynė, participants will examine how decisions emerge across human, organisational and living systems. Working in an international learning environment, students will identify stakeholders, feedback processes, cognitive influences and leverage points; compare alternative leadership responses; and translate interdisciplinary insight into evidence-informed, ethical and sustainable action.
	Objectives	- To develop an interdisciplinary understanding of advanced leadership by connecting systems thinking, neuromarketing and organisational change. - To introduce the foundations, tools, capabilities, limitations and ethical implications of consumer neuroscience and neuromarketing. - To examine how attention, emotion, memory, cognitive load and cognitive biases influence consumer and organisational decision-making. - To enable participants to analyse sustainability and organisational challenges as systems by identifying boundaries, stakeholders, interdependencies, feedback processes, delays, unintended consequences and leverage points. - To explore how leaders can balance performance, innovation, adaptation and longer-term value creation when priorities and responsibilities are distributed across multiple actors. - To strengthen participants' capacity to collaborate across disciplines and cultures, compare alternative responses and formulate responsible, evidence-informed leadership action.

	Learning Outcomes	By the end of the programme, participants will be able to: • Explain key concepts of systems thinking, neuromarketing and leadership in changing organisations, and describe the relationships between them. • Analyse how attention, emotion, memory, cognitive load and cognitive biases shape responses to marketing communication and organisational change. • Critically evaluate selected neuromarketing methods and interpret their capabilities, limitations and ethical implications. • Construct a system map of a sustainability or organisational challenge, including relevant actors, interdependencies, feedback processes, delays and unintended consequences. • Identify and justify potential leverage points, and compare alternative leadership, policy or business responses to a complex challenge. • Draw transferable insights from living systems for resilience, adaptation and leadership in contexts where influence is distributed across multiple actors. • Communicate and defend an interdisciplinary analysis through collaborative and individual outputs, and reflect on how the learning can be applied in future academic or professional contexts.
	Methodology & mentoring	The BIP uses a blended, experiential and student-centred methodology. The virtual component establishes shared foundations and prepares participants for the physical programme through introductory lectures, an expectations survey and the Sustainability Paradox pre-task. The physical component combines interactive lectures, moderated discussions, case-based learning, practical advertising evaluation, student presentations, collaborative analysis, field observation at KU Botanic Garden, system mapping, independent work, peer exchange and a structured reflective Walk & Talk in Smiltynė. Students work with their own Sustainability Paradox examples and selected organisational and marketing cases, moving from conceptual input to observation, analysis, comparison and application. Mentoring is embedded throughout the programme through instructor guidance, formative questioning, peer feedback and short synthesis discussions. Students receive clear task instructions and assessment criteria, submit individual and group outputs electronically, and are supported in refining system boundaries, assumptions, interpretations and proposed actions. Pre- and post-programme surveys and final reflection support the evaluation of expectations, learning development and the transfer of learning to future academic and professional contexts.
Language of classes		English
Coordinating & Host HEI		Klaipėda University, Lithuania
Contact to coordinating HEI		Edita.Lenkauskaite@ku.lt

Partner HEIs, sending professors	a. Ryga Technical University, Latvia b. Academia WSB, Poland c. Technical University of Civil Engineering Bucharest, Romania d. WSGE University of Applied Sciences, Poland e. others
Number of ECTS	3 ECTS
Target audience	students
Minimum number of students	15
Maximum number of students accepted	25
Requirements	English level B2
Selection process	Internal – students apply internally at their universities, and their own university accepts/rejects them.
Nomination information and deadline	Please send your students' nominations by 3 March 2026 to erasmus@ku.lt, including: • First name • Last name • Email address • Home institution • Study programme and year of study • Study level (Bachelor's, Master's or doctoral)

BIP

Advanced Leadership: Systems Thinking & Neuromarketing



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