

# **Bridging Leadership at Synergos: Experience and Learnings**

*A Background Paper for the Synergos  
Twentieth Anniversary Reflection*

By Ernesto D. Garilao  
Director, Mirant Center for Bridging Societal Divides  
Asian Institute of Management

With assistance from Michael Juan  
Associate Director, Mirant Center for Bridging Societal Divides  
Asian Institute of Management

April 2007

## Introduction

In 1997, Peggy Dulany, in a seminal paper written for the W.K. Kellogg Foundation's Salzburg Seminar on "Non-Governmental Organizations: Leadership and Civil Society," posited that "not enough focus had been placed in the leadership literature and research on a style of leadership that could bridge divides." She argued that the new global environment is becoming more complex yet interdependent – full of conflicts and potential conflicts coming from inequities in structures and systems. This situation required a different leadership response that builds upon the "inherent quality of human behavior which can be conserving, reconciling, attuned to the connective forces in the universe that imply greater unity and continuity."

Dulany went on to argue that civil society organization (CSO) leaders have the capacity to support "new initiatives that build equity and opportunity and at the same time change the structure and policies that have created the inequities in the first place."

She felt that a key component of the achievements of many of Synergos' partner organizations was the "bridging individual," a person who could bridge the gap between and among contending organizations and interests. Qualities of these bridging individuals included: the ability to engage different kinds of people; openness to compromise; credibility with his/her constituency; and an aptitude for learning to understand the language used by different sectors of society, including government and business.

Finally, she made a case for the importance of the bridging leader whose capacities to elicit trust from the community comes from competence, integrity, constancy and empathy (Bennis and Goldsmith, as cited by Dulany 2007). Similarly, she cites Lipman-Blumen (as cited by Dulany 1997) in identifying qualities of "connective leadership" relevant to bridging leaders: ability to deal with diverse views and ambiguities; capacity to orchestrate coalitions and build alliances; belief in a vision, but willing to amend it to include insights of others.

To further inquire about the phenomena of the bridging leader, Synergos launched its Bridging Leadership Program in 1999. The program had different components: (a) research to better understand the phenomenon of bridging leadership; (b) based on the research findings, development of a curriculum and learning materials; (c) training of leaders in bridging leadership skills; and (d) promotion of bridging leadership concepts and methods to other education and training organizations for wider acceptance and usage (Synergos 1999). This was done together with its partners from Africa, Asia and Latin America.<sup>1</sup> "Peer learning" – the sharing and skills and information among peers – was to be a key component of these activities.

---

<sup>1</sup> Initial organizations included the Asian Institute of Management (Philippines), Fundación Esquel (Ecuador), Tecnológico de Monterrey (Mexico), Associação Brasileira para o Desenvolvimento de Lideranças, University of Natal (South Africa), and the Leadership Regional Network of Southern Africa.

## Research Program

The first phase of the program was the research. Case studies were written on leaders who had demonstrated capacities to do bridging work. The studies were to be used as the basis of developing a theory of bridging leadership and would likewise be used in the development of a curriculum that can be used in the training of new bridging leaders.

## Research Hypotheses

Convened in 1999, a Global Task Force on Bridging Leadership became operative in 2001. Its first task was assembling the research consortium and coming up with a research protocol. The research had the following hypotheses:

- Collaboration among diverse partners is required to solve society's most pressing problems
- Building partnerships is difficult and tends to tax the individual skills and organizational resources of those attempting to build them
- There are examples of effective collaboration in every culture on the globe (Pierce 2004).

In examining these instances of collaboration, best practices for building partnerships could be learned (Pierce 2004). Three general areas were to be considered: (a) the characteristics and the attributes of the leader initiating the bridging action; (b) the context of the problem to be addressed through collaboration; and (c) the collaboration action itself.

## Research Results

Of the 29 cases studied, 18 approximated the protocol's expectations. The research phase final report by Steven Pierce had the following relevant findings:

- The cases identified the common values and attributes of the bridging leader, personal attributes, competencies, and relationship capital, and leadership style
- Values and characteristics of bridging leaders included integrity and credibility, honesty and commitment, values which engender trust; personal attributes include empathy, capacity to listen reflectively, and low ego needs
- Bridging leaders have access to networks; have extensive relationship capital and have the capacity to transform networks into partnerships
- The cases likewise identified competencies required to address problems: ability to create and communicate a vision; ability to convene diverse sectors; ability to seek resolution of conflicts through confrontation, dialogue, negotiations.

### **Box 1. List of Leadership Profiles and Case Studies**

*These studies are available at [www.bridgingleadership.info](http://www.bridgingleadership.info)*

#### *Asia*

Building Bridges in Mindanao: The Case of Ambassador Howard Dee

Fr. Eliseo “Jun” Mercado

Parawagan

From Local Needs to National Movement: The Case of Tessie Fernandez

Bridging Local Needs with National Realities through Participation: The Case of Khun Paiboon Wattanasiritham

Meeting Local Needs in Rural Thailand: The Case of Professor Saneh Chimarik

#### *Africa*

Leading the Way from Poverty to Prosperity: The Case of Kali Charles Thaanye

Bridging Tradition and Tragedy to Overcome HIV/AIDS in KwaZulu/Natal: The Case of Chief Khanyile

Brave Enough to Build Bridges through Dialogue: The Case of Chief Zibuse Mlaba

#### *Americas*

Oded Grajew: A New Type of Business Leadership Is Possible

Edna Roland and the Black Voice: Helping to Bridge the Divides of Inequality in Brazil

An Institution and a Leader: Turning Conflict into Change in Guayaquil

Building Bridges in Rural Mexico: The Case of ACCEDE

An Exceptional Organization and an Unusual Leader: The Case of FECHAC and Samuel Kalisch

Making Partnership a Habit: Margie McHugh and the New York Immigration Coalition

### **Other Questions Raised in Cape Town**

The cases were reviewed at the Global Task Force meeting in Cape Town, South Africa in 2003 by the Bridging Leadership case study committee with the following objectives: (a) to refine the bridging leadership theoretical framework based on case study evidence; (b) to develop recommendations for improving the cases; (c) to expand the research agenda; and (d) to plan the next phase of the collaborative research.

The most common observation made was that in general the cases “lacked description and development of bridging strategies, i.e. the how” questions (Pierce 2004). In other words: *How did they do the collaborative action?*

## **Critique of the Research Phase**

The major constraint of the research was that it was, in accordance with Synergos' organizational values, conducted through partnership. This meant that the research agenda would have to be set by the partners and that the framework that would emerge would have to be collectively owned. Dulany (2007) observed that while the focus of the cases was to understand "both the social contexts where bridging leadership is essential to resolving the problems related to poverty, as well as the personal characteristics of the leaders who bridge across the divides as a leadership style," there was disagreement on the focus. "A number of participants did not want to emphasize the role of a single individual, but rather the interaction among different people that led to the success of the initiative." As a result, there was unevenness in the cases' content.

Perhaps this was the logical outcome of the process since the participants looked at the cases from different perspectives. The participants professed different uses for the cases, ranging from village-level training to leadership training courses offered in universities or by non-governmental organizations. The content was greatly influenced by actual institutional usage and only secondarily by the research protocol. Hence, information that the participants did not think was relevant to the uses they envisioned was not included. This resulted in sacrificing some data that would have further explained the phenomenon of the bridging leader.

By the end of the first phase, the Bridging Leadership Framework had emerged: that a leader with bridging qualities and competencies is able to promote a process that results in greater collaborative within, across, and between groups to address and resolve divides. Consequently, there was a need to improve the cases by including the data required by the framework. After completing the revisions, two things would emerge: (a) that the bridging leader was an individual; and (b) that the bridging leadership process involved many individuals interacting to address the development issue in question. Both had salience in the bridging leadership process.

## **Closure of the Synergos Initiative**

While the 2003 Cape Town meeting had planned out the next steps for the research, it likewise identified the transformation of consortium into a global dialogue on bridging leadership, a community of learning and practice. Program components were identified: bridging spaces, effective learning networks, dialogue and training. Regional plans (Southeast Asia, Southern Africa and Latin America) were likewise laid out. Unfortunately, all these did not materialize. The program was discontinued due to funding constraints.

## **Continuation of the BL Experience in the Philippines**

When Synergos invited the Asian Institute of Management (AIM) to participate in the program, there was strong interest at AIM. There was great salience in the Philippines because of its deep societal divides, including the Moro insurgency, persistent poverty and the divide, as shown by various measures of human development, between lowland Christian Filipinos and the Indigenous Peoples/Moro communities. These issues remain because pertinent stakeholders are unable to come up with common ground in addressing the issues. What was relevant to AIM

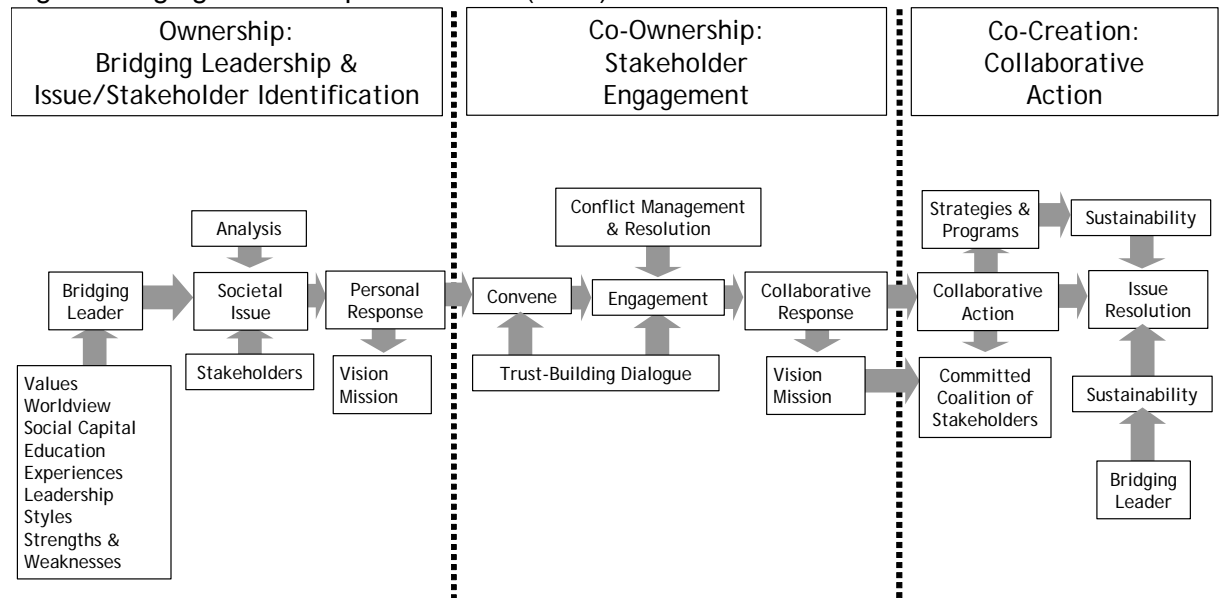
was the opportunity to explore how leadership could be applied to address social divides. This learning would then be relevant to the conduct of its academic and executive education.

### First Phase of AIM Research (2002-2006)

In October 2002, AIM ran the first bridging leadership training workshop for heads and senior officials of civil society organizations, using three of the Synergos case studies (Tessie Fernandez, Parawagan and Howard Dee). The sessions were well received. The participants accepted the relevance of the framework in their work; saw the importance of dialogue<sup>2</sup> and that co-ownership was most important issue. In subsequent sessions, the training was made available to participants from diverse sectors, which was another appreciated feature of the workshop.

By 2004, AIM had conducted 10 bridging leadership programs. These programs had two objectives: (a) to develop the capacities of leaders who would be able to address societal divides; and (b) provide a venue to enhance the framework through the interaction with the participants. The courses likewise moved to the classroom: bridging leadership modules were also offered in AIM's masters in management course and in its executive development program.

Fig. 1: Bridging Leadership Framework (2004)



Source: AIM-Mirant Center for Bridging Societal Divides

In early 2004, AIM received an endowment fund to establish the AIM-Mirant Center for Bridging Societal Divides. The Center was formed to continue research on the BL Framework and to pursue programs in the actual application of the framework. One program was on bridging leadership formation. This was a two-year fellowship for 10 selected leaders to be assisted in bridging the societal divide they have identified. This gave the Center the opportunity to use the framework in bridging leadership formation.

<sup>2</sup> Participants went through a stakeholder dialogue simulation, entitled “The Clayoquot Controversy,” written by Anne T. Lawrence and Ann Svendsen.

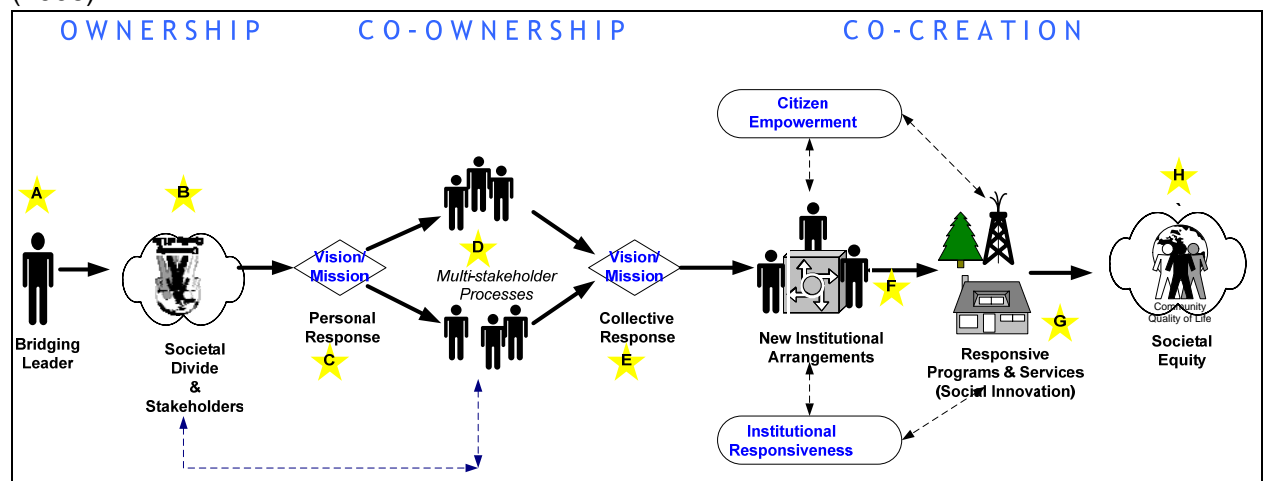
The Center was also involved in the formation of the Pagtabangan Basulta, a consortium of 15 Manila-based CSOs involved together with local CSOs working to improve the human development indicators of the poorest provinces of southern Philippines. The consortium used the concept of human security as the development framework and bridging leadership as the leadership approach in addressing the societal divides.

Of additional significance was the Theory U by Otto Scharmer and the publication of *Solving Tough Problems* by Adam Kahane.<sup>3</sup> The use of Theory U is important because it made explicit what was heretofore implicit in the framework. Scharmer and Kahane’s work highlights what is believed to be the fine inner movements that happen within a bridging leader. The participant goes through the small U in the first segment (ownership); and the big U in the second and third segments (co-ownership and co-creation).

### Second Phase of AIM Research (2006 to present)

The work of Scharmer and Kahane, together with the learning from the Synergos case studies, contributed to the development of the present framework, particularly in the ownership and co-ownership phases described in Theory U. But most important was the experience of AIM in running the Mirant Leadership Fellows program and the Pagtabangan Basulta which contributed substantially to the third segment of the framework, co-creation.

Fig 2: The Bridging Leadership Framework: Leadership for Societal Transformation (2006)



Source: AIM-Mirant Center for Bridging Societal Divides

The prescriptive leadership framework<sup>4</sup> states that if one wants a society with equity, there is a need for leaders able to address each inequity issue by examining the system and stakeholders

<sup>3</sup> Otto Scharmer conducted a two-day workshop on the Theory U in Manila on October 2005. Similarly, Adam Kahane introduced his book and his leadership lab experience in Reforming Food Systems in a meeting of Synergos’ Generative Dialogue Project in Brooklyn, New York in 2006. Both contributed in the usage of the Theory U and the use of the leadership lab as the mechanism in getting leaders from the different sectors working together to change existing systems which produce the inequities.

<sup>4</sup> The framework is prescriptive in that it presents a set of acts of leadership towards addressing societal divides. These acts of leadership were distilled from the bridging leadership cases, experience, and the

which make this inequity possible. The leader makes a personal response to this inequity by visualizing what he wants to see (vision) and identifying his own role in making it happen (mission). He convenes the stakeholders who, through a multi-stakeholder dialogic process, reach a collective response manifested in a shared vision. The shared vision is then operationalized. New institutional arrangements to address the inequities are created. Over a period of time, the new arrangements will force or persuade institutions to be more responsive and the citizens more empowered and demanding of their rights resulting in innovative programs promoting societal equity.

Under this framework, the bridging leader becomes an agent for societal transformation. He leads the collaborative action to bring about social change. The leadership activity involves three main segments: ownership; co-ownership and co-creation.

The first segment looks at the leader, his values, qualities and characteristics as a bridging leader, his ownership of the societal divide; and his personal response to that divide.

The Synergos case studies identify the values and personal attributes of bridging leaders. What is not evident is the leaders' understanding of the divide's context, including the definition of the problem and identifying the structure that accounts for the divide). Knowledge of systems thinking could greatly help the leader identify the system and structure that cause the divide (Senge 1994). Consequently, if he has to address the divide, he has to change the system. If the Synergos cases are revisited, this is one area of inquiry that requires further attention.

The second area to be looked into is an understanding of the motivation for the leader's response. Again the Synergos case studies are silent in this regard. But this is important since this is key to understanding the personal transformation process. The relevant question is: *What is the situation asking of me?* And the response is influenced by the leader's set of values, experiences, as well as his capacity to connect to his "inner force" (Jaworski 1996).

The response can be articulated in terms of the vision (what he wants to see) and his mission (what is his role in making it happen).

For example, in the case on Margie McHugh and the New York Immigration Coalition, McHugh saw that in the future American immigrants would have to be productive citizens; hence the immigrants would need access to opportunities to advance politically and economically. In a case from South Africa, Chief Khanile's vision of the future was a community without HIV/AIDS; hence his efforts to bring the issue up for discussion and action by his community. In Brazil, Oded Grajew's vision of his country is one that is less elitist: hence his role in mobilizing the business sector to be more progressive and his work in organizing foundations to address societal issues. Edna Roland wanted a Brazil without racism; hence her advocacy work in eliminating it.

---

values of the AIM-Mirant Center for Bridging Societal Divides. The assertion is that, if the leader follows the set of acts of leadership, he is likely to make progress in addressing his societal divide. This is associated with the concept of a prescriptive form of leadership as discussed by Ronald Heifetz in his book, *Leadership Without Easy Answers* (p. 19).



In the second segment, the leader convenes the relevant stakeholders of the divide and through dialogic processes come to a collaborative agreement to address the divide. This is manifested in a shared vision.

Chief Zibuse Mlabahere (South Africa) convened youth, elders, police and government officials to address issues of peace and development. At a community meeting, he facilitated a dialogue among the relevant stakeholders where different sides and interests were heard. Having heard all, as chief he provided the direction and played a major role in providing solutions to the stakeholders. The same is true with Chief Khanyile who convened a public meeting to address the issue of HIV/AIDS. He conducted democratic consultations on the issue; but as a traditional chief, he was able to coax out what he wanted from the meetings; and he was able to get agreement from the people on his proposed solutions. Both chiefs have tremendous leadership capital. Their convening power was overwhelming because of credibility, integrity, and trust from the people.

In the Philippines, Howard Dee convened leaders from different sectors to address the issue of potential starvation among the indigenous communities in central Mindanao in the face of prolonged drought. He convened a meeting of NGO leaders, foundation executives and corporate leaders who responded by raising the resources needed to address the emergency. His extensive social capital and convening power enabled him to assemble a core of supporters to address the issue.

The third segment involves the co-creation. The co-creation activities initially lead to changing existing institutional arrangements which, if mainstreamed, result in more responsive institutions and help create an empowered citizenry. This combination leads to more responsive programs leading to the societal outcomes desired.

Of all the Synergos case studies, it was the case of Tessie Fernandez in the Philippines that illustrates the work of bridging leaders in all three segments. Because of her values and experience she responded to both the effects of spousal abuse (by setting up a crisis center) and its causes (by engaging unresponsive institutions which tolerated or even abetted the abuse). She did this by getting the stakeholders to own the issue and to respond to the issue in a collective manner. She also ensured the sustainability of this work by generating community ownership; expanding its reach; mainstreaming the work in other local government units; and getting a bill passed addressing spouse abuse.

The example of Fernandez is that she was able to raise local change into national change and that the change can be moved towards national proportions or the case of systems change.

In the case of Margie McHugh and the New York Immigration Coalition, McHugh and other leaders of the Coalition engaged institutions through advocacy to change policies and systems to be more responsive to the immigrants. A closer look at her style would certainly reveal the different manners of engaging institutions to be more responsive, resulting in system change

## Learnings from the Experience

Looking at the experience in the usage of the Bridging Leadership Framework, insights address the issues of social justice and poverty, local capacity, and systemic change.

### *In Relation to Social Justice and Overcoming Poverty*

Looking at social justice means looking at the systems and structures that bring about injustice. These systems are put into place, either knowingly or unknowingly, by different stakeholders. Addressing injustice requires bringing the different stakeholders together to understand their role in the unjust system and to have them agree to begin changing their system. This work, in essence, transforms the people who are part of the problem to become part of the solution. In this context, bridging leadership becomes the relevant leadership approach.

Linked to social injustice is poverty. If poverty is defined as capability poverty, then it requires that the person is provided access to assets, participation and security. Poverty persists because existing institutional arrangements do not provide access to assets, participation, and security. Therefore, to address poverty one needs to transform institutional arrangements so that these elements are made available.<sup>5</sup> Changing institutions to be more responsive to complex societal issues require a different type of leadership and bridging leadership becomes relevant.

### *In Relation to Building Local Capacity*

There is great salience in addressing social justice at the local level and in promoting local capacity to address the inequities. There is evidence that leaders trained in the bridging leadership approach acquire the capacity to address more complex issues involving diverse stakeholders looking for a new solution. Our experience has shown that leadership training initiatives made available to organizational and community leaders have made a difference.

Local leaders can immediately apply the bridging process in their own work. Participants in our course report immediate use of the process and have reported good results. It is most useful for leaders in formal positions of authority (such as mayors, military commanders and civil society organization leaders) who have rich social capital in assembling diverse stakeholders to address the issue or challenge they face. When this works out, results can be seen much faster than in less participatory approaches. It does not work as fast if the leader is just one with influence. The bridging leadership seems to work at the local level.

One example is the story of Sonia Lorenzo. She was elected as Mayor of San Isidro, Nueva Ecija in the Philippines, and was later accepted into the Center's leadership development program. She admits that, when she was elected, she had neither the prior experience nor the training to function as mayor of her town. However, through the application of the BL Framework, she was able to develop a multi-stakeholder coalition of committed partners who helped her pursue the collective programs of the town. She has since won many awards for her excellence as a mayor and actively advocates to her co-mayors for the adoption of the BL Framework.

---

<sup>5</sup> Capability poverty is a concept developed by Amartya Sen in his book, *Development as Freedom*.

Local institutions (academic, civil society, and others) can also develop the capacity to provide the bridging leadership training. The Center is now in the process of developing local capacities to do the training in Southern Philippines.<sup>6</sup> In one case a BL workshop was organized for Muslim religious leaders in Sulu with surprisingly good results. The content was “Islamized”, meaning that the trainers used parallel BL concepts from the Koran, to allow the participants to better understand the concepts within their context.

### *In Relation to Effecting Systemic Change*

The Bridging Leadership Framework enjoins the leader to effect systems change. The framework emphasizes the need for the leader to begin with a systems understanding of the issue. Necessarily, the response will also be systemic. Bridging leaders then begin to form new institutional arrangements to address the causes of the issue.

One implication of this insight is that bridging leaders need a community of practice that they can turn to for support and learning. The work is long and can be arduous, and bridging leaders need to be able to turn to someone for mentoring, guidance and renewal as they move along.

## **Implications for Synergos**

### **Future Directions: What needs to be done?**

*“Despite the fact that bridging is an intuitive strategy for all Synergos’ programs, we have never harvested the learnings from the initial bridging leadership case studies to inform ourselves about how we, as promoters of bridging, could be more effective building our own capacity or that of our various constituencies to bridge.”*  
—Peggy Dulany (2007).

### *The Need for Further Research*

The work on bridging leadership necessitates the formation of leaders with bridging skills who are able to work on complex issues and problems. It also involves multiple stakeholders searching for common responses and initiatives. While the work has shown clarity in what bridging leaders actually do, there is still need for further research questions on the framework. Some of these questions are:

- *What measures appropriately capture the results of the work of a bridging leader?*
- *How does the bridging leadership work change as initial success is achieved?*
- *When is bridging leadership no longer appropriate?*

This additional research together with its actual field application will further test the validity and the relevance of the framework.

---

<sup>6</sup> The Jollibee Foundation has given the AIM-Mirant Center a grant to train different academic institutions in the Philippines on the Bridging Leadership Framework. The objective is to integrate the framework into the curriculum of the relevant course of the schools and integrate the framework in the community extension programs being run by the schools. The first phase of the program is currently working with 12 academic institutions in Western and Central Mindanao.

The cases and the experience have shown the importance of individual leaders or a group of leaders engaging in a dialogic process to address more complex issues, the result of inequitable structures and systems. Resolving the complex issues means addressing the structural and systemic inequities.

### *Work with Bridging Organizations*

Much of Synergos' work has been strengthening bridging organizations – often community development foundations – helping them acquire sustainable resources to be made available for programs promoting equity or eliminating inequities.

The role of leaders is critical in transforming these organizations to be effective instruments to address inequities. What is needed in such a transformation is a capacity to understand complex issues; ability to handle multi-stakeholder processes; ability to undertake dialogic processes; and an ability to convene other resource organizations to move towards programs which address inequities.

The other opportunity is for bridging organizations, as part of their own work, to support programs that form and develop bridging leaders among bridging organizations.

### *Implications for the Senior Fellows, the Global Philanthropists Circle and Other Partners*

The same implication holds for Synergos' Senior Fellows Program, which aims to support the capacities of the Fellows to address their chosen societal divides. The Senior Fellows are a global network of foundation leaders and technical assistance providers. Since the Bridging Leadership Framework is prescriptive, the Senior Fellows can use it as a basis for reflecting on their own acts of leadership as they address their own societal divides. It would be a good tool for understanding what they are doing well and what they could be doing better.

The Global Philanthropists Circle (GPC) is a network of leading international philanthropists. Synergos helps GPC members strengthen the impact of their philanthropy to reduce inequities and poverty. The continuing challenge posed by the framework is for GPC members to understand inequitable systems, and to develop personal responses to transform these inequitable systems. And such responses address causes instead of merely the effects.

For both programs, another question is: *How are Senior Fellows and GPC members able to build and strengthen a community of practitioners committed and engaged in social justice?*

Lastly, the bridging leadership approach can complement Synergos current Multi-Stakeholder Partnership Program, which catalyzes partnerships between government, business and civil society to solve complex development challenges. Embedded in the three-part U-Process used in this work are participants who play leadership roles in their sectors or organizations. These participants contribute in the making of the breakthrough systems solutions.

## Contribution to the Field of Development

The work to develop the Bridging Leadership Framework is the work to “demystify” the phenomena of “bridging.” Development practitioners know that such bridging activities happen because they had seen it or heard about it but never in the form to be systematically discussed, much less taught. Similar to a mystery, one knew that it happened but nobody really knows how or why it happens.

Unbundling the phenomena entailed first defining it in the context of generally accepted theories of development. Ownership is defined in the context of values, systems thinking and stakeholder analysis. Co-Ownership is viewed within the context of societal learning and multi-stakeholder processes (Waddell 2005). Co-Creation is essentially community empowerment, institutional transformation, and sound development planning. Even the fine inner movements of a leader as he responds to the issues are viewed within the context of the Theory U of Scharmer, Jaworski, and Kahane.

Once what was happening during the bridging leadership process was understood, the work in the Philippines then proceeded to translate this understanding into concrete “Acts of Leadership” which were integrated into a prescriptive framework of leadership. It is a body of work that answers the question: *What do bridging leaders do?* It is now in a form where modules and tools were developed to enable practitioners to conduct programs towards developing more bridging leaders.

The Center is currently engaged in work to disseminate the Bridging Leadership Framework, as it has been developed to date, to interested partners in the Philippines and in the region. Fourteen academic institutions have signified interest in integrating the framework in their academic and extension programs. These institutions are working in some of the most conflict-affected areas of Southern Philippines. On the other hand, the Center has initiated work with organizations in Indonesia, Vietnam, and Cambodia towards sharing the framework and understanding the different country contexts that affect the bridging leadership. The end goal is to establish a network or community of practice that involves organizations committed to the Bridging Leadership Framework. In all of these efforts, there is a great opportunity in expanding the work to develop bridging leaders.

Ultimately, the contribution of this work is the translation of the phenomena that people simply knew existed into a concrete form that could be applied, discussed, and validated. The world needs bridging leaders and what has been built is the capacity to develop bridging leaders better equipped to address the most complex problems and issues.

## References

Bennis, Warren and Goldsmith, Joan (1994). *Learning to Lead: A Workbook on Becoming a Leader*. Reading, Massachusetts: Addison Wesley Longman.

Dulany, Peggy (2007). *Some Preliminary Ideas for the Synergos 20<sup>th</sup> Anniversary Paper*, Draft. New York: The Synergos Institute.

- Dulany, Peggy (1997). *Toward a New Paradigm for Civil Society Leadership: The Art of Bridging Gaps*. New York: The Synergos Institute.
- Heifetz, Ronald A. (1999). *Leadership Without Easy Answers*. Cambridge and London: Harvard University Press.
- Jaworski, Joseph (1996). *Synchronicity: The Inner Path of Leadership*. San Francisco: Berrett-Koehler Publishers.
- Kahane, Adam (2004). *Solving Tough Problems: An Open Way of Talking, Listening, and Creating New Realities*. San Francisco: Berrett-Koehler Publishers.
- Lipman-Blumen, Jean. *The Connective Edge: Leading in an Interdependent World*. Jossey-Bass.
- Pierce, Stephen D. (2004). *Bridging the Societal Divide. A Grounded View of Partnership Building in Latin America, Southeast Asia, Southern Africa and North America*. New York: The Synergos Institute.
- Sen, Amartya (1999). *Development as Freedom*. Oxford: Oxford University Press.
- Senge, Peter (1994). *The Fifth Discipline*. New York: Currency-Doubleday.
- The Synergos Institute (1999). *Creating a Program to Strengthen Bridging Leadership: A Discussion Paper*. New York.
- Waddell, Steve (2005). *Societal Learning and Change*. Sheffield, United Kingdom: Greenleaf Publishing.