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NURTURE AMBITION AT NEWTON UNIVERSITY GROUP

2026

HOW TO LEARN BUSINESS

It is not enough to simply gather information. Knowledge is not the only thing that matters. You need to be able to make decisions and assume accountability.



PRAGUE | BRNO | BRATISLAVA

NEWTON University Group

You never know where your ambition will take you



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**Welcome to
NEWTON
University Group!**



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ENTREPRENEURSHIP IS A METHOD

Are we still relevant? In an age when you can find how-to guides for just about anything in a matter of seconds, this is no trivial question. AI can advise you on how to write an essay, how to choose a school, or how to launch a project. Algorithms deliver answers faster than we can formulate them ourselves. If information is available to everyone, what actually remains? Only that which cannot be googled: judgment, responsibility, and the ability to make decisions even when no guidelines suffice. And this is precisely where something we call “entrepreneurship” begins.

Entrepreneurship does not necessarily lead to starting a business. It is not an economic concept, but a way of thinking and acting. It is about people who can ask questions, make decisions amid uncertainty, and bear the consequences. And that is precisely what no how-to guide can fully replace.

The biggest mistake is to think that entrepreneurship stems from motivation. In reality, it is born from experience. From the moments when things work out and when they do not. That is why it makes sense to create an environment where young people can try all of this out before reality forces them to. Not so that everyone becomes an entrepreneur, but so that no one has to stand on the sidelines and wait for someone else to decide for them.

The world is changing faster than ever before. Technology, markets, power structures, ways of working, and the expectations of the younger generation are all changing. And what it means to be competent is changing, too. Relevance in education is therefore not a matter of tradition or marketing. It is a matter of impact.

What will the student take away? How will their way of thinking change?

What will they be able to do differently? Today, superficiality is not tolerated. Sitting through an inspiring lecture alone does not cut it. Simply taking part does not cut it. Being part of a brand does not cut it. True change occurs only after a person shoulders responsibility.

On the following pages, you will encounter several concepts: entrepreneurship as a mindset; competence as a prerequisite for partnership; leadership as a discipline; and practical application as experience. All of this is united by the courage to face reality. If a university is to be relevant, it must be a place where the world is not merely simulated in theory, but where attitudes are put to the test. Where decisions are thought through before they arise. Where the ability to take responsibility for one’s actions is cultivated. It is a constant process of verification.

Let us think together about what education should look like in a world that will no longer be particularly stable, predictable, or comfortable.

Welcome to NEWTON University!

Renáta Šejnová

Head of PR and Strategic Communications,
NEWTON University Group

ON THE COURAGE TO MAKE DECISIONS

Winning language competitions does not necessarily mean the ability to succeed in a real debate. The latter is less a matter of information quantity than it is of the courage to choose a standpoint and then defend it. Argumentation is different from aggression — it forms the foundation of leadership, entrepreneurship, and personal growth. And it is precisely this skill that modern education should focus on developing above all else.

📍 Anna Plechatá Krausová, DPhil.
📍 NEWTON University



At sixteen, I stood at the airport with my suitcase and a very strong conviction that I was ready for this new educational journey. I had a scholarship to Ryde School on the Isle of Wight, good grades, and a clear plan. I assumed that since I had passed the entrance exams, I would succeed in real life, too. The first few months at a British school, however, I mostly just nodded and smiled. Winning English competitions in the Czech Republic is not the same as diving into fast-paced discussions with native speakers. I knew the language, but I had not yet learned to think and argue in the way that was expected of me. That was when I first realised that studying something is not the same as being able to apply it in practice. And this was confirmed when I began teaching the Academic Writing course at NEWTON and introduced the Anglo-Saxon concept of the argumentative essay into my lessons.

Students often assume that their English is the biggest obstacle. It is not. They can write grammatically correct texts, work with sources, and cite literature. The problem lies elsewhere: getting them to choose a single answer to a given question, systematically develop it, and logically defend it.

Instead, they tend to show that “there is something to be said for both sides.” That reality is complex. That there are multiple perspectives. That is, of course, true. But an argumentative essay is not a diplomatic statement. It is an intellectual commitment.

Argumentation Is Not Aggression

There is a saying in Oxford: “Don’t sit on the fence.” In other words: Don’t waver between two arguments just because not committing to one is safer. Based on your research and judgment, choose the position that makes the most sense, and defend it relentlessly. Not because you want to be right at all costs, but because without a clear stance,

it is impossible to move forward. However, being argumentative is not the same as being aggressive. It is the art of persuasion. Aristotle himself described how a persuasive argument rests on three pillars: logos – that is, logical structure and evidence; ethos – the speaker’s credibility; and pathos – the ability to appeal to the audience’s values and emotions. If one of these elements is missing, the argument loses its power. Learning to persuade, therefore, means learning to structure one’s thinking, build one’s own integrity, and at the same time to understand those we wish to reach. This is a skill that goes beyond academic writing. It is the foundation of leadership, entrepreneurship, and public debate.

This principle is much broader. It is a principle of personal growth. Today’s students have access to a vast amount of information. Artificial intelligence can explain a theory, propose a strategy, or summarise extensive literature in a matter of seconds. If education consisted solely of gathering and reproducing information, it would be easily replaceable. The real difference emerges the moment you have to decide which of all these options is more convincing. When you take responsibility for your choice. When you say: after weighing the arguments, I lean toward this

interpretation – and I’m ready to defend it.

I often see that students are very well-informed but hesitate to draw a conclusion. It is as if they feel that the correct answer is the one that does not offend anyone and takes all perspectives into account at the same time. But in the real world – whether in business, public administration, or research – you have to make decisions. Incomplete information is not the exception, but the rule. Waiting for absolute certainty means standing still.

When Professor Amy Edmondson from Harvard Business School visited us in 2023, she spoke about an environment in which it is safe to make mistakes – but not so that we can avoid responsibility. On the contrary, it is so that we can learn from them quickly. One idea stuck in my mind particularly strongly: not just business decisions, but in fact the whole of life can be understood as a working hypothesis. Formulate a course of action based on the information available, defend it courageously until new evidence emerges, and be prepared to adjust it if reality convinces you of the need for change.

This is the exact opposite of passivity. Hypothesis is not hesitation. It is a commitment to act based on the best available knowledge, while

Not just business decisions, but in fact the whole of life can be understood as a working hypothesis. Set a course, defend it courageously until new evidence emerges, but also be prepared for change, should it be necessary.



— Anna Plechatá Krausová

A political scientist and sociologist who has served as Chancellor of NEWTON University since 2023. Since 2012, she has also been a lecturer and researcher at the University of Oxford. Her research focuses on sociological and political phenomena, ranging from protest movements and political and economic risk management to migration and multiculturalism in Europe and Latin America. She is actively involved in mentoring students in academic, professional, and personal matters. Her current research focuses on theories of authenticity and leadership and their application to phenomena ranging from protest movements to marketing.

remaining open to revision. Without this courage, you remain “on the fence”. You only move forward when you have it.

Strong Points

Growth, therefore, does not mean having definitive answers. It means being willing to set a course, defend it and bear the consequences — whilst maintaining the intellectual humility that allows you to correct that course. This way of thinking is essential in today's world. In an environment where technology and markets are changing faster than study programmes, the ability to work with a hypothesis is more important than striving for the illusion of certainty.

It is equally important to learn to build on your own personal strong points. Every student brings a different combination of talents: analytical thinking, leadership skills, an eye for detail, creativity, and perseverance. These strengths are not set in stone. They develop when you subject them to the demands and feedback of those around you. When you put them to the test in projects, discussions and real-life situations. When you step out of your comfort zone and dare to take the initiative rather than waiting for precise instructions.

The environment in which you study plays a crucial role in this process. If it is built on minimising risk and maximising comfort, it encourages caution. If it is built on high expectations whilst also providing a safe space for making

mistakes, it fosters growth. University should not merely be a place where you obtain a degree. It should be a space where you learn to deal with uncertainty, formulate hypotheses and work systematically on your own development.

The labour market of the future will not judge you solely on your knowledge. It will assess how quickly you can learn, how well you can structure a problem, and how boldly you can take responsibility for your decisions. The specific tools will change. However, the ability to grow will always remain with you.

Where Will I Learn to Grow?

If you are currently on the threshold of the next stage of your education, you may be looking for a place where you can acquire high-quality knowledge. That is important. But try asking yourself another question: where will I learn to grow? Where will I be encouraged to take a stand and defend it? Where will it not be enough simply to summarise what others think? Where will I be expected to build on my strong points and systematically work on my weaknesses?

It is not enough just to study. It is not enough just to know. It is necessary to learn decision-making and assuming accountability. You need to learn to step out of safe neutrality and choose a direction. And then work on yourself until that choice becomes a genuine personal breakthrough.

Not being afraid means being willing to choose a direction, even when you do not have all the information. To dream means to formulate an ambitious hypothesis about your own life — and to work to make it a reality. When Professor Alona Revko from the Saïd Business School at Oxford visited us, she addressed our students with a phrase that captures the essence of everything said above: “Don’t be scared. Dream big.” ■

It is not enough just to study. It is not enough just to know. It is necessary to learn decision-making and assuming accountability.

NEWTON STORIES

We prepare our students to navigate the waves of business.

Yachting develops leadership skills. The wind, the sea, the sun, freedom, belief in one's own abilities and the endless horizon. That is yachting. At NEWTON, anyone can become a yachtsman or yachswoman, gaining countless unforgettable experiences and valuable lessons for both their personal and professional lives. The NEWTON Yacht Club has been running for 12 years now, and the annual NEWTON Cup regatta in Croatia is attended not only by NEWTON students and staff but also by alumni and friends.



Want to become a member of the NEWTON Yacht Club?





NEWTON Business Summit is proof that education can be fun, practical and, above all, immensely inspiring for everyone — from enthusiastic students to seasoned managers looking for a new spark. It is an interactive platform focused on innovation, leadership, personal development and networking.



At **NEWTON University**, there are plenty of activities beyond the regular class schedule. Sports days, student parties, informal get-togethers and community events are all part of university life.



PopUp market by NEWTON Business Accelerator by NEWTON Business Accelerator is your chance to meet customers face to face and find out what they think of your product or service. Set up a stall, showcase your goods and get a taste of what live marketing is all about. We won't be teaching you "how to run a business" from PowerPoint presentations. You will be selling, discussing and learning about business.





NEWTON Cup was created for friends. It all began in 2011, when the school's founder, Petr Kraus, dreamt up a university competition. From a group of amateur enthusiasts, our crew has developed into a team of more than one hundred rowers, capable of beating very strong opponents.



NEW Gen Academy brings together a community of active secondary school pupils who are ambitious, inquisitive and want to make a difference. Are you unwilling to just sit at your desk and cram? Do you want to get involved in the world around you and make it a better place? Then you are welcome here!



The NEWTON Business Accelerator, seven months of intensive work, mentoring and practical workshops. It is open to students, members of the NEWTON Family and the general public. All you need is an idea or the determination to start a business. We will provide the contacts, know-how and initial investment. It is real-world entrepreneurship. NBA is real-world entrepreneurship — with support and drive.



At the **PopUp Market**, established brands meet up with aspiring entrepreneurs. You might soon have your first team, or your first “fail”. But you will also discover what you are made of.



As part of the **NEWTON Business Summit**, students meet the **NEWTON Family** community — that is, inspiring experts, entrepreneurs and leaders from various fields who also take part in mentoring and teaching.



At **NEWTON University**, business studies intertwine with volunteering, and national borders are erased thanks to programmes such as the short-term **Erasmus+** study mobilities.



Forget cramming! The full-day **NEW Gen Academy** is tailor-made for this generation of students, so you can dive straight into practical experience.



At the **NEWTON Business Accelerator**, you can not only launch or take your business to the next level, but you also have the chance to apply for investment from **NEWTON University Angels**. Need some seed capital? Then now is the time to prepare your “pitch deck” — a concise presentation — and introduce your business to investors.



Graduation ceremonies are among the most memorable moments of university life. At NEWTON, graduations are not merely a formal ritual. They mark the end of one chapter and the beginning of the next. They serve as a reminder of the hard work, perseverance and responsibility that students have taken on during their studies. At the same time, they are a symbol of community. Those who have met over the years in lecture theatres, on projects, at events and outside of timetables stand here together. No longer as students, but as graduates ready to embark on the next chapter of their professional and personal lives.

BACK TO THE FUTURE

Business, management, marketing and psychology within one single educational ecosystem – that is our school. Over 3,000 young people are currently enrolled on its degree programmes. “We do not produce obedient graduates, but independent individuals who can find their bearings even in changing circumstances,” says Jiří Kolečák, CEO of the NEWTON University Group.

📍 Renáta Šejnová 📍 Tomáš Nosil





If you were to look back to the very beginning... Why was NEWTON founded?

Higher education was good at delivering information but did little to develop independent thinking. Students earned degrees without enough experience in decision-making, responsibility, or dealing with uncertainty. NEWTON was founded to change this – to focus not just on knowledge, but on the ability to overcome challenges and think independently.

Why did NEWTON College change its name to NEWTON University?

We have been intensively expanding international cooperation, entering into partnerships with foreign institutions and strengthening our research activities. And so we reached a point where the term “college” no longer reflected reality. Moreover, the Czech distinction between university and non-university institutions is a peculiarity that the developed world does not fully understand. We wanted to be understood globally – whilst remaining precise about who we are.

And what does the renaming to NEWTON University Group symbolise?

A shift from an institution to an ecosystem. We are no longer just a higher education institution, but an interconnected space for education, business, investment and community, where the individual parts make sense when working together. Another key principle is the intergenerational aspect – successful graduates return as mentors, investors and partners for the next generation.

Could you be more specific? How does a higher education institution transform into an ecosystem?

Gradually, other entities and concepts have begun to emerge around teaching – personal development, entrepreneurial projects, an accelerator, a network of angel investors, the Business Club and the Yacht Club as spaces for building relationships and trust. Studies have thus naturally become intertwined

with practical experience, capital and the community. These are not mere add-ons, but integral parts of a single system where ideas can develop, grow and gain support. As a result, the school has transformed into an environment that does not end with graduation.

So what exactly does this school offer young people today?

Knowledge is the foundation. The ability to make decisions amid uncertainty is a higher level. But even that is not sufficient nowadays. Higher education is supposed to develop the full spectrum of competencies – critical and systems thinking, working with technology, personal responsibility and character.

Can so-called “resilience” be learned at school, or is it something one only gains through real-life experience?

Resilience is not taught in a lecture and is not tested only in a crisis. Education is supposed to create situations where a person can safely encounter pressure, uncertainty and their own limits. Not so that they fail, but so that they discover they can withstand it. Real-life experience then comes not as a shock, but as a continuation of that training. Resilience is inner stability amidst changing conditions – and this can be cultivated before the world begins to test it.

Can schools also help students develop the conviction that they can succeed?

Self-efficacy does not stem from motivational quotes on the walls. It arises from the experience of having achieved something, even when it was not always enjoyable. Higher education should provide students with genuine challenges, responsibility and feedback that pushes them forward, not merely pats them on the back. When, during their studies, they push themselves to the limits of their abilities several times and go beyond them, self-belief ceases to be mere theory. It becomes a personal experience.

And how does “radical selfishness” fit into NEWTON’s philosophy?

For us, radical selfishness is a conscious



CEO at NEWTON University Group and the professional guarantor of MBA and management education, he is a successful entrepreneur. As the author of specialist publications, he frequently speaks at international conferences. He believes that true business success can only be achieved through a fulfilled life in every dimension.

— **doc. Ing. Jiří Kolečák, Ph.D., MBA, LL.M.**

decision: my growth is my responsibility. I do not wait for ideal conditions, I do not blame stagnation on my surroundings, and I do not hide behind the system. Just as entrepreneurship does not originate in business but in a way of thinking, personal development likewise arises from one's attitude. The moment a person takes full responsibility for their own competencies and direction, they cease to be the object of education and become its creator.

Why, in the context of NEWTON, is teaching alone not enough, and why are a community, an accelerator, an investment fund, and international programmes needed?

Teaching generates knowledge, but it is the environment that creates experience. A community fosters relationships and trust; an accelerator brings dynamism; investors provide the reality of capital; and international programmes offer exposure to different standards. It is only through this combination that theory becomes practice, and ambition turns into concrete action. We want students to experience the entire cycle — from idea to impact.

So, how is academic teaching linked to practice in such a way that it is not merely a marketing phrase?

It is certainly not a case of having a single guest from the business world visit once a semester and considering the matter settled. For us, the link between theory and real-world practice is structural. Students in the business accelerator work on their

own projects and test them against the realities of the market, capital, and mentors. Companies are not mere props, but partners with whom they tackle specific assignments and work with real-world data. And the selection of lecturers begins with their personal stories and field experience — academic qualifications are valuable, yet insufficient on their own.

What skills do you consider key today?

Nowadays, expertise in just one area is insufficient. The key lies in the ability to think in context, apply data and technologies — including AI — whilst maintaining a human touch in decision-making. Important is the courage to shoulder responsibility, communicate clearly, and act even without one hundred per cent complete information. And above all else stands the ability to learn faster than the surroundings change. That is the real competitive advantage of today.

What is a higher education institution's greatest responsibility in the present day?

Although we find ourselves oversupplied with information, orientation is a rare commodity. Higher education institutions are responsible for helping students understand the bigger picture, set their own quality criteria, and bear the consequences of their decisions. They should not produce obedient graduates, but independent individuals who can draw on their values even when circumstances change rapidly.

How do you think higher education institutions will operate in the future?

Their future will not rest on buildings or the volume of lecture notes. The decisive factor will be their ability to create an environment of growth, to combine technology with humanity, and to offer a genuine sense of community. Institutions that remain mere distributors of content will be replaced by platforms. Those who cultivate critical thinking, character, and responsibility will retain their significance. Education will accelerate — but values will become even more important.

How can NEWTON graduates be distinguished on the job market today?

They cannot be identified by a tattoo of the school's logo on their forearm. Although that might perhaps help with marketing. They can be recognised by their way of thinking, their communication skills, and their willingness to take responsibility. They are accustomed to thinking in context, making decisions even in the face of uncertainty, and bearing the consequences of their actions. And many of them can be found in prominent positions in business, because their approach naturally leads to leadership. Not because of a degree, but because of their competence.

Can you describe the mark you believe NEWTON should leave on society?

That mark is to be found in a way of thinking, and its concrete consequences in results. Responsibility in place of alibi, courage in place of comfort, cooperation in place of ego. If organisations led by our graduates function more healthily, make more ethical decisions, and experience long-term growth, then NEWTON has a purpose. The ambition is not greatness, but the quality of influence. A quiet but lasting impact.

What message would you like to convey to the readers who are reading this magazine right now?

The future is not something that simply arrives. The future is the result of the decisions you make today. ■

BEYOND THE AUDITORIUM WALLS

Technology and the market are changing faster than the curriculum, so adaptability, international networking, and a willingness to tackle issues with real-world impact are increasingly key. At NEWTON University, business studies intertwine with volunteering, and national borders are being erased thanks to programmes such as the short-term Erasmus+ study mobilities.

Renáta Šejnová NEWTON University Group

Today's generation of students faces the question: how can they succeed in a world that demands practical experience before a university degree? The answer lies in activities beyond the campus walls. Whether through the prestigious DofE (Duke of Edinburgh's Award) programme, international internships, or voluntary projects, each of these experiences shapes the character of a future manager or entrepreneur. At NEWTON University, we believe that it is precisely these extra steps that turn our students into the sort of people whose teams you will want to join.

An Uncompromising Experience

Forget the myth that Erasmus means a six-month gap in one's life and work. The modern versions of this programme, particularly the so-called short-term study mobilities (BIP), are tailor-made for people who are already running a business or working whilst studying. In fact, they combine intensive online preparation with stays of between five and thirty days at a university abroad.

Students can, for example, gain experience at leading institutions in the Baltic states — now regarded as the “new Scandinavia” with high GDP and a strong technological drive — or in other European countries. The benefits include full credit recognition and financial support (a grant) that covers most of the costs. For parents, this offers the assurance of a sound investment in their children's horizons; for managers, it provides proof that the graduate is

capable of working within an international team. Mowing a neighbour's lawn or tutoring a classmate are the first steps towards publicly beneficial projects. At NEWTON, we see volunteering as a form of start-up. Programmes such as the EU Solidarity Corps provide funding for projects tackling issues ranging from the environment to social support. When a student runs a campaign for a non-profit organisation or coordinates volunteers, they learn about crisis management and empathy more effectively than from any textbook. This is precisely the kind of entrepreneurial spirit that today's job market is desperately seeking.

School and Hub

NEWTON is a place where students meet figures such as Tomáš Tichý from the Czech-Taiwanese Chamber of Commerce, whilst discovering that in modern start-ups, no newcomer “just makes coffee and shreds papers”, but bears responsibility from day one.

NEWTON is a place where the DofE programme is not just a box to tick on a CV, but a lifestyle that fosters perseverance. We show that being part of NEWTON means having ambition, but also humility and a desire to help others. Whether you are a student eager to take on the world, a parent wanting the best possible starting point for your child, or a manager looking for talented leaders, our community is open to you. We welcome everyone who wants to do something meaningful. ■

NEWTON in Oxford Summer School

Every year, current and prospective students and alumni of NEWTON, as well as students from selected partner universities, can apply to study at the University of Oxford, the alma mater of NEWTON University's Chancellor Anna Plechatá Krausová. Participants learn from experts who are shaping contemporary thinking in the fields of business, leadership, technology, and organisational management. Alongside University of Oxford academics, the workshops are led by lecturers and practitioners from leading institutions, including INSEAD, the London School of Economics, and other internationally renowned universities. The programme combines academic learning with an authentic Oxford experience, including accommodation at Magdalen College. It concludes with a final essay tutorial and an award ceremony, followed by a formal dinner at St Antony's college.

Want to
find out more?







AT THE HEART OF THE NEWTON FAMILY

In the space of a single afternoon, the university grounds are transformed into a bustling business centre. No longer are you sitting bored over your textbooks; instead, you find yourself in a place where experienced directors of multinational corporations meet ambitious students. The NEWTON Business Summit is our flagship event.

Renáta Šejnová NEWTON University Group

For years, it has been successfully debunking the myth that university and the harsh realities of the business world are two separate worlds. The NEWTON Business Summit is proof that education can be fun, practical, and, above all, immensely inspiring for everyone — from enthusiastic students to seasoned managers looking for a new spark. It is an interactive platform focused on innovation, leadership, personal development, and networking.

The education system is often criticised for failing to prepare young people for real life. NEWTON University has a clear answer to this in the form of this event, which throws students and the public straight into the thick of practical experience.

A Bridge Between Theory and Practice

The fundamental principle underpinning the NEWTON Business Summit is simple: mutual enrichment. Unlike traditional university lectures, there are no barriers here. It is a place where future leaders are born thanks to the opportunity to speak with their present counterparts on an equal footing, openly and informally, without suits or empty rhetoric.

The summit's environment is designed to connect different generations and levels of experience. People who come together here include:

- students, particularly those on professional degree programmes (MBA, MSc, LL.M.), who gain valuable contacts and feedback from practising professionals

through networking. At the same time, they further enhance their existing managerial skills.

- successful graduates who return to the NEWTON “family” to share stories of their triumphs and setbacks.
- practising professionals coming to likewise share their stories and inspire others.
- managers and business owners seeking talent, a fresh perspective on business, or inspiration for their own growth.

After all, NEWTON is not just an institution, but a community (the NEWTON Family) that continues to support its members long after they graduate. The event takes place in the afternoons and evenings, with formal sessions flowing seamlessly into informal networking, where the most interesting deals are often struck.

So, if you are looking for a place where education really gets into top gear, then the dates and venues of the upcoming NEWTON Business Summits are a challenge for you:

- 26 October 2026 — at the Mach Building in Brno
- 10 December 2026 at the Congress Centre in Prague.

From 1 pm onwards, the doors open to a world where lectures transform into open discussions, and where success stories are more than just empty phrases.

Education as a Lever

Managers and professionals come to the NEWTON Business Summit in

NEWTON Business Summit 2026

→ **26 October 2026 | Brno**
Mach Building

→ **10 December 2026 | Prague**
Congress Centre



**Want to
find out
more?**

search for fresh inspiration and talent. As was mentioned here during one of the lectures: "Education is not an investment; it is a lever. The creation of new contexts, the expansion of competencies, and a broader sense of purpose." This approach transforms studying from the passive absorption of information into the active development of tools for a successful future. When someone like Ondřej Průcha,

CEO and co-founder of the successful real estate developer SVOBODA & PRŮCHA and also the guarantor of the MBA specialisation at NEWTON, takes to the stage, his words resonate throughout the hall. Průcha debunks myths about the cut-throat world of business when he says: "A company is not made up of buildings, but of people. The company did not grow on profits; it was the people who grew with us." He points out that development could "even talk concrete into submission" and that developing people is the ultimate growth strategy.

It is immensely important for the next generation to hear that a company's sustainability does not begin with the project itself, but in our minds. And that is precisely what NEWTON teaches its students – to look beyond the numbers and Excel spreadsheets.

There are also clear rules governing branding and marketing. Karel Novotný, head of the NEWTON Business Accelerator and an expert with over twenty years' experience, sums it up aptly: "A brand is a carrot... Business is not a tool of the brand; the brand is a tool of business." He points out that these days, companies often compete over what is right and wrong but lack the fundamentals and an awareness of where they are actually heading.

From AI to Mental Health

The NEWTON Business Summit is not focused on a single area. It connects a wide spectrum of experts, thereby demonstrating that modern business needs transcendence. For example, Sara Polak, a fascinating figure who combines archaeology with artificial intelligence and explores simulations of the complexity of civilisations, has already taken to the stage in Prague. Her journey from the University of Oxford to a research group at the Faculty of Information Technology at the Czech Technical University in Prague shows secondary school pupils that there is no need to be afraid of combining seemingly incompatible fields.

At the same time, the summit does not overlook the most valuable aspects – human health and mental well-being. Marian Jelínek, a renowned ice hockey coach and mental coach, shared insights from the MSc programme in Mental Coaching in Sport and Business. Entrepreneur Ondřej Nádvorník focuses on mental health too; following a personal tragedy, he founded the SATI app, an award-winning platform for suicide prevention. NEWTON is thus sending a clear message: a true leader cares not only about performance, but also about their own mental wellbeing and that of those around them.



Young Blood and Family Enterprises

Stories of peers and graduates are a great source of inspiration, particularly for younger students. A prime example is Matouš Syrový, CEO of the company Koupelny Syrový, who took over the family business at the age of just 23, transformed it, and earned a place on the prestigious Forbes 30 Under 30 list. His motto, "If you do not know your destination, no wind is ever favourable," is a perfect illustration of the determination that NEWTON fosters in its students.

The theme of generational succession and family business is strongly represented at the summit. Magdalena and Jan Náhluk, as well as Simona and Tomáš Zdražil from the family-run company Nera Displays, are also sharing their wealth of experience, offering a practical perspective on building a long-term sustainable enterprise together. They demonstrate that business can be a path to strengthening family ties and fostering social responsibility.

Courage and Fuck-Ups

Managers at the summit are also not afraid to talk about their failures. During a panel discussion focusing on women in business, female managers Eva Stodůlková and Lucie Landová remarked: "Authentic leadership is not born in times when you feel certain, but rather in times when you experience uncertainty, loneliness, and are groping in the dark." The participants agree that dealing with difficult situations requires straightforwardness, honesty, fair play, and clear measures without beating about the bush. "Relationships matter more than performance. You can always catch up on performance, but with relationships, that is much harder," emphasises Eva Stodůlková. Funny and profoundly truthful managerial observations are also shared here: "The love affair was over, but I stuck around at work. Gentlemen, remember, it is impossible to be at work all the time." Personal fuck-ups are also openly admitted, with the understanding that failure is not a defeat if we keep looking for a new path. Lukáš Rudy from Unico Modular also shed light on the



No more fighting boredom over textbooks — here you have arrived at a place where experienced directors of multinational corporations meet ambitious students. Victories and defeats are discussed, and cutting-edge technologies are explored.

harsh reality of business. He recalled how he signed a 100 million promissory note just to keep the company afloat for another week. "Either I die, or I change it," he remarked. Behind great successes often lie enormous risks and unyielding discipline.

The summit is equally concerned with mentoring and developing the new generation. As Michal Karcol puts it: "I have just one KPI: to build the next generation."

The often raw and highly candid stories make the summit more than just another academic conference. It is a live-action school of life.

The Newton Family

Our gatherings have a unique atmosphere that aims to connect like-minded people and build the NEWTON Family. Part of the event is also a spectacular Afterparty & Networking session. Here, formal barriers come down, and students can mingle with company founders, CEOs or senior managers, whilst the latter can get to know promising young talent and recruit capable colleagues for their teams. The atmosphere of a modern and open educational

environment is enhanced by a DJ and a saxophonist, accompanying the event throughout the evening.

The university goes out of its way to accommodate its students — students on professional programmes (MBA, LL.M. and MSc.) can take advantage of a 1+1 free ticket offer, allowing them to bring along a friend, colleague or anyone else interested in professional education. Students on the Business Leadership programme, meanwhile, have completely free entry to the summit.

The NEWTON Business Summit is proof that a university can be a self-assured, modern and highly functional ecosystem. It demonstrates that knowledge only gains value when it is shared within a community of people who are passionate about the subject.

Come gather inspiration, enjoy the unforgettable atmosphere and witness it for yourself. ■

She graduated in Marketing from NEWTON University and has been working in the field of marketing for over ten years. Zuzana Ševčíková runs her own agency, Suzzie.cz, and has recently published an intriguing book on her profession, which she still loves very much.

Renáta Šejnová NEWTON University

MARKETING IS NO MAGIC, ONLY A SYSTEM

Do you ever think back to your absolute beginnings?

I was a typical junior marketer, gaining experience in the field. It really helped me to work with a diverse range of clients, from online shops to healthcare facilities and the B2B sector. I have had a go at managing social media, including paid advertising, email marketing, copywriting, and graphic design... Thanks to that, I now have an understanding of the people employed by me. Creative crises, time pressure and situations when things do not go according to plan are all familiar to me.

How would you describe your current role?

These days, my role is more that of a strategic partner for clients. Over time, I naturally drifted more towards administration, keeping track of deadlines and operational matters, which I increasingly felt was a shame — not just for me, but for the clients as well. Thankfully, I currently have a brilliant colleague who has taken over the operational reins, and I can once again think about marketing in a broader context — focusing on the execution of individual campaigns. The reality of agency work is very varied. Every client is at a different

stage of their business, has different experiences, different pressure to deliver results, and different levels of patience and willingness to invest. The ideal path is not always viable. We often seek a compromise between the correct approach and the realistically feasible one at a given moment.

What sets strong marketing personalities apart from those who merely fulfil assignments?

Their ability to speak up if the situation seems illogical, and to defend their decisions using data, experience or context. However, criticism alone is not everything; it is equally significant to propose a preferable solution and explain it clearly to the client.

How would you describe the current state of marketing in the Czech Republic?

It is still based on performance and quick results. Companies want to see a return on investment, work with data and have clear figures. This approach works mainly at the start or during a company's growth phase. However,



I know from experience that sooner or later, most companies hit a wall with this model. Performance starts to lose its impact, customer acquisition costs rise, and companies find themselves treading water. Only then do they realise that they are lacking branding, brand development and post-purchase communication with customers. We therefore very often discuss budgets with clients and view marketing as a whole, reporting on it in the same way. The moment a client stops viewing individual channels in isolation and instead sees their combined impact on the business, their decisions start to make much more sense. This approach to marketing management has, over the long term, resulted in our clients achieving year-on-year revenue growth of around 30% for our clients, without the need to increase agency costs. It is not about a single channel, but about a system — in fact, an ecosystem.

So what is the main problem of contemporary marketing?

Many people are entering the field of marketing, which is natural and healthy. I myself started with minimal knowledge. The problem arises, however, when business owners cannot tell the difference between a junior and a senior professional and expect the same results. This often leads to frustration and the feeling that the marketing is not working.

The crux of the matter is that the business owner chose the cheapest option at the outset and only realised in hindsight that they had hired a junior professional who actually did more harm than good to the marketing. I should point out that I personally have no objection to working with a junior professional if the company cannot afford a larger budget. However, it is crucial to have at least some senior supervision in place — someone experienced who can set the direction, help with decision-making and prevent unnecessary mistakes. After all, marketing is a job like any other, and if someone wants to do it

long-term, they must systematically educate themselves, monitor changes, handle administration, purchase tools and cover other costs — just like any other entrepreneur. All of this naturally affects the cost of collaboration.

Have customers changed as well since you entered the profession?

Customers today are significantly better informed, but, at the same time, more cautious. They have had unpleasant experiences; they have been promised all sorts of things and have seen all manner of guaranteed guides.

Nowadays, they are all the more keen to find a partner who can explain things to them in plain language and without setting unrealistic expectations. At the same time, they are under greater pressure — financial, time-related and personal. And that naturally has an impact on our working relationship.

Then what determines a successful collaboration?

It mainly depends on whether we manage to align expectations with reality. That is why, during initial meetings with clients, we speak openly about the budget, risks and limitations. This helps us avoid unpleasant surprises.

What I am describing applies mainly to start-ups that are only just building their marketing strategy. With more established companies, the discussion tends to be different, but the principle remains the same — without a realistic framework for collaboration, it cannot function in the long term. Trust and

marketing is not constantly rose-tinted and picture-perfect, as it often comes across on social media. A functional partnership is recognised precisely by how both parties manage to navigate even the more challenging periods.

Could you describe in more detail the mistakes that agencies are reluctant to talk about?

Agencies often make the mistake of wanting to please clients at any cost. They make compromises which, whilst maintaining the working relationship in the short term, tend to damage it in the long run. Telling a client an uncomfortable truth requires experience and courage. To be honest, we struggle with this ourselves from time to time. Another weak point is often capacity and client selection. The agency environment is high-pressure, and maintaining a balance between a busy but not overburdened team and meaningful projects is no easy task. Last but not least, agencies sometimes simply resign and slip into merely executing assignments instead of helping the client improve their decision-making and understand the bigger picture.

Sometimes, though, the client themselves have no desire for that sort of systematic collaboration, do they? Or perhaps they simply lack the financial resources for it.

I agree, not every client finds this suitable. Some really do expect the agency to simply complete the tasks quickly. And they also choose an

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open communication are equally important, even during times of hardship. And although it is not often discussed, every marketer and every agency experiences such situations. The world of

agency based on price. To a certain extent, that is understandable; the problem, however, emerges when the selection is reduced solely to which agency is the cheapest or which one



Re: Effective Email Marketing



Zuzana Ševčíková has given her book a very apt title. In it, she summarises the fundamentals and principles of successful email marketing. It is the very first publication of its kind in the Czech Republic. It combines theory with real-world experience from the marketing agency Suzzie.cz, which Zuzana Ševčíková founded and where she has long been helping brands to improve the performance and effectiveness of their online communication.

Her book was produced under the guidance of experienced specialists and is complemented by interviews with leading figures in Czech marketing, law and copywriting — including Ludmila Hruban from NEWTON University. It was there, in fact, that the idea for a standalone book was born, at the very moment when Zuzana Ševčíková was submitting her final thesis, in which she had already explored the topic.

“In the book, I am not attempting to provide the reader with a one-size-fits-all guide. Marketing — and email marketing in particular — simply does not work that way. What brings results for one e-shop may fail for another,” says the author. “I base my approach on data, specific campaigns and long-term practical

testing. I do not tell the reader: ‘Do A, B, C and you will succeed’, but rather explain why certain things are done and how they can make sense.”

The book is aimed at marketers, e-shop owners, freelancers and entrepreneurs who want to take their email marketing to the next level; it therefore presents practical examples, advice and procedures. For example, how to write emails that people want to read (rather than delete), or how to systematically think of email marketing as a revenue-generating channel.

“I wrote the book because I believe it gives the reader the time and space to go through, organise and comprehend things at their own pace. In my view, this is a fundamental difference compared to gathering information on social media, where people often navigate through fragments rather than the whole,” explains Zuzana Ševčíková. “I draw on my own work and that of my colleagues, but I am not trying to praise our agency. The aim was not to show who is the best, but to offer readers a comprehensive and practical perspective that will help them think about marketing more systematically.”

makes the biggest promises. Quality then disappears from the equation. When companies enter into this collaboration with the assumption that marketing will quickly solve all their problems, disappointment quickly follows, even if the agency's work itself is of high quality. Finally, it is also worth mentioning situations where companies exploit agencies during the pitch process — they commission extensive speculative work or strategic proposals, only to extract the resulting know-how and use it in-house or with a cheaper freelancer. Such an approach does not help either party and rather undermines trust in the entire industry.

Marketing is, of course, driven by trends. Are they not overrated, though?

Right now, the trend is to chase popular formats and platforms. However, we should not be asking whether this is currently a trend, but whether it makes sense for our business and our customers. To a certain extent, I would also count artificial intelligence amongst the overrated tools. A great deal of AI-generated content is appearing on social media, but there is no real thought behind it.

So what actually works today?

Marketing that is based on data, experience and the ability to see things in context, not on shortcuts and empty promises.

In your view, what is the role of the media and specialist content in building a marketer's personal brand?

In my view, media and specialist content today mainly help people to get an idea of how a marketer thinks and approaches their work. These are not things that would make someone an expert, but rather a way of showcasing experience and a perspective on the industry. In my opinion, a genuine personal brand is only truly validated in practice. Media and content can help open doors, but they will not do the work for you.

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What is your position, then, on the use of artificial intelligence and self-promotion, for example, on LinkedIn?

I do not think it is possible today to recognise a true expert at first glance. Thanks to AI and social media, everyone now has access to information and the opportunity to present themselves as an expert. However, that in itself says nothing about the quality of one's work. It is therefore not about how much a person publishes or how well they can market themselves, but whether their recommendations stand up to the test in practice. I see both AI and LinkedIn primarily as tools that speed up work and raise its profile, but they do not replace experience or responsibility.

How do you think marketing will evolve in the coming years?

I think there will be fewer purely operational roles. AI marketers will be able to handle significantly more work at once — from text and visuals to video content. Thanks to ChatGPT, photo generation and AI videos, it is no longer necessary to deal with each role separately — we ourselves are moving in this direction internally, since customers are asking us to. At the same time, however, we are careful not to remove humanity from the content. Looking ahead, I hope that developments in AI will primarily bring more interesting possibilities in the areas of optimisation, targeting

and data analysis. If this is handled well, the entire field of marketing could take a huge leap forward.

What else would need to change for marketing to be an equal partner to business?

Marketing would have to take genuine responsibility for the figures and results, for decisions, successes and mistakes alike. And this responsibility would have to be fairly rewarded. If marketing is to bear the risk, it must also have a corresponding share in the outcome. In some countries, this is already how it works; in the Czech context, however, this model is still something I come across only very rarely. Here, clients often want marketing to take full responsibility for results, but are less willing to reward it when success is achieved. In other words, penalties for poor results are always acceptable, but success sharing is not so much.

Do you think even these barriers will be overcome in time?

I do not wish to cast myself in the role of one who has all the answers or wants to change the entire industry. My ambition is much more practical and ordinary. I want to continue doing marketing in the real world, with clients and my team. I want to show that marketing can be done honourably, openly and without false promises. At the same time, I want to speak out — and perhaps also write — about things that work in practice, but also about those that do not. I would like marketing to be discussed frankly, without embellishment or underestimation. It is a field that has enormous potential, but also its limitations. If I succeed in contributing to clients developing more realistic expectations and marketers greater courage to shoulder responsibility, I would consider that a meaningful outcome. ■

WE HAVE TO BE PASSIONATE ABOUT WHAT WE DO

He has worked with brands such as DHL and Microsoft, and has been involved in projects across Europe and the Middle East. Gedeon Drapák currently leads marketing and product development at the technology start-up Neuron. In practice, he integrates AI tools with business and sets new standards for modern communication.

Renáta Šejnová @ NEWTON University

If we go right back to the very beginning. What led you to study at NEWTON University?

I wanted to meet the top people in the industry. When I started working at the age of fifteen — that is, filming and taking photos — I realised that business is perhaps not so much about how capable we are, but rather about who we know and how well we can promote ourselves. In this respect, NEWTON University seemed like the obvious choice: a combination of professional connections and contacts in the field that interested me — marketing.

Were you already heading towards marketing at an international level back then?

I have quite a funny life story. Although I am Czech and was born in Prague, I grew up in America from the age of one to seven. So I was used to skyscrapers, big cars, aircraft carriers and grand dreams — which I think stayed with me even after we returned to the Czech Republic. Here, however, most of the people I met as a child tended to think on a rather small scale. And I did not like that — I wanted to do great things and have great dreams! Whilst studying at NEWTON University, I was offered an internship at a London start-up, so



I moved to England for a few years. The company sent me all over the world, allowing me to discover new limits.

What was the hardest part of your studies?

I studied what I enjoyed. I already knew a lot of the material – actually, I am largely self-taught – so it was a joyful ride. The only thing that bothered me was accountancy. I could not see the point of it. Unfortunately, I know better now.

Do you remember a specific moment or person who changed the way you think about marketing or your career?

In England, I bumped into Kristián Toth by chance at a co-working space. He is a Slovak, two years older than me, but back then he was living a similar lifestyle: he loved the side hustle scene, travelled, and was constantly learning about new tech trends and gadgets. He helped me overcome a number of preconceptions about sales and marketing. He explained to me that the world is limitless and that the only limitations that exist are in our own minds. And that, in reality, what we sell is not time, but value and solutions.

How did school prepare you for the real world?

I had the advantage of starting work extremely early, so the transition from school to the business world was a natural progression. School inspired me to pursue lifelong learning and networking. It also always took a people-centred approach. This is probably what I liked most: at NEWTON University, every lecturer knew my face and my name; I could pop in for advice at any time, and the professors genuinely tried to help. I was not just a number, and that was very valuable to me. What surprised me a little after leaving school was that I never actually used a lot of the things I had learnt whilst studying. In reality, people are more interested in what I am actually capable of and how responsible I am. That said, subjects like law and accountancy have come in handy many times, even though they

were not exactly the most appealing subjects in school. In fact, it was thanks to NEWTON University that I eventually made a name for myself abroad. During my studies, I went on an Erasmus exchange to London, and I realised how easy it is to travel and work for people who live in a completely different part of the world. Since then, it has been one big rollercoaster ride.

What was the first hard lesson you learnt from working in marketing?

I actually feel quite fortunate; I have not had much unpleasant experience so far – at most, I have misjudged a project or my expectations. Expectations are a thief of joy. If you set them right, you are onto a winner. Nevertheless, I am grateful for where I am today and what I have achieved, thanks in part to the people around me.

How does working for global companies differ from working from home?

In the Czech Republic, companies often look for the best value for money, ask for a friendly discount and are unwilling to invest in cool things. But one of my strengths is precisely these cool things. Companies abroad appreciate the idea, the execution and the passion you put into a project. They look for the most capable, not the cheapest, and are willing to pay well.

In your opinion, what skills are essential for a young person to succeed in the world?

Language, culture and broader horizons in the field. I was lucky enough to grow up in the US, so my English is excellent. Often, people are unable to tell where I come from. Culture is essential too. When I fly somewhere, I quickly work out what values the local society holds, what is considered important. Dealing with Singaporeans is a completely different experience from dealing with Americans. And broader horizons? Nobody wants to work with a Czech person who is annoyed at having to get up early, at having to be somewhere, or at the fact that a beer costs nine

pounds... You have to be passionate. And if, for example, you are involved in fitness marketing, you need to know the latest trends in this field, be well-versed in healthy lifestyles, and understand nutrition. Foreign companies appreciate it when you can offer additional knowledge and come up with ideas.

What has working abroad taught you about yourself?

I surprise myself non-stop. And I think I have discovered the limits of my fear. What am I good at? Getting to know new people, making acquaintances.

Over the past year, you have made significant advances in the world of AI and AI-generated videos. When did you first realise that this would not just be a trend, but a game-changer?

It feels like it was only yesterday! I was working a lot with Venture Capital companies in London, recording podcasts for them, when a young entrepreneur came up to me and showed me ChatGPT3. He said it was just launching and that it would change the world. It took me a few days to realise that it was not just another text generator; then my friends and I jumped straight into it. We built what was then the largest website in the Czech Republic dedicated to AI tools, set up a consultancy firm, AI4B (AI for business), and started running training courses for companies. We were incredibly quick off the mark, ahead of our time – and soon we shut it down again. People were not that interested yet, and AI tools had not yet been developed to that extent. However, I have become so accustomed to AI that my life is actually changing according to it. The longer I devote myself to it, the more I understand just how revolutionary this technology is. That said, it is necessary to mention that it is still just a tool, much like the steam engine was.

How do you use AI to create promotional videos these days?

People often think that in a text chat, we just type in a single prompt, and a five-minute video is ready. But it does



— **Gedeon Drapák**

An AI marketer and digital content creator based in both London and Prague. Graduated from NEWTON University with a degree in Digital Marketing. Today, he specialises in the use of generative artificial intelligence in marketing, the creation of AI videos, motion design and innovative strategies.

not quite work that way. Although AI can automate and improve a lot of things, systems and processes play a major role. In fact, you have to think half like a programmer and half like a creative. People also overlook how much time it takes to keep up with developments, new trends and tools. The pace of change in the age of AI is twice as fast. You have to keep moving forward all the time.

You work with brands such as Allwyn and Microsoft. What is the biggest challenge for you when it comes to AI projects?

Time. They turn up, say they have an urgent project or meeting, and need us to sort out the issue in a flash. In this situation, the important thing is to properly grasp the client and their needs — or, where relevant, to know exactly who the project will be presented to and who the target customer is — and to adapt everything accordingly. The truth is that I often do everything to ensure our work appeals to the managers who approve the project, rather than to those for whom it is intended. Sometimes there is a dilemma.

With the advent of AI, the role of the marketer is therefore undergoing a fundamental change. Who exactly is a marketer these days?

The marketer of today is becoming more of a brainstormer and campaign designer than a manual labourer and creator of PPC campaigns. And in two to three years? So-called Vibemarketing will certainly take hold. Codes will be written via AI, with AI itself planning the tools. Generally speaking, everything will speed up, and the cost of software will drop to zero. Ideas and creativity will be limited only by ourselves, by our imagination. The whole world will be dynamic and fast-paced.

What advice would you give to students who are more apprehensive about AI than excited by it?

Why march 10 km on foot when you can just get a ride in a car? I see AI as a tool. No, it will not replace us. But humans using AI certainly will. In about five years, marketing will be even more dynamic, even crazier. Marketers will be at the helm, setting the course, whilst AI will be the workhorse, the labourer.

Earlier in 2026, you are set to premiere an AI film called Mindfall Protocol. How did this project originate?

Last summer, we decided to try to push the boundaries of AI video and make a film. It sounds crazy, but these days you can create a good 35-minute story on a shoestring budget. We enjoy doing that, and we wanted to give it a go. And another reason? A bunch of young Czechs are setting out to do something the film industry refuses to accept. Now, is that not some awesome marketing?

Just what does an AI film actually mean?

People tend to think that AI-generated video lacks emotion, looks unrealistic — that it simply has no place in a film. But at the first screening, we saw the audience laughing and getting scared... They simply immersed themselves in the story and enjoyed it just like any ordinary film. Yes, it is not perfect yet; AI video still has a long way to go, but it will keep getting better.

That must have been a completely

new project for you personally as well, a whole new experience, was it not?

The majority of AI videos are one to two minutes long — Christmas commercials, Coca-Cola adverts and video presentations, I mean. Those two minutes represent about two working days' work for one person. Mindfall Protocol is 33 minutes long and took us around two and a half months to create. It is a so-called SOTA (State of the Art) project. No one in Central Europe has done anything like this yet.

Looking back now, what has helped you most in your career? Talent, discipline, people?

YouTube! No kidding. I mostly learned from YouTube. And then the right people were important to me. Curiosity, too. And the fact that I said YES to everything, even things I had no clue about. That really pushed me forward; it forced me to learn loads of things, and very quickly. Finally, perseverance was also decisive. If a person wants to achieve something, they simply have to focus and persevere, not give up, and work on themselves nonstop.

No doubts or feelings of failure are troubling you, then?

There are plenty of things in which I have no talent; things that I am just not good at. As long as I know that is the reason for my failure, it is fine. In fact, I quite like failure, because it gives me the chance to find out why I am not good at that particular thing. On the other hand, it is, of course, unpleasant; you have to battle your own pride. But we have to go through this now and then. The world is open to those who are not afraid and go out to meet their fortune. Technology is currently undergoing fundamental changes, so our surroundings will change too, and we must also constantly transform ourselves. Always, however, it will remain true that we must be able to highlight what we are good at. And we have to be passionate about what we do. ■

NEWTON PROJECT

We strive to fast-track our students' path to entrepreneurship and success.



Acceleration means speeding up. At the NEWTON Business Accelerator, we aim to speed up the journey to entrepreneurship and success. It is open to students, members of the NEWTON Family, or the general public. All you need is an idea or the determination to start a business. We can provide you with contacts, know-how and your initial investment.

📍 Renáta Šejnová
📍 NEWTON University



DON'T BE CARRP,
BE PIKE!

How can you fast-track your journey to entrepreneurship? For seven months at the NEWTON Business Accelerator (NBA), we focus on business whilst pushing boundaries — both the boundaries within ourselves and the milestones towards green figures in accounting. Rather than lecturing the participants, we meet with them, chat and share both our successes and our missteps. This is so that young people do not have to make the same mistakes. Because, let's face it, entre-

preneurship without a few stumbles is not real entrepreneurship.

Eighteen mentors — all experts in their fields — stand by the young people throughout the programme, happy to share their experience with them. "The support and positive encouragement we received from both the core team members and all the mentors were incredible. We really appreciate their openness and willingness to explore new paths with us," say Vanda Kofroňová and Helena Bartošová. Some time



The founder and driving force behind the programme is Margareta Křížová (standing on the left).



Ultimately, that is the point: to be imaginative and to do what, at the end of the day, brings a smile to your face, even though it has not yet made a single penny.

ago, they co-founded the Filharmoničtě project and are convinced that our programme got them off to the right start. "Thanks to it, we were able to see our project through different eyes and have taken a huge step forward over the past few months."

Throughout NEWTON University, we believe that our students gain the most from practical training through first-hand experiences and insights. That is why we also organise the Pop Up Market, where they can set up a stall to showcase and sell their products or offer their services. Thanks to events like this, young people — future entrepreneurs — often come into contact with customers for the very first time, learn about marketing and sales, and receive immediate feedback on the spot.

Another huge added value of the NEWTON Business Accelerator is the

creation of a community of like-minded people. There is great strength in that. And, of course, in the extensive network of contacts that comes with it.

The programme gives rise to a diverse range of business ideas, spanning the arts and gastronomy, men's cosmetics, and technological innovations in mobile applications. We welcome projects from any sector, because ultimately, that is the point: to be imaginative and to do what, at the end of the day, brings a smile to your face, even though we have not yet made a penny.

However, all the work is down to the participants — we are not hand-holding them. Together with Margareta Křížová, who founded the NEWTON Business Accelerator, and Karel Novotný, the programme leader in Brno, we divide participants into two basic types: pike

and carp. Carp swim smoothly through the entire programme without faltering; they attend workshops, take part in on-line meet-ups... They basically do what is required, but somehow something is always missing. Pike, on the other hand, set out from the very beginning to achieve what they want. They are proactive, not afraid to ask questions, and as a result, they take away a diametrically different experience from the NBA.

As Margareta Křížová puts it: "You reap what you sow." And that applies in business as well as in life. ■

**Want to apply
to the Newton
Business
Accelerator?**



3 QUESTIONS for **Vanda Kofroňová** and **Helena Bartošová**

What is Filharmoničtě?

We organise concerts (not only) of classical music for adults and their very youngest children. We create an environment where they can enjoy music together. We sit on the floor on blankets; the children can move about, play quietly or have a snack, and parents have nothing to worry about. With us, the idea that children and concerts are incompatible does not apply.

Why did you decide to start this business?

We were both on maternity leave and felt the need to do something. And we missed music. We gradually realised that lots of families felt the same way — and that we could build a meaningful project around it.

Why did you apply to the NEWTON Business Accelerator?

We wanted to take Filharmoničtě to the next level, build a more solid business foundation and, above all, improve our marketing, project management and financial planning. Originally, we had thought we also wanted to expand, but we are not quite ready for that yet. The support and helpfulness of the trainers and mentors (thank you!) who helped us were of great importance to us. And we often find ourselves thinking of Margareta Křížová's motto, "Don't be carp, be pike". Thank you so much once again!



INSPIRING SENSE OF BELONGING

Ludmila Hruban has been associated with NEWTON University since 2013. She focuses on the development of education in international business and was instrumental in establishing the marketing specialisation for bachelor's, master's and professional programmes taught in Czech. In her professional practice, she focuses on trends in consumer behaviour, creative advertising and sustainability, not only within the fashion industry.

📍 Renáta Šejnová
🏢 NEWTON University Group

At NEWTON University, you hold the position of Academic Director for International Programs and Language Center. What do you enjoy most about this job?

The variety and diversity, the fact that I am constantly learning new things and overcoming obstacles. I also enjoy working with the people I collaborate with, whether they are experts, lecturers or academics, from companies or from within our own organisation. And I enjoy being in daily contact with students and graduates.

How can we tell that a school's internationalisation isn't just something that exists on its website?

You can recognise a truly internationalised university by the fact that the international element permeates its entire structure and day-to-day life, rather than being limited to occasional exchange programmes. For 2026, this therefore means the full integration of



international students and academics into the university community, routine administration in multiple languages, and the existence of common study programmes, such as the Joint Degree scheme. We are still working on all of this today... Key evidence of this is domestic internationalisation, where our students who do not travel abroad routinely collaborate on international projects and attend courses taught in foreign languages by experts from around the world. Another sign of a functioning system is that the university is an active member of European university alliances and strategically invests in international research and the mobility of its staff, which naturally makes it a multicultural environment. In this respect, we have already come a long way.

Is there anything you transfer from practical marketing to the academic world, and vice versa?

That is a brilliant question. It does not really matter what you do; however, you must do it consistently and to a high standard; you must be able to talk about it, raise awareness and inspire passion in others. It works that way with everything. At the same time, you must maintain high standards of quality, keep your word, and be yourself.

Sustainability is one of your areas of expertise. How can it be taught effectively at a business school?

Actually, quite well, because true sustainability really does permeate every aspect of a company's operations, and our students are receptive to this. The days when companies merely sorted their waste are long gone. At present, companies report on ESG (Environmental, Social and Governance) criteria primarily because, by 2026, this will have become an essential condition for their economic survival and competitiveness. In addition to the legal obligation arising from the CSRD (Corporate Sustainability Reporting Directive), they are driven to do so primarily by banks, which make more favourable financing conditional on good sustainability performance, as

well as by major business partners who require ESG data from their entire supply chain. Furthermore, consistent monitoring of these criteria helps companies to reduce operating costs through energy savings and to better manage both climate and reputational risks.

How is sustainability linked to your students' future careers?

For students in 2026, sustainability has become one of the main deciding factors, as they see it as a fundamental measure of the stability and meaningfulness of their future careers. According to current trends, Generations Z and Alpha are choosing their fields of study and employers not merely on the basis of prestige or salary, but above all according to the real impact they have on the world; this is also confirmed by the growing demand for so-called "green skills" across all sectors. Students realise that companies with high ESG scores are more resilient to crises and offer long-term prospects, unlike jobs in unsustainable sectors, which pose a career risk. Sustainability is therefore no longer an optional bonus, but a key criterion by which future experts choose institutions and companies. These align with their values and enable them to play a part in tackling climate and social challenges.

You work with students from different countries and cultures. What are you learning yourself?

Behind every cultural difference lies an opportunity to broaden one's own horizons. I see this proven time and time again. What is more, I now realise that effective communication requires much

more than just knowledge of a foreign language. It requires empathy, patience and the ability to listen without prejudice. My day-to-day interactions with students from all corners of the world have shown me that there are many valid ways of approaching problem-solving or teamwork. This constantly forces me to think critically about ingrained patterns of behaviour, teaches me cultural humility and confirms that diversity is not an obstacle, but a key source of creativity and innovation, which are essential in today's interconnected world.

Would you say that different cultures mean different approaches, or do you see many commonalities and similarities among your students? What specifically unites them, and what sets them apart?

Above all, the students are united by their digital nature, a strong focus on sustainability, and a pragmatic drive to succeed in the global job market, which blurs the boundaries between continents. However, differences persist in their approach to hierarchy and authority. People from Asia tend to be more reserved, while Western students prefer direct, critical discussion. Differences are also evident in communication styles, ranging from matter-of-fact directness to a high degree of polite context.

People often view NEWTON's international programs as a clear choice for international students. Why should Czech students also seriously consider them?

Studying in NEWTON's international programs is primarily about develo-

Generations Z and Alpha are choosing their fields of study and employers not merely based on prestige or salary, but above all, according to the real impact they have on the world.



— **Ing. Ludmila Hruban,
Ph.D., MSc.**

At NEWTON University, she holds the position of Academic Director for International Programmes & Language Center. In addition to her doctoral studies at the Brno University of Technology, she has completed a number of academic and professional internships in European capitals. She enjoys developing the professional potential of young talents, especially in marketing and business. She is involved in mentoring, both in a professional capacity and with children from children's homes. She finds inspiration in music, French and Portuguese culture, European cinema, art, architecture, design and Mediterranean cuisine.

ping a global mindset, which — even for Czech students — is the key to the highest-paying positions in multinational teams. Instead of just cramming vocabulary, students here learn to negotiate, present projects, and collaborate with colleagues from around the world directly in English — giving them a huge head start over graduates of standard Czech programs. This type of education serves as an effective shortcut to an international career in modern business.

How important is it for a school to address not only student performance but also their well-being?

Caring for our students' well-being is

just as essential as their academic and professional performance, because long-term success and learning capabilities are directly tied to mental health and a sense of security. Modern educational institutions understand that extreme pressure to achieve results without adequate support leads to burnout and high turnover. I tell students openly that we are there for them and will actively address any issues that make them uncomfortable — provided, of course, that we are aware of them. This does not imply lowering our educational standards, but rather finding an approach that works for everyone.

Is it important to you to have people on your team who have personal experience studying at NEWTON University?

Our graduates are always welcome in a variety of roles. For me, this is a fundamental expression of the NEWTON Family. You know how it is — family is there for you through thick and thin. And even if you have not seen each other in years, you will still help one another. I think our alumni often feel the need to give something back to their alma mater. And there is no doubt that faculty members with practical expertise have a lot to offer the current generation of students.

Your husband is an artist. How does his world influence your business world, and vice versa?

My husband would probably strongly disagree with that artistic characterisation. After all, he only pursues art in his free time, while his actual profession involves working with people and designing transportation infrastructure.

NEWTON also has the NEWTON Band, of which even your husband is a member.

The fact that colleagues from management play in the NEWTON Band alongside my husband gives our university an invaluable human dimension and shows that NEWTON is not merely an institution, but an open ecosystem

where professional roles, family, and personal joy naturally intertwine. In my view, the NEWTON Band and similar activities supported by the school play a vital role in building an authentic community. For our students, especially international ones, the band's existence sends a clear message that a successful business career does not have to be mutually exclusive with personal passion, and that at NEWTON we value humanity, creativity, and the courage to live life to the fullest.

If you had to describe the atmosphere at NEWTON University in one word or phrase?

An inspiring sense of belonging. Our aim is for international students to depart fully aware they have become part of a dynamic and ambitious community that not only provides them with a top-notch business infrastructure, but where — thanks to a personal approach and support for their well-being — they truly feel at home. It is an uplifting feeling to know that you have a strong network of friends and mentors from around the world backing you up, motivating you to start realising your dreams and projects right away — not just after graduation. The school's international ambitions blend with a family-like atmosphere — a combination that instils in young people a lifelong sense of confidence and professional enthusiasm.

And what would you like your students to take away from NEWTON?

Above all, I would like them to take away the courage to be authentic leaders who understand that true business success is built on empathy and personal integrity. I would like them to discover within themselves the ability to listen to different cultures, to view diversity as a gift, and to leave with the inner conviction that their business can be profitable and at the same time ethical and considerate of its surroundings. ■

The owner of the Magnus Academia agency teaches Czech at NEWTON University. She also helps Vietnamese students adapt to their new environment. My Ngoc Truongová acts as a bridge between Czech and Vietnamese cultures — and, essentially, between generations.

📍 Renáta Šejnová 📍 NEWTON University

A VIETNAMESE STUDENT? LẠC QUAN

You first studied at NEWTON University, and now you teach here. So your view of the university must have been changing over the years, right?

When I was a student, the university was not yet offering as many projects and opportunities as it does today, yet I still enjoyed attending, even with a very busy work schedule. After about three years, when I returned as a lecturer, it was clear to see how much the university had grown. The change was evident in both the atmosphere and day-to-day operations. For me personally, it was quite moving to return and see everything from a different perspective. Sitting in the same spot, in the same lecture theatre where I once took my state exams, and realising that I was now negotiating a partnership with the university's management. That contrast shows just how naturally roles can evolve when you grow alongside the university.

How did it actually come about that you began collaborating with the university?

When I was considering how to further expand Magnus Academia, it seemed natural to turn first to my alma mater. Not just from a professional point of view, but on a personal level too. I know the university from the inside, I unde-

rstand its values and have long been aware of its direction. The openness shown by the management played a crucial role in this. If Professor Ludmila Hruban had not welcomed me at the time, or found the time to listen to my ideas and overall strategy, the collaboration would probably never have materialised. It is precisely this space for dialogue and trust that I consider key. The original intention thus gradually evolved into a professional collaboration that is meaningful to both parties. For me personally, it was confirmation that the relationship between an alumnus and a university can naturally develop into a partnership, provided it is built on respect, quality and a shared vision.

What did your studies at NEWTON give you beyond specialist knowledge? That is hard to sum up in a single sentence, but key aspects included a management intuition, the ability to perceive broader contexts, teamwork and decision-making with respect for different perspectives. Presentation and communication skills were also a great added value for me. As an introvert, I appreciated the safe and supportive environment





We emphasise clarity, structure and a safe environment where students are not afraid to ask questions or make mistakes.

where I could gradually try out, develop and hone these skills at my own pace. This combination of expertise, practical experience and personal growth was crucial for me and continues to influence how I approach both leadership and work in general.

What was it like studying at a Czech university, given that your mother tongue is Vietnamese? What did it teach you about yourself?

In my case, studying at a Czech university did not prove difficult, as I was born in the Czech Republic and felt at home in the environment. However, it is precisely because of this that I am now very keenly aware of just how challenging this experience can be for students who arrive in the Czech Republic later in

life and have to cope not only with the language barrier but also with a different academic and cultural context. Above all, this experience has taught me gratitude and greater sensitivity towards others.

How does all this help you today when teaching Czech?

I always try to view their studies through the eyes of international students and better understand everything they have to face. When teaching Czech, therefore, our team of lecturers emphasises clarity, structure and a safe environment where students are not afraid to ask questions or make mistakes. At the same time, we feel a responsibility to create fair and supportive conditions for those for whom both the language and the entire academic environment are new.

What do you think international students need to hear most at the start of their studies in the Czech Republic?

They need to be told that if they want to live, study or work in the Czech Republic, knowledge of the Czech language and an effort to understand Czech culture are vital. This is by no means about putting pressure on them, but rather an open invitation to understand the environment around them. However, I view it as essential to motivate and inspire students early on — to reassure them that mistakes are a natural part of learning and that every small step of progress counts. If they have a sense of security, support and safety, they can learn more quickly and with greater self-confidence.

The Vietnamese community places great emphasis on education. How do you think this is reflected among students at NEWTON?

Vietnamese students are hard-working and take their studies seriously. However, many come from a system that is more based on drilling and memorisation. That is precisely why I see NEWTON University as offering great added

value — here, students are encouraged to think critically, argue their points and express their opinions, requiring them to step out of their comfort zone and move forward in a significant way.

What role does the family play in their educational journey?

For some students, the family provides healthy motivation; for others, the situation is more complex. Young Vietnamese people often feel a sense of responsibility towards their families and want to support them financially or in other ways whilst still studying. That is precisely why, in my view, it is important for schools to bear these different life circumstances in mind. When an institution understands the broader context, it is better able to respond — whether through greater flexibility, open communication or a supportive approach. This can have a crucial impact on whether a student can successfully complete their studies.

What inspires you most about Vietnamese students?

Their hard work and inner optimism. These are natural traits — a cheerful disposition and the ability to remain positive even in difficult situations. It is precisely this combination of perseverance and light-heartedness, captured in Vietnamese by the expression “*lac quan*,” that often helps them overcome obstacles.

At Magnus Academia, you focus on young Vietnamese people as well.

How does your company’s philosophy align with NEWTON University’s approach?

The philosophies of both Magnus Academia and NEWTON University are based on a people-centred approach and the integration of theory and practice. Students are not merely passive recipients of information, but partners who are guided towards independence and responsibility.

What do you see as the greatest benefit of combining language teaching with university studies?

NEWTON University is sending a clear signal to students that it supports them in learning a language, because without it, they will find it very difficult to participate in both academic and everyday life. For them, the Czech language is not an abstract skill for the future, but a tool they can use straight away — at university, at work and in everyday situations. It is precisely this that makes their life in the Czech Republic significantly easier, strengthens their independence and increases the likelihood of them feeling confident and settled here in the long term.

How important do you think it is for a student to have the opportunity to learn Czech even whilst studying in English?

I consider it essential. By offering students this opportunity, the university provides them with a tool that significantly improves their chances of integration, career prospects, and their general satisfaction in the Czech Republic. At the same time, it strengthens its role as an institution, considering the students’ needs holistically.

And what do you think determines whether an international student ultimately settles in the Czech Republic?

I would say it comes down to a combination of several factors: residence legislation, employability in their field, and whether they can establish their roots here. However, it often turns out that language proficiency is a quiet yet crucial factor. It is precisely the Czech language that enables students to navigate the system more easily, forge relationships and feel more secure. Being able to communicate and understand their surroundings significantly increases the chance that they will not just stay in the Czech Republic temporarily, but will begin to see it as their home.

How do you envisage your collaboration with NEWTON University in, say, five years?

It would be ideal if Magnus Academy

continued to act as a natural bridge between language teaching and the academic and professional lives of international students. The aim is for students, thanks to this support, to be able to function in the Czech Republic with confidence, independently and in the long term. At the same time, I would like to see collaboration between the language school and the university become the norm to support the quality of education and true integration of students into society.

How would you summarise the purpose of your endeavour in a single sentence for students to remember?

I believe that true education does not begin with knowledge, but with understanding of oneself, of others and of the world around us. When we provide students with the language, the space and the trust, they can build not only a career but also a home in a new country. ■



— My Ngoc Truongová

She is the founder and CEO of Magnus Academia, a language organisation specialised in teaching Czech and supporting the integration of the Vietnamese community in the Czech Republic. Together with a team of Czech and Vietnamese lecturers, she runs Czech language courses for children, adults, university students and those preparing for language exams. She is also a proud graduate of both the bachelor’s and master’s programmes at NEWTON University.

The “Letní podnikatelský kemp”, a youth summer entrepreneurship camp, supports youths from children’s homes and those from more challenging family backgrounds. The project is led by Olga Girstlová, carrying on the initiatives of Professor Milan Zelený. We are honoured that NEWTON University can participate, and be of assistance.

Renáta Šejnová archiv LPK

EDUCATION CHANGES THE TRAJECTORY OF LIFE

Not all of us start from the same position. We recognise that. And that is why the mission of the summer camps is to ensure that a young person’s social or economic background does not limit their potential. However, we are by no means hand-holding them; neither are we forcing them into anything. Whether they decide to embark on a path as an entrepreneur, an employee or a professional in a particular field, the summer camp “Letní podnikatelský kemp” (LPK) offers them a helping hand. In collaboration with NEWTON University, it breaks down barriers and shows that entrepreneurship involves more than just setting up businesses; it also involves the courage to take responsibility for one’s own destiny. Discover a community where passive recipients of assistance become leaders of their own lives.

The Starting Line

Thousands of children still live in care homes in the Czech Republic; every year, around a tenth of them leave these institutions. These young people find themselves, at the age of eighteen or nineteen, without the natural safety net of a family. According to available data from the Czech Ministry of Labour and Social Affairs and non-profit organisations (e.g. Mimo domov), up to 70 per cent of young people face problems with the law, finances or social isolation after leaving a chil-





— Ladislav Rostaš

How did you join the camp?

Thanks to my employment at Yourchance o.p.s. And right from the start, it really fired me up to meet other “Žluťasci” as they were so passionate about their ideas. I realised that if they could do it, so could I. The camp gave me the courage to even voice that idea out loud.

What was the hardest part for you personally?

The final “pitch” in front of the jury. Having only a few minutes to present and sell my idea was both adrenaline-filled and stressful. Looking back, though, it was one of the best lessons. I also had to learn not to take the mentors’ criticism personally, but to see it as an opportunity. The camp showed me that I have more potential than I had previously thought. At the same time, I realised that I need to nurture that potential through systematic work. I started setting more ambitious goals and seeking out opportunities instead of waiting for them to just show up on my doorstep.

What are you doing today?

Full-time photography. My project is about capturing emotions and moments in such a manner that others can relive them. Currently, I’m preparing my second charity exhibition in Prague.

— Nikola Grošaftová

What was the most important thing for you at the camp?

First, I participated in regional camps in Ostrava, then I was selected for the national camp, where I met my mentor, Ludmila Hruban. She is very important to me; we still keep in touch. The camp sparked a desire in me to be able to showcase my skills and stand up for my ideas.

What is your life like after the camp?

I am in my final year of a bachelor’s program in social work at UPOL in Olomouc, and I am applying to the addiction studies program at the First Faculty of Medicine, Charles University, because I find meaning in working with people suffering from addiction. As part of my bachelor’s thesis, I am currently creating methodological guides to facilitate working with children with attachment disorders.

What message would you give to those considering the camp?

To dive right in headfirst. Even if you do not become entrepreneurs yourself, you will gain many skills. Thanks to the camp, I realised that there is strength in my life story that can inspire other children. I was able to turn difficult experiences into something positive.

QUESTION FOR THE EXPERTS

Why should business professionals get involved in projects like the Letní podnikatelský klub?

It is not just charity. Companies bring market realities, performance expectations, and authentic feedback. At the same time, they are given the opportunity to get to know the young generation even before they enter the job market.

— **Olga Girstlová**

It is an investment in the quality of the environment in which we will be operating in a few years. Entrepreneurship cannot be conveyed through a presentation; it arises in confrontation with real-world practice. Companies help create competent partners rather than passive recipients.

— **Jiří Koleňák**

The role of a leader is about serving others and creating a space that is both safe and challenging. People are capable of much more than they initially admit.

— **Veronika Koleňáková**

Sharing our mistakes and recounting how we ourselves have overcome obstacles one step at a time is a huge source of inspiration for the “Žluťáci.” We mentors, are showing them that the path to success is not linear.

— **Ludmila Hruban**



dren's home. “Thanks to the maturity of our society, children from children's homes today do not primarily suffer from material deprivation,” explains Jiří Koleňák, CEO of NEWTON University. “However, what they lack is something less visible — formative experiences that build genuine competencies. The experience of bearing responsibility.” Without such experiences, young people become passive recipients of assistance, a situation that the “Letní podnikatelský kemp” specifically seeks to challenge.

Metamorphosis as a Bridge

“To introduce young people to things they would not usually experience. The opportunity to actively think about their future, to realise that their opinion matters, and that they are capable of holding their own in front of others.” This is how Olga Girstlová explains why she founded this camp. It operates on the principle of the Metamorphosis educational programme, which is based on the ideas of Professor Milan Zelený and the “Baťa 4 S” principles (according to their initial letters in Czech) — cooperation, co-responsibility, co-participation, and co-entrepreneurship.

“The 4 S principle is not merely a historical legacy. It is a modern approach to leadership and education. It teaches that responsibility is shared, that learning arises from active participation, and that entrepreneurship is the ability to assume responsibility for the whole of which we are a part,” adds Olga Girstlová. Over the past ten years, more than 230 young people have attended the summer camp. These aren't just numbers — they represent the lives of those who were given the chance to plan for their futures.

Debunking Myths

The partnership with NEWTON University has been in place for six years now and holds profound psychological significance for camp participants. Many children from children's homes view college as something meant for “other people.” Here, however, “unattainable doors” literally open for them. “The involvement of teachers and students as mentors allows these young people to enter a world that often seems distant or out of reach to them,” says Olga Girstlová.

And Jiří Koleňák, CEO of NEWTON University Group, adds that “a modern school is responsible for shaping individuals in



their entirety. Equalising opportunities does not mean equalising outcomes. It means providing access to an environment where real competencies are developed – an environment where performance is expected, but where support for growth is simultaneously provided. For NEWTON, this partnership is an expression of its values – the school wants to lead by example in showing that talent support must not be limited or focused solely on those who had an ideal start in life.

Having a Partner Along the Journey

Ludmila Hruban brings the theme of openness to the camp. For young people who have often never left the borders of their region or children's home, an international perspective is crucial. "I believe it's absolutely essential for camp participants to see the world as a colourful space because it breaks down the invisible walls in their minds, walls they often carry with them from institutional care," explains Hruban.

Her goal is for the "Žlutásci", as the camp participants are called (literally "Brimstones," as in the species of yellow butterfly), to understand that they are not defined by their past, but by their ability to succeed in challenging conditions. Ludmila Hruban observes a fascinating development in these young people: "Their initial desire simply to get by transforms into an ambition to actively change the world." Most camp graduates see their future precisely where they are needed. They want to give back a lot of kindness and love; they are incredibly empathetic. I stay in touch with the "Žlutásci" long after the camp ends. Having a partner along your journey whom you can turn to when in doubt is just great."

Authenticity Under Pressure

At the camp, Veronika Kolečánková focuses on authentic leadership. For children without a strong family background, the process of self-discovery is all the more complicated because they carry a burden of self-doubt. "That makes the moments when they realise they do not have to pretend – either to themselves or to others – all the more powerful," she explains.

The camp creates situations where there is nowhere to hide. Young people must present and defend their ideas and face direct feedback. That is when true courage is born. "It is equally courageous to allow yourself to dream – to believe

that there are other possibilities beyond what one has seen around oneself, so far," says Veronika Kolečánková. Paradoxically, it is precisely those who have had a difficult start who often possess the strongest inner drive, provided they manage to find their direction. The partnership between NEWTON University and the "Letní podnikatelský kemp" is not simply a matter of a logo on a poster. It is about creating a community where ambition meets humility. For high school students and their parents, the message is clear: NEWTON is not just a school for the wealthy; it is a school for those who want to achieve something and are willing to work on themselves, regardless of where they come from.

"Education only has meaning when it changes the trajectory of one's life. And here, it does so noticeably," concludes Jiří Kolečák. "Success in life is not about the starting point, but about the people you meet along the way and the courage you find within yourself."

Would you like to become part of the NEWTON Family or support the "Žlutásci" on their journey? Learn more about our study programs and partner projects. Help us level the playing field for those who have talent but lack resources. ■

More than 230 young people have already attended the camp. The partnership with NEWTON University holds profound psychological significance for them – it opens the door to higher education for them.

A COMPANY SHOULD SERVE THE FAMILY, NOT THE OTHER WAY AROUND

Family businesses are facing a generational transition. Founders who started their businesses in the 1990s are passing the torch. To ensure that this transition leads to evolution rather than destruction, a new form of management must take hold. This represents a fundamental transformation in the relationship between generations. And at the end of this process, what remains is not a child in need of care, but a competent adult who is an equal partner to the founder.

Renáta Šejnová

Family-owned businesses are a key stabilising force in the Czech economy. According to data from the Association of Small and Medium-Sized Enterprises and Crafts of the Czech Republic (AMSP ČR), family-owned businesses make up a substantial part of the private sector and employ hundreds of thousands of people. Their strength lies in their unique way of thinking. Unlike multinational corporations, which are often driven by quarterly results and shareholder pressure, family businesses invest energy, time, and money with a generational perspective. They build stable teams and reinvest profits back into the region, creating a social and economic ecosystem.

This long-term responsibility fosters much-needed resilience in the economy, which, in this context, means the ability to remain functional under pressure, to avoid panic, yet also to face reality head-on. A family business is guided not only by financial results but, above all, by its reputation and continuity. In times of crisis, it is precisely these companies that strive to retain employees even at the cost of temporary personal losses. People in family businesses look to their leader more than ever. If the leader is transparent, calm, and decisive, the company stabilises. If not, chaos multiplies.

Personal Responsibility

One of today's greatest challenges is not a lack of talent or technology, but a lack of responsibility for one's own life. Jiří Kolečák, CEO of NEWTON University Group, points out that young people are often accustomed to having someone else handle everything for them – whether it is the school system, circumstances, or their family. Of course, they cannot rely on that alone.

The Business Leadership program at NEWTON University is therefore designed as an environment where it is impossible to avoid responsibility. It is not about completing assignments or earning a degree, but about the ability to make decisions, defend one's choice, bear the consequences, and learn from mistakes. In this way, students' way of thinking changes gradually; they begin to think strategically and in context. The goal of the program is – in the words of Jiří Kolečák – “to free company founders from their ‘children’ and give them back partners,” that is, independent and internally strong individuals with whom one can deal on an equal footing, rather than constantly having to rescue them.

The Psychology of Power

The identity and values that bind a company together can also be a source of its vulnerability. The intertwining of family

and business is a highly volatile mix. If roles and boundaries are not clearly defined, emotions can uncontrollably drive strategic decisions, which can be fatal for the company. Leadership here means the art of separating personal ties from professional responsibilities.

The transfer of power is therefore a moment of utmost uncertainty. The founder leaves behind what he has built his entire life, and the successor takes on not only the assets but also the weight of expectations. If this process is not managed professionally, a vacuum emerges that weakens the company.

This is precisely why it is important to learn leadership systematically as a competency, not merely as an intuitive set of habits. Intuition alone cannot suffice in the complex environment of the 21st century. Leadership is not merely a “soft skill” or innate charisma; it is a key competency that determines whether a company's strategy comes to life or remains nothing more than a dead document. Without strong leadership, even the best visions turn into empty proclamations, and finance becomes mere cost-control oversight – which, while keeping costs in check, stifles the courage to innovate. The company then optimises the past instead of investing in the future. A leader in a family business must be the one who gives direction

to finance and drives strategy forward. They must be able to decide where it makes sense to take risks, where to invest in future growth, and where, conversely, to stop doing things that no longer make sense. The program at NEWTON therefore teaches leadership as a craft—from decision-making under pressure, through dealing with resistance, to strategic planning over a five- to ten-year horizon.

Going One's Own Way

Heirs or successors to a business often struggle with the feeling that they must be guardians of tradition. The concept of Business Leadership, however, introduces the term “radical selfishness”. This does not mean being inconsiderate towards one's family, but rather having the courage to assume full responsibility for one's own direction and not to be a prisoner of the past. It means having the ability to say: “I value everything that has been established, but I accept responsibility for the changes I consider necessary for survival in the modern world.”

Each generation must add its own value to the business, not merely replicate it. Bridging the gap between tradition and the modern world means distinguishing between what is essential (values and relationships with people) and what is merely a custom that needs to be changed in the digital era. A family business that retains its identity whilst modernising the way of putting it into practice gains a competitive advantage.

Building Self-Efficacy

One of the most important outcomes of modern leadership education is the development of healthy self-efficacy — the inner conviction that one is capable of handling challenging situations, can learn from mistakes, and has a real influence on the direction of one's life. This self-confidence does not stem from a title on a business card, but from having successfully navigated moments of crisis. High-quality education creates a safe yet highly realistic space for practising decision-making, where students



THE STRUGGLE FOR ONE'S OWN IDENTITY

The theory of leadership gains clear contours in the story of Magdaléna Náhluková, our recent graduate. She is leading a family property development project.

When did you start working with your parents?

My father involved us children from a very young age. My first part-time job was at our hotel — I worked as a waitress, a receptionist, basically whatever was needed. Then dad sent me to the archives to go through the contracts and show me the essence of running a business. The turning point came when I was 21, when the hotels were sold off, and we were left with a single plot of land where an old factory stood, a place I had a personal connection to. “If you want to go for it, we will find a way,” my dad said. And so I started.

Separating the roles of father and boss is not easy. How did your family manage that?

It was difficult during my teenage years. Dad worked a lot, and I could not understand that he was doing it for us; all I saw was that he was not at home. But then he fell seriously ill; he realised what he stood to lose and devoted more time to the family. We talked a lot — there were long evenings, sometimes even tears. We tried to understand one another. And today I see things differently.

You wanted to study psychology. Why did business win out?

Psychology fascinated me, but my dad once said, half-jokingly, that he would disinherit me if I did not follow in his footsteps. At NEWTON, I found the Psychology for Managers programme — the ideal compromise. My studies gave me the courage to step out of my comfort zone; the presentation skills course, for example, helped me overcome my fear of speaking in front of people.

What has been your biggest reality check so far in your role as director?

Some employees did not accept me initially, and I had to build my own identity, rather than just being “the daughter”. Gradually, I have learnt to stand my ground, even if that sometimes means standing alone.

What advice would you give to young people in family businesses?

Listen to your heart. If you have concerns but want to give it a go, go for it — fear is motivating. But do not force yourself if you know it would harm you. Family and relationships are more important than wealth. Every generation must bring something of its own to the business and be stronger than anyone else in the room.

can experience both pressure and responsibility. Only when they have experienced first-hand bearing the weight of a strategic decision or a conflict does a genuine inner conviction arise: “I can handle this.” That is one of the most valuable things to give a young person for their future.

NEWTON University functions as an ecosystem where ambition meets support. Student Vojtěch Bartoň, who began building his first business projects at the age of 12, sees the greatest value in people. “Ambitious classmates who are building businesses and thinking big push me forward faster than I could manage on my own,” he says. Leadership here is not cramming definitions, but intensive training in a real-world environment that teaches you to lead and to identify your own strengths and weaknesses. The course provides scope for practising self-reflection and strategic thinking.

A Lifelong Commitment

A role in a family business is not an entitlement; it is a commitment. Your surname may open doors for you, but it will not keep you in the room. A true leader must be prepared to bear the pressure and loneliness of decisions that are not always met with understanding. A family business is the toughest form of leadership, because it tests not only your skills, but above all, your character and your ability to become a partner to your parents.

The Business Leadership programme at NEWTON University does not produce instant managers, but helps to nurture adults who are capable of taking charge of their own lives and, as a result, of the companies that will shape the future of the Czech economy. ■

Want to
experience
the Business
Leadership
programme
at NEWTON
University?



Ten Commandments for Entrepreneurs

How to Pass the Baton to the Next Generation

1 Let your children grow into partners. Stop rescuing and micromanaging your successors; give them the space to take responsibility for their own project.

2 Set clear boundaries. Establish rules about where family ends, and business begins, so that emotions do not undermine strategic decisions.

3 Hand over not just the role, but also the power. A genuine handover involves even allowing your successor to make mistakes, from which they can learn.

4 Respect your successor's different vision. Accept that the new generation sees the world differently and has the right to transform the business for the modern era.

5 Do not cling to nostalgia. Tradition is a source of identity, but it must not become an impediment to digitalisation and development.

6 Be a mentor, not a supervisor. Your role is shifting from day-to-day management to providing strategic support and sharing your experiences.

7 Communicate about succession in good time. Uncertainty surrounding the handover of power creates insecurity within the team, which weakens the company more than the competition.

8 Allow your successor to earn their spurs elsewhere. Gaining experience outside the family business helps the future leader build self-confidence.

9 Trust the development process. Systematic leadership development equips the successor with tools that the founder's intuition from the 1990s may no longer cover.

10 Assets are secondary; relationships are primary. Remember that the business is there to serve the family, not the other way round. Relationships must not be sacrificed for the sake of business.

NEWTON TV, a professional audiovisual studio, combines modern video production, education and practical experience. Our aim is not only to create high-quality video content, but also to offer students a real-world working environment.

David Zjevik
NEWTON University



WITH A MICROPHONE, BEHIND THE CAMERA

NEWTON TV's main studio in Prague is the site where podcasts, educational videos, lectures, event recordings and other audiovisual formats are produced, intended both for the university's internal needs and for external collaborations. The studio is technically equipped to meet current professional standards and enables flexible work with various types of content – from simple educational videos to more complex productions.

NEWTON TV now also features a new studio in Brno focused primarily on filming educational materials for NEWTON University lecturers. This studio supports the development of digital education and enables the effi-

cient creation of content accessible to students across all degree programmes. Collaboration with students is an important part of how NEWTON TV operates. They are actively involved in the running of the studio, undertake professional placements, work on specific commissions and master the creative process. They gain hands-on experience with technology, production and post-production, whilst also learning about digital competencies, teamwork and accountability for results. NEWTON TV is therefore not just a production facility, but also a space for growth, experimentation and preparation for real-world professional life. ■



— David Zjevik

As head of NEWTON TV, he focuses on audio-visual content creation, the digitisation of education, the development of video content and team management. He has experience in recording podcasts, educational videos, lectures and live events, and operates at the intersection of education, media and technology.



WHERE LEADERS ARE MADE

A project has taken root at NEWTON University that inspires students, challenges lecturers, and gives managers hope that the next generation has everything firmly under control. Take a peek behind the scenes at the NEW Gen Academy.

✉ Renáta Šejnová 📍 NEWTON University



Things are changing faster than the ink on school-leaving certificates has time to dry. NEW Gen Academy is a series of lectures, as well as a catalyst for ambition and a safe space for making mistakes. It does not tell students what to think, but how to live. It is a community where wallflowers become leaders of their futures. “When I was at secondary school, many of my classmates were unaware that they could go on an Erasmus exchange — and the schools did not offer it to them either,” recalls Zdeněk Řeháček, one of the key speakers at NEW Gen Academy and a NEWTON graduate. “Today, the situation is different. It is precisely our Academy for secondary school pupils that is breaking down the barriers between the stages known as ‘I am studying now, and then I will work’. It shows that the future does not begin after school, but already during it.”

At the NEW Gen Academy, it is not theorists who take to the stage, but real people who have achieved success before the age of thirty. Like Zdeněk Řeháček, who runs his own café, carries out marketing for a university and sits his state exams at the same time. For secondary school pupils, this opportunity to meet successful people close to their own age is absolutely crucial. They see real-life role models before them who advise them: “Do not be afraid to take action and do the things you believe in, even if others question them!”

Beware of NPC Syndrome

One of the most prominent themes of last year's Academy was the fight against so-called NPC syndrome (Non-Player Character, a character in a computer game who merely carries out pre-programmed tasks). Vojta Toman, a NEWTON graduate and creator of the Game



of Life project, urged students during his lecture not to be mere passive observers. He himself was nominated last year for the prestigious Jan Opletal Award for inspiring young people in the Czech Republic, and he says, "It's important to form your own ideas and have the courage to do things you enjoy."

This approach also resonates with Metoděj Svoboda, a seventeen-year-old secondary school pupil and another finalist for the Jan Opletal Award. Metoděj is dedicated to connecting active students through the non-profit organisation Prostředoškolák. "Active students don't always get on with the rest of the class; they're often labelled as 'nerds' because of their ambition," says Metoděj, describing the reality of Czech classrooms. For him, the NEW Gen Academy represents a space for people looking for a community they can belong to.

The Art of Not Burning Out

Being active comes at a price — usually stress and burnout. Metoděj Svoboda admits that he sometimes struggles to keep up and advises young people to pay close attention to their feelings: "At the first sign of burnout, you need to stop, maintain your current activities, and definitely not undertake any additional ones." Zdeněk Řeháček, for his part, shares his recipe for mental well-being: once a year, he packs his rucksack and sets off into the world with no

clear destination, just to clear his head. He emphasises that a variety of activities — alternating between computer work, waiting tables in a café and studying — is what keeps him going. This human approach — and the willingness to talk openly about weaknesses and the need for rest — is immensely liberating for young people, who are under enormous pressure.

Another common myth is the concept of creativity. Lukáš Novák and Ondřej Vošmera, who are setting up a marketing agency, agree: "Being creative is not just spouting ideas for content, but also taking a creative approach to problem-solving." In their view, marketing is a team sport in which both a numbers-loving analyst and a head-in-the-clouds graphic designer have their place. Their advice to students is simple: "Keep trying, keep trying, keep trying. The path becomes brighter with every passing month... And never be afraid of authority. Even a beginner can outshine their more senior colleagues," they say, adding that truly forward-thinking companies always listen to young voices. "Our motto? Do things differently, say yes to everything. Fake it, or you might get it."

Support or Scare Tactics?

The Academy's discussions do not shy away from the topic of artificial intelligence. Lukáš Novák and Ondřej Vošmera see it as an "absolute game-changer. Anyone





who cannot master AI tools will be unemployable in the labour market. We see this as an outstretched hand to skilled people." It is precisely the ability to adapt to technology without losing one's humanity and empathy that is a skill we actively cultivate at the Academy.

NEW Gen Academy is not only for students. It sends a message to parents and educators that supporting ambition is what matters most. Yet many speakers recall their school years as a time of being terrorised by school-leaving exams and of talent being stifled by rigid routines. The story of Nikola Katolická, who led last year's academic tour, demonstrates the power of independence. Although her parents were shocked when she decided to study in Austria and Thailand, they ultimately supported her. "In Thailand, I realised that if I flooded my flat at 2.00 am, my dad was not going to turn up and fix it for me," laughs Nikola. For parents, this is a lesson in trust – they have to let their children fall flat on their faces if they are to learn anything.

A Desire to Change Things for the Better

NEW Gen Academy is a showcase for the entire NEWTON University community. As Zdeněk Řeháček puts it, the highest added value is not found in textbook definitions, but in contacts. "I know who to call when I need a presenter, a speaker, or to consult on a strategy," he explains. The school has been connecting students with people from the business world since

its very first year. And as Adrian Fajfr concludes: "Anyone can start a business. The important thing is to try as many things as possible to find out what you enjoy and what to avoid." NEW Gen Academy proves that the younger generation has the ambition, values and desire to change the world for the better. ♥

NEW Gen Tour 2026

13 October 2026 | Ostrava

The autumn tour kicks off in the heart of the steel city

14 October 2026 | Brno

The heart of Moravian business and innovation

3 November | Plzeň

Creativity, marketing and the home of laid-back minds

1 December 2026 | České Budějovice

Meeting with guests from TOP companies

3 December 2026 | Prague

Full stop to a successful year

Want to join the best event for secondary school pupils?



In the first quarter of the 21st century, the role of schools is undergoing a fundamental change. No longer is it simply a matter of imparting knowledge, but of preparing young people for a reality unlike anything we have known. At NEWTON University Group, we have therefore decided to act as a partner, a practical support and a connecting link for secondary schools.

✉ Sandra Keyzlarová 📧 NEWTON University



JOIN US FOR BREAKFAST!

Networking breakfasts for head-teachers and other members of secondary school management – this is the first pillar of our collaboration. This format creates a safe space for sharing even issues that would not normally be addressed in day-to-day operations. Principals discuss specific topics amongst themselves and take away practical approaches, not just general platitudes.

We address, for example, how to tackle changes within a team, or topics that “principals normally do not discuss”, as well as visual clutter and its impact on stress, concentration and the school environment. Alongside inspiration, cooperation between individual schools is also fostered – the exchange of experiences, joint projects and the sharing of experts. In other words, teaching and education cease to be an isolated discipline.

The second pillar is the MBA programme Leadership in Education – an advanced programme for those who wish to manage a school in a modern and broad-minded way. Leadership is a competence that determines the stability of the team, the quality of teaching and the trust of parents. We design the programme to be practical and applicable: strategy, people management, communication, change

management, and working with culture and quality. The third area consists of lectures and workshops aimed directly at schools – short, dynamic and as practical as possible. They provide students with specific tools for everyday life, whilst also broadening their horizons for further study and their careers. The topics most often covered include coping with stress and pressure ahead of school-leaving exams or entrance exams, understanding oneself and choosing a direction (strengths, values, motivation), practical financial literacy (wages, contributions, budgeting, taxes), the basics of investing and managing risk, how to succeed in the first year of university (independence, habits, resilience), real-world mathematics and its application in technology and business, as well as motivation and mindset (how to turn uncertainty into performance and achieve goals).

We are also building a community of forward-thinking school principals and school management representatives – people who want to drive education forward, share ideas and learn from one another. Please feel free to contact us if you would like to join us for breakfast, organise an inspirational lecture at your school, or discuss an MBA as the next step for your management team. ■



— Sandra Keyzlarová

She has eight years of teaching experience and five years of experience managing a private school; accordingly, she understands the world of teaching teams. She combines a practical perspective on school operations with current trends, emphasising effective leadership, well-being and preparing students for further study and life.

**All members of
secondary school
management teams are
invited to join us
for morning coffee**



A SCHOOL WHERE BUSINESS IS DONE

When I first became interested in business and management, I thought it meant learning how I would go about doing it one day. Theory, models, case studies. The right answers to the right questions. It was not until I came to NEWTON University that I realised it actually works differently. Here, business is not just discussed. Here, you get to try it out straight away.

 Kryštof Hanzal

There is a huge difference between learning about business and actually doing business. In the former, you memorise concepts; in the latter, you discover what it is like when your decisions lead to consequences. When it is not about a grade, but about the result. When it is not about giving the right answer, but about making a decision, even when there is no certain outcome. It was precisely this idea that gave rise to the NEWTON University Angels (NUA) project. Rather than merely an investment platform, it is a natural extension of the question: how can we make business school more practical? The answer is simple — the best way to learn about business is by actually doing it. And not doing it alone.

First, There Was the Accelerator

In the NEWTON Business Accelerator (NBA) programme, students transform ideas and knowledge gained in class into business plans, market tests and pitch decks. The accelerator is a place offering direct feedback — from fellow participants and mentors, guiding and preparing you for the real world beyond university. Here, you quickly realise a presentation might appear great, but the market tells a different

story. And that this very clash is the most valuable lesson of all.

The hardest part of the Accelerator is not writing the business plan. It is the moment you realise reality does not run according to presentations. You have to change your course. To rethink your ideas. And start again. It is precisely at this point that a student becomes someone who can dust themselves off, even when they have made a mistake. And once you know what you want to sell and how you want to sell it, the next question arises: where do you get the money to get started? And this is where we, NEWTON University Angels, come in.

Capital Is Only Half the Equation

I like to say that we belong to the group known as the '3 Fs': Family, Friends and Fools. First, you tally up your own savings, consider help from family, or turn to friends to supplement these. And then, should further capital as well as someone to help with the project's development be required, people like us come in. Not just with money, but also with an outside perspective, experience and support. Capital is only half the equation. The other half is smart thinking, structure,

and the ability to see things in a broader context. That is why our portfolio is not limited to just one type of project. Students approach us not simply with B2B software — which typically interests traditional Venture Capital funds — but rather with ideas addressing real human needs, demonstrating precisely how broadly entrepreneurship can be interpreted. One such example is the company Bogroti. These young men started as an e-shop selling other brands' products, whilst at the NEWTON Business Accelerator, they were working on how to advance. Gradually, they realised they could swap other people's products for their own — and so they launched their own brand. It was no longer just about profit margins, but about identity and communication.

Last Christmas, they ran a campaign in the style of the film *Pelíšky* — both digitally and internally amongst students, and, thanks to the school, on social media as well. In this way, the school environment functions as both a real-world market and a testing ground.

The Loveguard project takes a completely different approach. With Kuba Forman, we are not just focusing on the development of the app itself, but on the entire business model surrounding it. From monetisation strategies, through the most effective ways of driving traffic to the app, right through to turning users into paying customers. Here, theories about the customer journey and conversion rates translate into day-to-day decision-making: what to test, what to change, what to simplify. Currently, preparations are underway for a new investment round, which takes things to the next level — suddenly, the focus is no longer just on the product, but also on gaining investors' trust and the ability to pitch the project effectively.

And then there is NerveCor — an intersection of technology and health, designed to help manage panic attacks. Our team has finalised the prototype, and around twenty users are currently testing it. The feedback relates not only

to the device itself, but also to our communication and the way we guide users through the entire process. It was here that the idea for an online course concept was born — a series of seven videos that gradually introduce users to both the project and the product. That, too, constitutes entrepreneurship: not just creating something, but teaching people how to use it and how to derive value from it.

Reality Shows No Mercy

When a student first realises that their concept is not viable, it can be painful. Not because the idea is faulty, simply because reality shows no mercy for one's efforts. Only then, however, does one's thinking begin to shift. A mistake ceases to be a failure and becomes a source of information. Uncertainty ceases to be a threat and becomes an environment in which you learn to function. Gradually, your confidence grows, but in a different way than before. You know that if things do not work out, you already know how to find your bearings. You learn to make decisions even without perfect data, accepting responsibility for the outcome.

Your relationship with your studies also changes. You no longer view lessons as a duty, but as a tool. Lectures are no longer just theory stored away for later; you can see contexts in practice, not just on slides. And thanks to this, you no longer associate things solely with a test, but with the reality you are already living. This is perhaps the biggest difference compared to a conventional school. Elsewhere, you study to be one day prepared. Here, you get to trial run reality — in an environment where a mistake means a lesson, not the end.

It no longer makes sense to study just to pass a test. You learn for your project. The examples come from your own experiences, not from a textbook. And things that seem abstract elsewhere take on concrete meaning here.

To Be Prepared

For students, this means a head start. Not just in their knowledge, but in

what they have already tried out. For parents, it means the certainty that their child will gain not just a degree, but the experience others lack. That they will learn decision-making, accountability, and managing their reality before their first job or own business forces them to do so.

After all, real life will catch up with them one way or another. The only question is when. Here, students experience it sooner, but they have support, guidance and room for mistakes. There is no risk involved. It is a controlled experience.

Not everyone wants to get something more out of their studies. Not everyone wants to shoulder responsibility whilst still at school. But those who do yearn for it should know that there is a place where the future is not just planned, but already available for trial. And perhaps that is, in the end, the most significant point. Not leaving school armed with ready-made answers, but with the ability to seek them out. The difference between being prepared for a test and being prepared for life lies precisely in that. ■



Kryštof Hanzal

NEWTON University student and member of the NEWTON University Angels investment platform. He operates at the intersection of business, marketing and management with a particular interest in how start-ups with real potential are created. He observes how courage, discipline and sound decision-making translate into success.

THE PARTICIPANTS' PERSPECTIVE

— Michael Gründler, Bogroti

Bogroti's Christmas campaign was based on themes from the film *Pelišky*: cosiness, family, nostalgia and humour. Our intention was not to turn it into a typical discount-heavy campaign, but rather one based on atmosphere and subtle rituals. It ran internally at NEWTON University and was shared on NU's social media, giving us the chance to test the concept's effectiveness. Thanks!

— Michael Křivý, NerveCor

NEWTON University Angels is not a conventional fund whose representatives are content simply to read through a report with no interest in how the project actually operates. On behalf of NerveCor, we appreciate their active support, from devising a marketing strategy and testing the prototype with volunteers to using the school's facilities for filming online courses. If you start out looking for a partner, NUA is the natural choice. And all of this happens during your studies.

— Jakub Forman, Loveguard

What I appreciate most about NEWTON University Angels is that the collaboration did not end with the transfer of funds to the company's account; they continue to assist me on an ongoing basis with strategic planning for marketing and product development, as well as data analysis and its optimisation. A major advantage is the network of contacts — people who can offer advice when a different perspective is needed, or whenever the founder is suffering from the "proofreader's blindness". We are currently preparing for a new investment round...

FOR RESILIENCE

EDUCATION

In this day and age, access to information poses no problem. Rather, the challenge lies in navigating it. Within seconds, we can obtain virtually any piece of knowledge. Yet, increasingly, we find ourselves unsure of where we are heading and why. Today, finding one's direction is not a given — it is a choice.

Perhaps that is why education is ceasing to be a matter of the quantity of knowledge and is becoming a matter of inner stability. It is about the ability to withstand circumstances changing faster than our plans. Grades measure performance at a specific moment. Character, however, is revealed only through time. And it is precisely long-term resilience that is decisive.

Today's leaders do not have the comfort of certainty. They do not possess absolute insight or fixed boundaries. They possess values, judgement and responsibility. They must be able to change strategy without losing their direction. And precisely this ability needs to be cultivated before circumstances demand it.

Belief in one's own abilities does not arise from encouragement, but from experience. It stems from moments when a person achieves more than they originally thought possible. That is why education should create an environment where it is possible to take risks, make mistakes and make new decisions safely. Self-efficacy is not just a buzzword. It is the result of repeatedly overcoming challenges. Then there is a simple principle: growth is a personal responsibility. Once we accept this, education ceases to be a consumer service. It becomes a space we actively engage with.

The role of the university in this is by no means insignificant. It must create an environment where potential is transformed into competence. Where uncertainty does not lead to paralysis, but serves as an impetus for decision-making. And where individuals learn to be partners — both with one another and with society.

If we succeed in contributing to this very shift, then our work has a deeper meaning than any degree.

— **doc. Ing. Jiří Kolečák, Ph.D., MBA, LL.M.**
CEO NEWTON University Group



1

JANUARY

- Exam period and final state examinations
- Gaudeamus Prague
- Open Days

2

FEBRUARY

- Enrolment for the summer semester
- Open Days
- International week
- European Forum of Entrepreneurship Conference
- Erasmus Info Day
- Erasmus Staff Week
- Day in the life at NEWTON

3

MARCH

- Day in the life at NEWTON
- Self-Experience Training (Lisek)

4

APRIL

- Day in the life at NEWTON
- Authentic Leadership Bootcamp
- Mental Spa
- Writing Retreat
- NEWTON Business Accelerator
- Demoday
- Final Party

5

MAY

- Exam preparation for students
- Mock defences of theses and dissertations

6

JUNE

- Final state examinations
- Graduation ceremony
- NEWTON Yacht Cup
- Open Days

7

JULY

- English lessons
- NEWTON Global Academy

8

AUGUST

- English lessons
- NEWTON Global Leaders Academy

9

SEPTEMBER

- NEWTON in Oxford
- State final examinations
- Enrolment for the winter semester
- NEWTON University Adaptation Courses
- Orientation Day: Prague / Brno / Bratislava / online
- Welcome party

10

OCTOBER

- Launch of the NEWTON Business Acceleratoru
- Gaudeamus Brno

11

NOVEMBER

- NEW Gen Academy
- NEWTON Business Summit
- International Open Day
- Presentation Skills Training

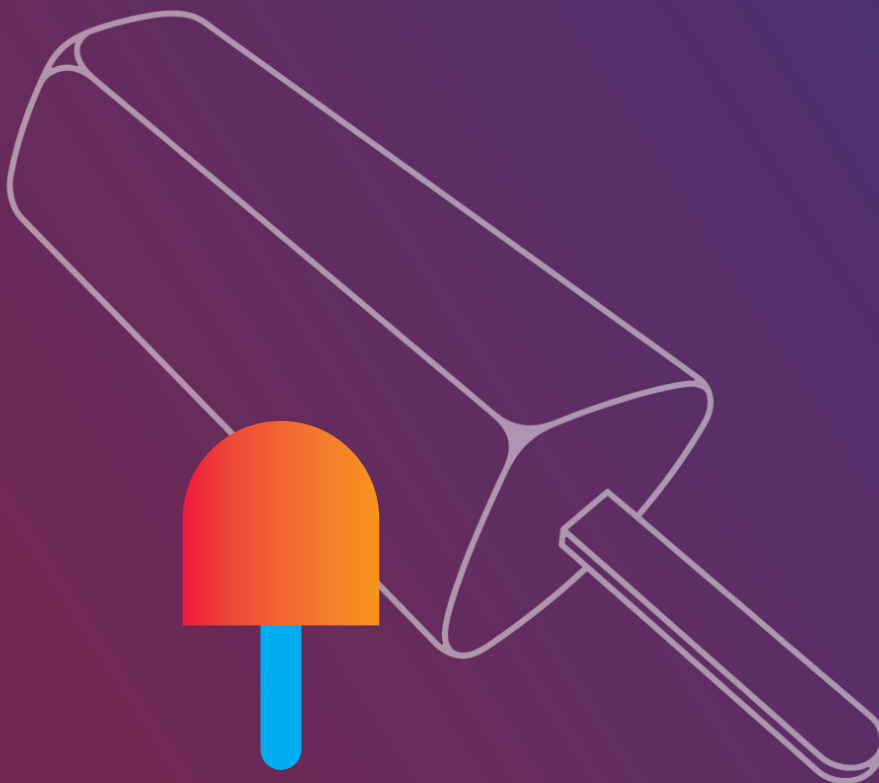
12

DECEMBER

- NEW Gen Academy
- NEWTON Business Summit
- Christmas get-together
- International evening
- Prosecco with NEWTON Business Accelerator mentors

Take a look at our calendar and join us!





The year is 1922, and moviegoers are eagerly watching the black-and-white film *Nanook of the North*, which documents the life of the Inuit hunter Nanook. No one at that moment suspects that a name from the far north will one day become household in the heart of Europe.

Ten years later, in the hot summer of 1938, Czech entrepreneur Jaroslav Vašata enters the scene. He is creative, visionary, and unafraid to take risks. Inspired by American ice cream and the story of the famous Inuit hunter, he launches a chocolate-coated frozen dessert. “Nanuk” is born. The ice cream became a hit, surviving both the war and socialism. And while the founder lost his company after the 1948 coup, his idea became immortal. Nowadays, everyone in the Czech Republic knows these ice lollies as “nanuky”.

This is the kind of business we love at NEWTON. It is the ability to see an opportunity where others overlook it, and to shape it so solidly that it withstands the test of time and adversity. We want this to be the hallmark of everyone who passes through the gates of the NEWTON University Group. Welcome to NUG!

Everything else you need to know about
NEWTON University Group before you fill
out your application...

