

INSTRUCTOR GUIDE • FOR FACULTY USE

The B.R.I.D.G.E. Framework

Lecture notes and discussion questions for teaching how HR teams buy and adopt technology.

A teaching companion from Joey Price — HR practitioner, HR-technology analyst, and author of *The Power of HR* (Kogan Page).

Free for faculty to adapt. Please credit **Joey Price / Jumpstart HR**.

About this framework

B.R.I.D.G.E. is a decision framework for how HR teams evaluate and adopt technology so tools actually get used instead of becoming shelfware. It walks a buyer from problem definition through post-purchase adoption in six stages.

Where it fits in a syllabus: HR strategy, HRIS/HR technology, change management, operations, or a technology-adoption module in an MBA or upper-level HR course. Plan for one 60–75 minute session per framework, or combine both into a unit.

Learning objectives. After this session students can: (1) define an HR-technology need as a measurable business problem; (2) build and weight decision criteria; (3) explain why adoption — not purchase — determines value.

The six stages — lecture notes

B Business Problem — name the real problem first

Teach: Most failed HR-tech purchases start by shopping for a tool instead of defining the problem. Have students write the problem as a measurable business statement (e.g., 'time-to-hire is 52 days vs. a 35-day target') before any vendor is named.

Example to use: Compare two framings of the same request: 'we need an ATS' vs. 'we lose 30% of qualified candidates to slow scheduling.' Only the second tells you what 'good' looks like.

Common student misconception: That the loudest stakeholder's feature request is the problem. The stated ask is usually a symptom, not the root problem.

R Requirements — separate must-haves from nice-to-haves

Teach: Teach students to split requirements into must-haves (deal-breakers), should-haves, and nice-to-haves, and to tie each to the business problem. This prevents feature-driven decisions.

Example to use: A payroll selection where 'integrates with our GL' is a must-have but 'mobile app design' is a nice-to-have — ranking them changes the shortlist.

Common student misconception: That more features = better. Unranked requirements let vendors compete on shiny extras instead of fit.

I Internal Alignment — get the right people on board

Teach: Adoption fails when the people who must live with the tool aren't consulted. Have students map a simple RACI of who decides, who's consulted, and who's affected before evaluation begins.

Example to use: IT, finance, and frontline managers each hold a veto in different ways; surfacing them early avoids a late-stage 'no.'

Common student misconception: That HR can decide alone. Cross-functional buy-in is a prerequisite, not a courtesy.

D Decision Criteria — decide how you'll decide

Teach: Agree on a weighted scorecard before demos, so the decision is evidence-based rather than driven by the best salesperson. Students should assign weights that reflect the ranked requirements.

Example to use: A scoring rubric (fit 40%, total cost 25%, adoption risk 20%, vendor viability 15%) applied identically to every finalist.

Common student misconception: That you'll 'know it when you see it.' Deciding criteria after demos invites bias and recency effects.

G Guided Vendor Review — evaluate with confidence

Teach: Run structured, scenario-based demos using the organization's own use cases and score against the rubric. Teach reference checks and proof-of-concept design.

Example to use: Give each vendor the same three real scenarios to demo, then score live — not a generic sales walkthrough.

Common student misconception: That a polished demo equals a good fit. Scripted demos hide gaps that scenario testing exposes.

E Execution Readiness — make sure you can adopt it

Teach: A tool only creates value if the organization can implement, integrate, train, and change-manage it. Have students assess capacity, data readiness, and an enablement plan before signing.

Example to use: Two identical tools: one org has clean data and a change lead, the other doesn't — the second will fail regardless of the software.

Common student misconception: That go-live is the finish line. Adoption, not purchase, is where value is realized.

Suggested 60-minute class flow

1. **0-10 min** — Open with a failed HR-tech purchase (real or the case you assign). Ask: what went wrong?
2. **10-35 min** — Walk the six stages, pausing after each for a one-line student example.
3. **35-55 min** — Small groups apply B, R, and D to one assigned HR problem and present.
4. **55-75 min** — Debrief with discussion questions 3 and 5; connect to a chapter of *The Power of HR*.

Five discussion questions

1. Pick a real HR problem you've read about. Write it as a measurable business statement, then list three must-have and three nice-to-have requirements. How did framing the problem change the requirements?
 2. Who inside an organization can quietly veto an HR-technology decision, and at which BRIDGE stage should each be engaged? What happens when Internal Alignment is skipped?
 3. Design a weighted decision scorecard for selecting a new HR system. Defend your weights. How would different organizational priorities change them?
 4. Why do polished vendor demos so often mislead buyers? Redesign a demo using the Guided Vendor Review stage so it tests fit instead of showmanship.
 5. Two organizations buy the identical tool; one succeeds and one fails. Using Execution Readiness, list the factors that most likely explain the difference.
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