

## Embedding Resilience and Agility in Business and Management Learning

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Agility in business means an organization is adaptable in the face of extreme variations in market conditions. In recent years, this concept has become increasingly indispensable in business and management education as modern crises, technological advancement, and global development challenge the conventional curriculum and its pedagogical approaches. New-age students must be equipped with the knowledge to navigate ambiguity, uncertainty, and an ever-evolving business environment.

The COVID-19 pandemic highlighted weaknesses in the traditional approach to business education, most notably its heavy reliance on strict teaching practices and fixed platforms. Institutions were thrust into online and hybrid models, showing the urgency of injecting agility into curriculum design and delivery. These disruptions are viewed as opportunities for educators to rethink how teaching is delivered, and, near the core of the competency, adaptability would take on greater significance.

Business education in the past was mostly theoretical, with a large share of students focused on factual learning in management and operations, online learning, and case studies. The Great Depression and the 2008 financial crisis revealed graduates' inability to grasp experiential learning and to address real-world issues. These lessons also highlight the need for balanced curricula that allow theory to be applied.

In response, business education has begun to include more real-world scenarios, case studies, and experiential learning opportunities. By creating environments that foster critical thinking, problem-solving, and innovation, this approach will further engage students in active learning. The ongoing integration of technology is further transforming classrooms into cooperative, interactive learning environments, preparing students to work effectively in digital, ever-changing workplaces.

Along with globalization came added complexity. Students need to understand issues related to international markets, cross-cultural communication, and global business practices. Business schools need to integrate their curricula to provide international perspectives even where access to global networks is limited. The curricula ensure that their graduates are equipped to operate effectively in an interlinked and fast-changing world.

Student expectations are also evolving, allowing for innovation. Learners seek interactive experiences that are digitally supported and create skills applicable to the workplace. Business educators must be consistent in updating content, adopting emerging technologies, and providing students with opportunities to engage with industry-wide trends. Institutions that cannot keep pace with them will face a generation of graduates ill-equipped to address modern business challenges.

Agile learning models stress adaptability, innovation, and experiential education as foundational values. Business schools have designed experiences in which students learn through real-time engagement with industry, simulations, and collaborative problem-solving environments, developing resilient, creative leaders who can operate successfully in

environments riddled with uncertainty. Agility in business education thus emerges not only as a curriculum feature but also as a mindset, one infused in the thoughts of both learners and educators alike.

In the final analysis, an outlook based on sustainability in business and management education must ensure a blend of lessons from history and global perspectives, technology, and further student-centered innovation. In this way, institutions can embed adaptability across every facet of learning as they prepare graduates to flourish in environments that are more complex, dynamic, and unpredictable; while ensuring they remain aligned with long-term goals.