

The CIIF Evaluation Consortium

Final Report for

Evaluating the Outcomes and Impact of

The Community Investment and Inclusion Fund (CIIF):
Professional Contribution to the Sustainability of Self-help
Groups and Their Social Capital Created in CIIF Projects

For

Health, Welfare and Food Bureau

By the CUHK Research Team

March 6, 2006

Signed by Bong-ho Mok, PI of the CUHK Research Team

Table of Contents

1.	Summary of Key Findings and Recommendations	1
1.1.	Findings.....	1
1.1.1.	Significant Success Factors.....	1
1.1.2.	Significant Hindrance Factors.....	2
1.1.3.	Comparisons with Non-CIIF Self-help Groups	2
1.2.	Recommendations.....	3
1.2.1.	Policy Level	3
1.2.2.	Practical Level	3
1.2.3.	Research Level.....	4
2.	Theoretical Framework.....	5
2.1.	Direction and Focus of the Research	8
3.	Methods.....	10
4.	Findings from Pre-Survey Focus Groups	13
4.1.	Changes in the Nature of Relationships.....	13
4.2.	Changes in Levels of Mutual Help	15
4.3.	Changes in Joint Actions and Collaboration across Organizations.....	16
4.4.	Changes in Institutional Arrangements for Mutual Help across Sectors	16
4.5.	Changes in the Capabilities, Opportunities, and Other outcomes	17
4.6.	Key CIIF Project Service Factors	18
4.7.	Success Factors	21
4.8.	Impacts on the Community.....	22
4.9.	Factors for Sustainability	22
4.10.	Lessons learned about or from the CIIF operation	23
4.11.	Lessons learned from the CIIF-funded projects.....	23
4.12.	Summary	23
5.	Descriptive Findings from the Survey	24
5.1.	Measures Derived from Professionals and Members' Reports.....	27
5.2.	Professionals	30
5.2.1.	Background Characteristics	31
5.2.2.	Group Characteristics.....	32
5.2.3.	Practices	33
5.2.4.	Group Sustainability	37
5.2.5.	Neighborhood Social Cohesion	38
5.3.	Group Members	39
5.3.1.	Sociodemographic Characteristics.....	39
5.3.2.	Group Properties	42
5.3.3.	Professionals' Practices.....	43
5.3.4.	Social Capital	44
5.3.5.	Social Cohesion and Capability.....	46
5.3.6.	Group Sustainability	47
6.	Analytic Findings from the Survey.....	49
6.1.	CIIF-Project and Non-CIIF Self-help Groups	49
6.1.1.	Bonding Social Capital	49
6.1.2.	Bridging Social Capital.....	50
6.1.3.	Group Sustainability	51
6.1.4.	Social Cohesion	56
6.1.5.	Capability.....	57
6.2.	CIIF Projects	59

6.2.1.	Bonding Social Capital	59
6.2.2.	Bridging Social Capital.....	59
	Group Sustainability	60
6.2.3.	Social Cohesion	63
6.2.4.	Capability.....	64
6.3.	CIIF Projects Group with Higher and Lower Maturity	65
6.3.1.	Bonding Social Capital	65
6.3.2.	Bridging Social Capital.....	65
6.3.3.	Group Sustainability	66
6.3.4.	Social Cohesion	70
6.3.5.	Capability.....	71
6.4.	CIIF Project Groups with Higher and Lower Intimacy with Professionals.....	72
6.4.1.	Bonding Social Capital	72
6.4.2.	Bridging Social Capital.....	72
6.4.3.	Group Sustainability	73
6.4.4.	Social Cohesion	76
6.4.5.	Capability.....	77
6.5.	Discussion	78
6.5.1.	Encouraging	78
6.5.2.	Acculturating.....	79
6.5.3.	Matching	80
6.5.4.	Mentor Pairing	81
6.5.5.	Anchoring	82
6.5.6.	Homogenizing.....	83
6.5.7.	Input to the Community	84
6.5.8.	Social Workers	85
6.5.9.	Professionals of Other Agencies	86
6.5.10.	Business Managers.....	87
6.5.11.	Leadership by Members.....	88
7.	Findings from Post-Survey Focus Groups and Personal Interviews with CIIF Project Professionals and Participants.....	90
7.1.	Role Transformation as a Benefit of the CIIF Project to Participants	90
7.2.	Ways in which Acculturating Helps.....	92
7.3.	Ways in which Matching Helps	94
7.4.	Ways in which Mentor Pairing Helps	95
7.5.	Ways in which Encouraging Pairing Helps.....	96
7.6.	Ways in which Networking, Linking, and Bridging Help	97
7.7.	Ways in which Capacity Building Helps	99
7.8.	Ways in which Planning Helps	100
7.9.	Ways in which Monitoring from the CIIF Secretariat Hinders.....	101
7.10.	Summary	102
8.	Findings from Post-Survey Personal Interviews with Professionals outside the CIIF Projects.....	104
8.1.	Impacts of the CIIF Projects	104
8.2.	Good Practices for Sustaining Self-help Groups	106
8.3.	CIIF and Its Secretariat	109
8.4.	Summary	111
9.	Integration of International Experience and the Present Findings.....	113
9.1.	International Experience	113
9.2.	Theories on Social Capital Development	115

9.3.	Making Sense of the Present Findings with International Experience and Theory	116
9.3.1.	Success Factors	116
9.3.2.	Hindrance Factors	118
9.4.	Conclusion	118
9.5.	Further Research	120
	Appendix: Survey Questionnaires	123
	References.....	133

1. Summary of Key Findings and Recommendations

The focus of this study is to explore and describe professional contributions to the sustainability of self-help groups and their social capital created in projects of Community Investment and Inclusion Fund (CIIF). Its emphasis is on good practices, which will have important implications for designing and implementing similar projects in the future. As suggested by some members of the CIIF Committee, this study also records positive and not-so-positive comments from interviewees, as there is always room for improvement in any community practice projects.

1.1. Findings

Based on data provided by 358 group members of the CIIF projects, the following major outcomes emerged.

With regard to bonding social capital among group members, the average group member experienced a moderately high level of reciprocity among group members ($M = 62.1$, on a 0~100 scale), modest levels of networking with group members ($M = 58.5$), trust in group members ($M = 56.6$), help from group members ($M = 50.4$), help given to group members ($M = 50.1$), and continuity in group members ($M = 48.1$).

With regard to bridging social capital with neighborhood members, the average group member experienced modest levels of help from neighborhood members ($M = 57.2$), attitudinal continuity in neighborhood members ($M = 55.9$), reciprocity with neighborhood members ($M = 50.3$), help given to neighborhood members ($M = 50.1$), networking with neighborhood members ($M = 47.0$), and trust in neighborhood members ($M = 44.2$).

With regard to social cohesion with neighborhood members, the average group member was modest ($M = 45.9$); this measure included agreeing with, communicating with, joining activities with, and helping neighborhood members.

With regard to capability in terms of dealing with problem solving, the average group member was at a moderately high level ($M = 66.6$).

Regarding group sustainability, the average group member found a moderately high level of group function ($M = 62.3$), and a modest level of group structure ($M = 52.8$). The average group member also expressed a moderately high intention to continue in being with the group ($M = 68.8$).

1.1.1. Significant Success Factors

Encouraging, acculturating, and matching were professional practices that yielded consistent and statistically significant contributions to the group member's bonding social capital, capability, and group sustainability.

In contrast, anchoring was a professional practice that significantly contributed to the group member's bridging social capital.

In addition, the professional's input to the community also significantly contributed to the group member's social cohesion with neighborhood members and structural group sustainability.

The involvement of professionals from other agencies significantly contributed to the group member's bridging social capital, functional group sustainability, and social cohesion.

The involvement of managers of the business sector significantly contributed to group sustainability.

Finally, the group policy to enlist members as leaders significantly contributed to group sustainability.

Encouraging or potential building was an essential professional function that served to

elicit the group member's potentialities. It referred to the professional's offering of opportunities for realizing strengths and emotional support in the recent six months.

Acculturating is a professional practice that serves to change the values or mindset of group members and community members. It refers to the professional's sharing of mutual help spirit to the community, promoting mutual help spirit in groups, and promoting mutual help spirit among service recipients of groups in the recent six months. Notably, it is one of the pithy strategies advocated by the CIIF.

Matching is another practice advocated by the CIIF. It refers to the professional's arranging of services based on the groups' strengths and arranging service receivers for groups in the recent six months. It embodies the spirit of complementary or plug-and-socket matching.

Anchoring refers to the professional's arranging of members to join other organizations and groups as they join a network with other organizations in the recent six months. It aspires to be a means to build bridging social capital.

Professional input to the community comprises conducting fieldwork or outreach activities, raising funds from the outside, mobilizing community support, promoting support from neighborhood members, asking for support from the business sector, promoting support from other professionals, and providing professional advice in the recent six months. It aspires to strengthen bridging social capital and social cohesion in the community.

1.1.2. Significant Hindrance Factors

Mentorship pairing and anchoring are professional practices that showed statistically significant negative impacts on group sustainability. On the other hand, homogenizing is a professional practice that displayed significantly negative impacts on bridging the group member's social capital and social cohesion with neighborhood members.

Homogenizing, as suggested by professionals in focus groups as a means to consolidate social capital, refers to arranging people with the same background to join activities, and arranging friendship among people of the same background in the recent six months.

1.1.3. Comparisons with Non-CIIF Self-help Groups

Bonding social capital from group members, bridging social capital from neighborhood members, group sustainability, and capability were all statistically significantly lower in the CIIF project group member than in the non-CIIF self-help group member. The significant differences held even after statistically controlling all significant backgrounds and experiences related to professional practice. Specifically, the CIIF project group member, in general, was 4.9 points lower on bonding social capital, 2.9 points lower on bridging social capital, 7.4 points lower on group sustainability, and 4.1 points lower on capability. All these outcomes had scores ranging from the lowest of zero to the highest of 100 at the individual member level.

Social cohesion with neighborhood members, on the other hand, was the only outcome found not to be statistically significantly different. However, with the CIIF project group member in general, social cohesion was 2.7 points higher than that of the non-CIIF self-help group member.

The significantly different findings are surprising, given the efforts and inputs in the CIIF projects. They led to double checking to assure the adequacy of measurement and analytic procedures. As data acquired in the study could not explain the differences, further research covering other factors is necessary to shed light on the explanation.

These statistically significant differences in outcomes, albeit seemingly weak in a practical sense, were worthy of attention because of low average levels of the outcomes.

Accordingly, the means among group members of the CIIF projects were only 23.6 on bonding social capital, 18.2 points on bridging social capital, 41.1 points on capability, and 40.5 points on group sustainability. The low levels of means implied that a small difference could account for a substantial portion of the mean. Hence, the non-CIIF group member was, generally, 20.8% higher on bonding social capital, 15.9% higher on bridging social capital, 10.0% higher on capability, and 18.3% higher on group sustainability. On the other hand, only the mean of social cohesion, 45.9, was higher and the difference between the CIIF and the non-CIIF group members was not statistically significant.

If the CIIF project employs the outcomes of the non-CIIF self-help group as benchmarks for other self-help groups in the CIIF project, the CIIF project group will need to improve most of their outcomes by 10-20% in order to reach the benchmarks.

1.2. Recommendations

1.2.1. Policy Level

- Clarifying and highlighting the goal, such as promoting bridging social capital, because it is different from and even contradictory to promoting bonding social capital
- Tuning down the monitoring of CIIF projects, including blocking the progress of work and monitoring the progress of the project, as it would impede the structural sustainability of the CIIF project groups and arouse many negative comments from NGOs
- Promoting family-type projects, those involving parents and other family members, as they were statistically higher on bridging social capital
- Providing more support to empowerment-type projects, as they were statistically lower on group sustainability and social cohesion among neighborhood members
- Providing more support to ethnic minority projects, as they were statistically lower on group members' capability and social cohesion with neighborhood members

1.2.2. Practical Level

- Using the performance, notably social capital, group sustainability, and capability, of the non-CIIF self-help groups as benchmarks, at least in the short run
- Encouraging group members to realize their potentialities to foster group sustainability and capability, especially when not being intimate with other group members
- Acculturating group members for mutual support and self-actualization to further foster group sustainability and capability
 - Acculturating group members for mutual support and self-actualization to foster social cohesion when not being intimate with other group members
- Matching group members to services according to their strengths and weaknesses to foster bonding social capital and group sustainability
 - Matching group members to services according to their strengths and weaknesses to foster bonding social cohesion and capability when not being intimate with other group members
- Anchoring group members to other organizations to foster bridging social capital
- Making more input to the community, including conducting fieldwork or outreach activities, raising funds from the outside, mobilizing community support, promoting support from neighborhood members, asking for support from the business sector, promoting support from other professionals, and providing professional advice to foster social cohesion and group sustainability
- Involving professionals from other agencies to foster bridging social capital, group sustainability, and social cohesion

- Involving managers from the business sector to foster group sustainability
- Facilitating more members as leaders to foster group sustainability
- Avoiding the use of anchoring if the goal is to foster bonding social capital and group sustainability
- Avoiding the use of mentorship pairing if the goal is to foster group sustainability and social cohesion
- Avoiding the use of homogenizing in grouping members of similar characteristics if the goal is to foster bridging social capital and social cohesion

1.2.3. Research Level

- Conducting longitudinal research to assess changes in outcomes and their factors
- Designing field experiments to examine the impacts of policies and professional practices rigorously
- Facilitating further research with the present research framework, including its design, sampling, measurement, and analytic techniques to generate evidence-based findings in a more representative and rigorous way regarding:
 - Outcomes such as bonding and bridging social capital, group sustainability, social cohesion, and capability examined in the present study
 - Professional inputs and project/group characteristics examined in the present study
 - Policy and practical concerns suggested by the present study, such as the definition of the community and the role of the CIIF Secretariat

2. Theoretical Framework

The CIIF refers social capital to the institutions, relationships, and norms that shape the quality and quantity of a society's social interactions, and the richness of the social fabric, with reference to the statement of the World Bank. As such, it plays an important role in building a stronger community and enhancing social cohesion, which refers to the development of a community of shared values, shared challenges, and social opportunities based on trust, hope, and reciprocity among all its members. Such a broad statement is literally consistent with the conceptualization in academic inquiry which, nevertheless, has provided more detailed specifications needed for rigorous research. Such specifications are as follows.

In the first place, it is necessary to understand social capital as a form of capital based on social relationships, as a form of connotative definition. Capital is a resource that transforms itself to yield a flow of benefits (Krishna and Uphoff 2002). Other forms of capital include financial capital, human capital, physical capital, and cultural capital. Social capital has properties that make it beneficial to members outside the group as well as group members, that is, in terms of externalities, durability, collectivity, and self-reinforcement (Collier, 2002; Flap 2004; Pargal et al. 2002). Social capital itself is not a benefit, but it requires transformation as it facilitates the production of benefits (Grootaert and van Bastelaer 2002). As such, it is important to distinguish social capital from social resources, social support/help, social integration, and social cohesion. Nevertheless, benefits generated from social capital are not necessarily socially desirable. There is a dark side of social capital associated with criminal gangs (Foley and Edwards 1999; Fuchs et al. 2001). That is, social capital can be either positive (socially desirable) or negative (socially undesirable), depending on the composition (i.e., valence) of such social capital.

As regards the structural definition of social capital, social capital has a core in social relationship or social networks. In addition to the structural part of social networks, there are various components suggested in the literature, including civic engagement, trust, and reciprocity (Grootaert and van Bastelaer 2002); attention, trust, and associability (Offe and Fuchs 2002); giving, receiving help, investment, and drawing of time and money (Hofferth et al. 1999); civic engagement, stock, and investment in time and money (Stone 2001); and extensivity, range, and reach (Lin 2001). As such, social capital commonly consists of structural and cognitive parts (Krishna and Uphoff 2002); structural and cultural parts (Edwards and Foley 1997; van Deth 2003); and symbolic, network, and normative parts (Angelusz and Tardos 2001) depending on various conceptualizations. A synthesis of the alternative views leads to the following conceptualization.

Social capital consists of different forms (static and dynamic) in terms of structural and functional forms; different tenses (past and future) in terms of experiential and anticipatory states; directions (giving and taking) in terms of investing and receiving; conditions (conditional and unconditional) in terms of unconditional trust and conditional belief in reciprocity and continuity; and sizes in terms of the individual, group, organization, community, and society. The structural-state part refers to the social network, or its membership and composition, whereas the dynamic functional part involves action, including helping others or being helped by others. Within the structural component, an important differentiation exists between the in-group and the out-group to form bonding and bridging social capital. Bonding social capital of the in-group refers to social capital among participants in each of the self-help groups concerned. Bridging social capital refers to social capital between self-help group participants and their friends residing in the same community members but not enrolling in the CIIF projects. Concerning the scope of social capital, it can

accrue to the individual as well as the collectivity in that whenever one has some social relationship, one has some social capital. The individuals' own social capital can possibly aggregate to form a collective social capital, which applies to the group, the community, and the society.

Social capital, at whatever level, is a product of structural and functional parts, as in the following:

$$\begin{aligned}
 \text{Social capital} &= (\text{Structure})(\text{Function / agency}) \\
 &= (\text{Structure}) \left[\begin{array}{l} (\text{Investment})(\text{Reciprocity}) + \\ (\text{Help received})(\text{Continuity}) + \\ \text{Trust} \end{array} \right]
 \end{aligned}$$

Commentators and researchers (Gugerty and Kremer 2002; Hawe and Shiell 2000; Morrow 1999), as well as a review of the literature show that while evidence for the contribution of social capital is abundant in the research literature, evidence for the formation of social capital is inadequate, especially for the comprehensive conceptualization of social capital. At best, research has examined ways to promote civic engagement, voluntary membership, volunteering, trust, and social support separately, which examines them as a holistic concept of social capital. Accordingly, evidence for formation of social capital is fragmentary. Therefore, the formation of social capital is the focus for further research, including the present one.

Because self-help or mutual help groupings and activities are important and ubiquitous in CIIF projects, they serve as entry points for the proposed study of social capital. Importantly, social capital both within the self-help group and within linking outside the group is of concern as far as the development of social capital and even social cohesion in a community is concerned. Apparently, detected success factors for forming social capital in the CIIF project include the professionals' ability to undo the labeling effect, as well as to promote empowerment and build strength and capacity. The professionals' contributions to the self-help elements in general and self-help groups in particular are therefore undeniable. As such, their contributions to the formation of social capital and its sustainability are the focus of the study.

The professionals' roles in self-help or mutual-aid groups are largely unclear and even controversial in the available literature. There have been tenuous and even conflicting relationships between professionals and self-help groups (Chesler 1990). Even though balanced coordination between professionals and self-help groups is theoretically favorable for the workings of the groups (Litwak and Meyer 1966), it is often too demanding and difficult to achieve a balance. As such, distrust and challenge are ubiquitous in the relationship between professionals and self-help groups (Chesler 1990). On the other hand, self-help groups are not necessarily effective and sustainable, especially in the absence of professional support. Notably, problems such as burnout (King et al. 2000) and inadequacy in skills and expertise (Salzer et al. 2001) can undermine self-help groups. Finding ways that would maximize the synergistic contribution of professionals and self-help groups is therefore crucial.

The nexus between professionals and self-help clients is also at issue concerning the distinction between fabricated social capital and naturally occurring social capital. Effective social capital, social support, social integration, and social resources that prove to be helpful very often are in naturally occurring forms such as families, friendships, and voluntary organizations (Grootaert and van Bastelaer 2002). Friendships and self-help relationships created with the assistance of social service professionals can be effective. Their long-term effectiveness or sustainability is nevertheless questionable and in need of research to identify

factors conducive to sustainability. This question arises from the fact that naturally occurring relationships have a longer time of development and stronger emotional commitment than those found in fabricated groups.

The issue of the sustainability of self-help groups and social capital pertains to the commitment to investments within the groups or networks. Although investment is an integral part of social capital, it is often a neglected component (Hofferth et al. 1999). As such, people who expect to benefit from social networks need to invest time, money, or effort in the networks in the beginning. Volunteerism is a typical method of investment, which is notable for the development of social capital (Narayan and Cassidy 2001). Because naturally occurring relationships such as families have involved lengthy and voluntary investments, these relationships can engender effective social capital. Promoting investment in social networks that are non-naturally occurring should thus be a focus for investigation.

Sustainability, in terms of the ability to perpetuate and reinforce oneself (Pargal et al. 2002), is an essential property of social capital (Collier 2002). Ideally, social capital is inexhaustible because one's use of social capital would not make it depleted. Rather, the use of social capital by many people can generate positive sums for all, as it enhances social interaction and solidarity, and further strengthens social capital. Nevertheless, many social networks, groups, and many activities discontinue due to the shortage of resources other than social capital (Cress and McPherson 1997; Wituk et al. 2002). Potential factors conducive to the durability or sustainability of social capital tend to include effectiveness in problem solving (King et al. 2000), a reward system (Cnaan and Cascio 1999), re-generation of new ideas (Ruef 2002), and the reduction of administrative costs (Hager 2001). Hence, a group that is not flexible and adaptive to change will eventually dissipate.

Coordinated balance theory states that three balances or articulations between professionals and help recipients are fruitful for effective coordination (Litwak and Meyer 1966). These are:

- Interaction between the professional's initiative and social distance from help recipients
- Interaction between relational intensity and barriers to professional involvement
- Interaction between professional expertise and the complexity of the issue

The essence of the theory is the identification of an optimal level of professional involvement, which maximizes the effectiveness of professional support. As such, professionals need to offer their assistance and expertise in accordance with the characteristics of the self-help group. In view of this premise, the professional should take initiatives that would not appear to be dominating, maintain relationships with help recipients that would not appear to be too intimate, and exercise expertise that would not appear to be superfluous.

As regards the sustainability of the self-help group and its social capital, theories relevant to organizational commitment may be useful in the absence of theories directly related to sustainability. The relevant theories are structural theory (Kanter 1993), person-environment fit theory (Parkes et al. 2001), and the exit-voice-loyalty-neglect model (Hirschman 1970).

Structural theory asserts that structural factors such as the opportunity, power, and population density of the broader context shape the member's commitment to the group. Evidently, there should be an opportunity for commitment, enabled by some supportive measures from outside, such as professionals. Secondly, the member should have enough power to maintain the commitment. Such power may result from the empowerment from professionals as well as one's inherent sources. The third factor is the distribution of essential characteristics in the group. In case of serious heterogeneity of such characteristics in the group, the members' commitment cannot hold. Alternatively, the minority in the group has more difficulty in maintaining commitment to the group.

Person-environment fit theory emphasizes the fit between personal characteristics and group characteristics. For instance, a member who is oriented to individualist values would display commitment to the group characterized by these values (Parkes et al. 2001).

The model of exit-voice-loyalty-neglect relies on neoclassical economic or rational choice theory to explain commitment to the group. It postulates that so long as a member calculates that remaining in the group is beneficial, the member would be loyal to the group.

2.1. Direction and Focus of the Research

The primary focus of this study is on the investigation of the contributions of social work and allied professionals to the sustainability of self-help groups and their social capital created by CIIF projects. In more detail, the study investigates the professional contributions of:

- Expertise
- Philosophies, including human relation and rationalistic
- Multiple leadership
- Other qualities of leadership
- Community connection

Under the alternative conditions of:

- Barrier to professional involvement
- Complexity of the issue
- Stage of development of the self-help group
- Membership type and size of the self-help group
- Other background of members of the self-help group
- Type of self-help group
- Type of professionals

Based on existing theory and research on social capital (Coleman 1988; Grootaert and van Bastelaer 2002; Krishna and Uphoff 2002; Putnam 2002), self-help groups (King et al. 2000; Riessman and Carroll 1995), and professional inputs (Hadjistavropoulos 1996; Moody 1982), the study uses the terms in the following ways:

Social capital is the social connection established or expected to be available for transmitting resources that can transform into various helpful forms, such as physical, material, and financial assistance. Hence, social capital is not synonymous with social resource or social support but is a potentially helpful social relationship when it transmits and transforms into resources.

A self-help group is one formed and led by people in need of help, who provide help to each other through the coordination of the group. As such, a self-help group is synonymous to a mutual-aid group.

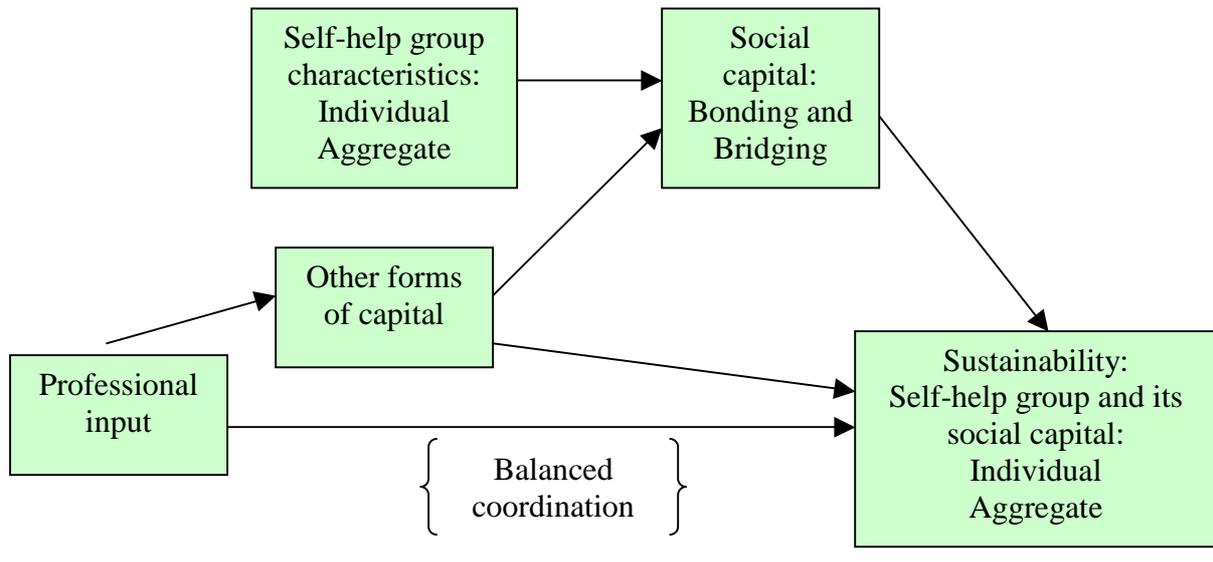
Professionals refer to social work, health, and allied workers who have expertise and ethical codes to provide help to people with whom the workers work. In various forms, their professional inputs provide direct instrumental, informational, and emotional help and indirect support through advocacy and facilitation of a helpful environment.

In brief, the principal objective of the proposed research is to generalize from the CIIF projects knowledge about the different ways that different professionals contribute to the sustainability of different self-help groups and their social capital, in order to propel further development of social capital in the community and society. It aspires to bolster the emphasis of the CIIF on sustaining the fruit of social capital (CIIF 2004).

Based on these theories, some groundwork for research on self-help groups and social capital has evolved locally (Mok 2004a, 2004b, 2006) and in Mainland China (Mok 2001a, 2001b) in recent years. The groundwork is substantial in facilitating further advancement in the related understanding from the proposed study.

The theories and research groundwork, in all, culminate in the following conceptual framework to guide the proposed investigation.

Figure 1: Conceptual framework guiding the investigation



The conceptual framework maintains that professional input, such as support, empowerment, and information giving (as outlined in the Objectives) serves as the pivotal determinant of the sustainability of the self-help group and its social capital (defined in the following section). Meanwhile, the success of the professional input is contingent on the nature (as outlined in the Objectives) of the self-help group and its social capital. This contingency would reflect coordinated balance conducive to sustainability. Additionally, sustainability would benefit from social capital created by the self-help group. In the investigation, both the individual and aggregate (group or network) characteristics were essential factors, as social capital is not just an individual-level, but also a group-level concern (Grootaert and van Bastelaer 2002).

3. Methods

The formation of social capital and promoting its sustainability in the community is the focus of the present study. The focus necessarily requires collection of data from insiders and outsiders. Insiders include self-help group members and professionals related to the CIIF projects, while outsiders include self-help group members and service providers unrelated to the CIIF projects. The inclusion of both insiders and outsiders allows for comparative analysis, which identifies the unique strengths of the CIIF projects.

For exploration and illustration, focus group interviews were suitable for collecting ideas from self-help group members of CIIF projects and associated professionals, respectively. These focus groups were evaluated in two stages, one before the implementation of surveys, and another after the surveys. Both stages involved three groups of self-help group members and another three groups of professionals.

To obtain the outsiders' view, the study had in-depth interviews with services providers unrelated to the CIIF. The interviewees informed about ways to strengthen social capital and sustainability in the community using the professionals' inputs that originated from CIIF projects or others.

To verify important hypotheses and provide conclusive findings, surveys of self-help group members and professionals were necessary. Because it may have been difficult and futile to survey all the people involved, the study at least surveyed CIIF and non-CIIF self-help group members and social work and allied professionals. The surveys benefited from reliable and valid measurements of key concepts, including sustainability and social capital.

Focus group interviews collected ideas from self-help group members of the CIIF projects and associated professionals respectively. The research plan had focus groups proceeding in two stages, one before the implementation of surveys, and another after the surveys. Both stages involved three groups of self-help group members and another three groups of professionals.

The scope of the proposed study covered 16 CIIF projects that created self-help groups. Such an identified list of projects is presented below. Thus, self-help group members and professionals related to the projects had the first-hand information sought by the study. This method has proven its usefulness in previous research (Mok 2001a, 2001b, 2004a, 2004b, 2006).

CIIF projects

Ref No.	Category	Project Name
0012-05C	family	「暖粒粒」栽種情緒種子計劃 Cross-sectoral project to build community support networks to enhance the emotionally healthy development of children
0012-4C	community	「好鄰舍，我愛你」共建美好社區計劃 耆康會懷熙荃灣長者地區中心 Good Neighbor Joint to build a better community
0013-03	link	無距離生命藝術-社區共融計劃 Seamless Community - Art of Life
0016-4D	community	將軍澳是我家 - 社區康健共融計劃 Tseung Kwan O is My Home - A Healthy Community Cohesion Project
0018-03	empower	同心互行 - 社區網絡發展計劃 Hand in Hand : Caring Community Project

Ref No.	Category	Project Name
0037-03	family	非常課託計劃 Outstanding After School Care Project
0038-03	mentor	『新 SOHO 人新生活』計劃：助人自助 "New SOHO New Life" Project
0049-03	empower	互惠人材市場 鄰舍輔導會 Social Inclusion for Deprived Groups - the Setting up of an Extra-ordinary Human Resource Market
0051-02	empower	南亞裔支援聯盟 Project SASA -- South Asians Support Alliance
0051-03	community	和諧之家『守望星』計劃 "Star Bright" - a Domestic Violence Neighbourhood Watch Initiative
0056-02	empower	少數族裔人士共融計劃 Social Inclusion Project for the Ethnic Minorities
0091-01	empower	全因有你 - 社區共融計劃 It's All Because of You: Community Cohesion Project
0097-01	empower	簡單家居維修就業服務計劃 Simple Home Repair Employment Scheme
0128-02	empower	互助共享創明天-多種族弱勢社群自強互助計劃 Forging a Better Tomorrow - A Self-help and Mutual-help Project for Multi-Ethnic Vulnerable Groups
0140-01	empower	「凝聚力量」互助網絡計劃 Community Networking for Skilled Artisans
0155-02	empower	藍南天空下 - 深水埗區南亞裔人士及低收入家庭互助網絡計劃 Living Under The Same Sky Community Networking Project for South-Asian Ethnic Minorities and Low Income Families in Sham Shui Po

The CIIF classified its projects into family-type, community-type, linking-type, mentoring-type, and empowerment-type projects. Family-type projects typically enlisted parents and other family members; community-type projects recruited inhabitants in the community, in general; linking-type projects were committed to forming links across groups; mentoring-type projects arranged mentorship pairing; and empowerment-type projects focused on the provision of support to needy people.

Non-CIIF self-help groups with the nature and district matching the CIIF projects

001	基督教香港信義會—有為社 Evangelical Lutheran Church Hong Kong
001	基督教香港信義會—誠信組 Evangelical Lutheran Church Hong Kong
002	基督教香港信義會—眾樂樂 Evangelical Lutheran Church Hong Kong
002	基督教香港信義會—幹事會 Evangelical Lutheran Church Hong Kong
003	小童群益會南葵涌青少年綜合服務中心—南亞裔小組 Boys' and Girls' Clubs Association of Hong Kong: South Kwai Chung Children and Youth Integrated Services
004	香港家庭福利會—家福中心-樂暉社 Hong Kong Family Welfare Society
005	小童群益會筲箕灣兒童中心及圖書館—互助互愛陪診隊 Boys' and Girls' Clubs Association of Hong Kong: Shau Kei Wan Children Centre and Library
006	青山醫院病人資源及康樂中心—家屬互助小組 Tsing Shan Hospital Patients' Resources and Recreation Centre
007	基督教女青年會天水圍綜合社會服務處—天水圍工程特工隊 Young Women's Association Tin Shui Wai Office of Integrated Social Services

4. Findings from Pre-Survey Focus Groups

From Dec 2004 to May 2005, the study conducted focus groups on the pre-survey stage with 24 CIIF project professionals and another focus group discussion with 11 CIIF project participants.

The questions for the focus group discussion with professionals are the following:

- What are the service approaches and practices for promoting social capital and other forms of capital?
- What are the service approaches and practices for promoting sustainability in self-help groups?
- What are the successful examples and the reasons for them?
- What are the examples of undesirable results and the reasons for them?
- What are the impacts on the community?

The questions for the focus group discussion with clients are the following:

- What are the professionals' inputs?
- What are the ways to develop social relationships, skills, and resources?
- What are the successes?
- What are the undesirable results?
- What are the impacts on the community?
- What are the factors that would perpetuate your continued participation?

Information gathered from these focus groups, as well as from a number of upcoming focus groups will feed forward to the design of survey questionnaires for professionals and self-help group members. The questionnaires will cover concepts of social capital, sustainability, and professional contribution to the self-help group and its relationships with the community.

4.1. Changes in the Nature of Relationships

According to the participants in the focus groups, changes in relationships through the CIIF projects figure in family relationship building, building relationships with deprived people in the community, assistance chain-building, and helping people with problems in the community. These changes reflected development in social capital, including bonding and bridging forms.

Family relationship building. Some participants improved their relationships with their family members, thanks to their experience with the project. As the project emphasized a service orientation devoted to mutual help, participants learned to become helpful to other people, including their family members. Apparently, helping family members is just like doing volunteer service. When participants realized that they were helpful to unrelated people, they reasoned that they could and should help their family members as well. The following is a quote from a project participant.

I can share the experience of how the family relationship has been improved. Before being a volunteer, my work and transport time cost me almost all of my time. Therefore, I was seldom concerned about nor communicated with my family. After being a volunteer, I have contact with many families, which changed my attitudes towards my families. I spent more time with my parents and am more concerned about them. Additionally, I can share my volunteer experiences. I also encouraged them to join the volunteer team in the center, and they visited the aged who are older than themselves. The center is like a bridge between my families and I.

I also understand more about my family members.

Building relationships with deprived people in the community. Deprived people in the community included children and other members of broken families, welfare families, or single-parent families. These people suffered a shortage of resources, which might compromise their performance in school, childcare, and parenting. They benefited from network building facilitated by project participants who could offer various kinds of assistance and support to the deprived people. As such, they raised the deprived people's performance in the concerned aspects. The following quote illustrates the assistance offered by project participants to such deprived people.

In the beginning, the organization will use workshops to provide a platform for each group, e.g. young people communicating with one another. Then, we will tell them the situation of the elderly and the Ex-MI (ex-mental illness patients). Moreover, we will organize some group activities, such as making dumplings, to provide opportunities for the three groups to communicate and interact with one another. When the members of the three groups become friends, we will visit the deprived groups and organize some kind of informal activities, such as a Christmas party.

Assistance chain building. An assistance chain tended to build up in communities to which some CIIF projects offered their help. The logic was to offer assistance to young people and encourage these young people to offer their assistance to older people in turn. In this way, the project diffused its contribution exponentially. Moreover, the approach tactfully consolidated relationships among people, notably among those from different generations. Training was a key factor in chain building. First, young people were trained to offer their assistance, and then they diffused the training to other community members. The following gives a quote about activities done to create assistance chains.

Usually, we will train the young people first. Then, the young people will assist us in training the elderly and the Ex-MI who learn relatively slower than young people do. The three groups will then organize activities together to serve other people in need. Using the example of the dance show in open day dated January 16, the young people learned the steps first. Then, the tutor taught the elderly and the Ex-MI with assistance from the young people.

Helping people with problems in the community. Some people particularly at risk of notable problems would be targets for assistance mobilized by some projects. By offering help to community members at risk, the project strengthens various networks surrounding the members concerned. By helping people at risk, the project calmed down the problems concerned, and strengthened the relationships and well-being of the people around. The following shows a quote from a project participant about helping people with problems in the community.

He was a P.3 student. He came from a complicated family in which he lacked concern and care from his family. He was bad-tempered, did not like to do homework and even disturbed other students. Some tutors suggested rejecting to teach this student, but the in-charge considered that we should try to change and help him. Since I like challenging work, this student remained in my class. Once, he lost his temper and I referred him to the social worker. For three months, the women volunteers and the tutors showed concern and he changed gradually. He became tidier and cleaner, and he could keep his temper. Moreover, he could do his homework in an hour. He also assisted in taking care of other children as the

classroom order improved. Those students who have better academic performance can help those with poorer performance in the group. All the students have shown progress in academic performance. It is touching and we are impressed. To think that, they even made us feel discouraged at the beginning!

4.2. Changes in Levels of Mutual Help

Changes in mutual help transpired in the process of building trust, sharing views, cooperative running, and mutual learning. They reflected functions of the self-help groups associated with the CIIF projects.

Building trust. The participant's provision services to service users can build trust between them. Apparently, the service did not merely involve a routine task for the service user, but it influenced many network-building components to strengthen interpersonal relationships. In this connection, the participant showed care and concern for the service user, and it was conducive to trust and friendship building. The following gives a quote by a volunteer participant.

The cooperation in this field was like that. For the first time we cooperated, we met at the service user's home. It did not matter if we could communicate well. He was responsible for electricity, while I was responsible for carpentry. When I finished, I would help him if he needed assistance. Trust can be built from communicating with service users or home repair and maintenance workers.

Sharing views. Some service users of the CIIF projects eventually formed mutual help groups among themselves. In the group, members offered support to each other and took care of each others' concerns. They felt that they were no longer isolated and became capable of solving their own problems. As such, they derived hope and a positive outlook from group participation. The following shows a quote by a group member.

I have more contact with the center from using the home repair and maintenance service. Back then, I knew Ms Chiu, a social worker in the center. We formed a group that was concerned about our own issue such as the price increase of Hong Kong Electric Company, Ltd., or some emotional problems. With other women, we can share experiences, such as teaching children and handling financial pressure. We can also support one another.

Running a Cooperative. Some participants or group members affiliated with the CIIF projects have initiated to run a cooperative. Such an experience gave them confidence and a sense of achievement. Their participation in the operation of a cooperative tended to fit their schedule very well, and the working conditions of the cooperative were delightful. They would have nothing to do if there was no cooperative to run. Running the cooperative clearly embodied their cooperation among themselves. Moreover, working for the cooperative might be financially rewarding, and such a reward bolstered the participants' self-esteem. The following exhibits a quote from a member of a cooperative.

We suggested and formed the cooperative by ourselves. We have to thank the social worker, who played the role of a mediator among us, so that we can form this food and beverage cooperative. We are middle-aged, single parents and have low education levels. These posed limitations on us. It is difficult for us to work outside and look after the children at the same time. Many single parents have to look after their children, so they cannot work. It is not like what the government said that we are lazy so we stay at home and do not work. It is unfair to

us. In fact, the government does not have enough resources to assist us to work. We are happy to work in the cooperative. We can share our feelings and discuss with one another. Moreover, the working time can be adjusted to our schedule. It is not like working outside where we have to do whatever the boss asks us to do!

Mutual learning. Volunteers of some CIIF projects learned from each other, especially when they had different experiences and qualifications. Mutual learning occurred during collaborative work between the volunteers. The following shows the case of mutual learning by a project participant.

Through a one-to-one cooperation between the women and the university students, the women volunteers can learn from the university students' problem-solving skills during tutorship, while the university students can learn from the women's organizational skills.

4.3. Changes in Joint Actions and Collaboration across Organizations

Some projects were committed to gaining support from other organizations in the community in terms of: (1) recruiting participants to form mutual help groups, (2) arranging services for participants, and (3) having joint services for the community. It required many coordinating and negotiating jobs. One notable worry among other organizations is that their participants would shift to join the projects instead. As such, the projects needed to maintain good relationships with the organizations and give them assurance that their services would be beneficial to the community, to the organizations, and to the participants as well.

4.4. Changes in Institutional Arrangements for Mutual Help across Sectors

Changes in institutional arrangements were possible through soliciting students' support and gaining business support. They reflected the strengthening of bridging and linking with various sectors.

Soliciting students' support. One instance of institutional arrangement was to liaise with universities or higher education institutions to solicit support from their students. Some of the students are valuable resources, as they in turn have resources or access to other resources, institutions, or services. They clearly could help promote the services of the project in different arenas of the community. The following gives a quote from a project worker about this.

In fact, many universities and tertiary institutions are interested in participating in this program. Yet, teachers are our ideal targets. The Hong Kong Institute of Education has contacts with different schools, and we can target the would-be teachers of the Institute to liaise with schools. This facilitates the promotion of our program.

Gaining business support. The business sector is also a valuable resource to the CIIF projects. Some projects managed to maintain close relationships with the business. One necessary strategy is reaching out, with project workers visiting business establishments in the community and canvassing their support. To acquire the necessary resources for the project, the support should typically be in the form of a price reduction. For this purpose, the

project worker needed to convince the business sector about the benefits of offering a price reduction. Nevertheless, some business establishments felt the responsibility for helping deprived people in the community and were willing to offer their support. Regardless of the attitudes of business organizations, the projects are necessary to maintain a close relationship with the organizations. The following shows a quote from a project worker about the relationship with the business sector.

There are two kinds of shops. The first group is the one which also considers themselves as the victims of economic recession; therefore, it is difficult for them to help others. After discussion, they can sell their products to us at a lower price. With the concept of “small profits, quick returns”, they can have more business, and at the same time, the cooperative can buy cheaper products, so a win-win situation can be achieved. Another group of shops is willing to help the deprived group. For example, some shops are willing to pave the plastic flooring for the deprived groups at cost or without charging for transportation cost. These are critically important to the families/people in need.

4.5. Changes in the Capabilities, Opportunities, and Other outcomes

Participants in the projects gained in terms of learning and personal development. Their capabilities, opportunities, and other favorable outcomes improved as a result. Learning covered those areas of communication skills, managerial skills, and technical job skills.

Learning about the ability to communicate. An unexpected benefit from participating in the volunteer work of some of the projects was the enhancement of the participant’s ability to communicate, not just with fellow participants, but with his or her family members and community members, as well. These projects evidently upgraded the participants’ social competence, probably thanks to their social work elements in fostering social relationship and network building. Participants learned to show concern and take care of other people. Some participants even learned communication skills through teaching or lecturing to other people while participating in the project. The following shows a quote from a project participant.

Most importantly, I learned how to communicate with other people, especially my family. I have parents and siblings, but I seldom talked to them. After joining this volunteer team, I can share with them my volunteer experiences. Moreover, they are happy and appreciate my contribution to society with my skills.

Learning about managing, leading, and training. Some projects facilitated the development of the participants’ potentials in managing, leading, training, and mentoring. They provided opportunities for them to manage their businesses or cooperatives, which entailed their learning of the skills of planning, budgeting, accounting, inventory control, quality control, marketing, and many other business and managerial functions. In their participation, participants often needed to build relationships with other people and work with other participants. They therefore needed to offer each other support and even training. In addition, some participants volunteered to help disadvantaged people who were not very knowledgeable about such things as home safety. These participants then served as teachers or trainers to enlighten other disadvantaged people. Such a teaching opportunity also raises the participants’ confidence and affirmation in the work done. Apparently, the participants’ volunteer work greatly helped disadvantaged people and other service users, whose home conditions were at risk. The following gives a quote from a project participant.

The feeling of being a volunteer is special. When I entered the home of service users for maintenance work, I saw the families being nervous and anxious. I felt sad about that. When I finished the maintenance work, the families would be relieved of their worries. I was happy and satisfied to set their minds at rest. In addition, joining this group can widen my vision and I realized that some people have more difficulties in livelihood than I have. Furthermore, cooperation with others provided me an opportunity to establish social relationships. I also participated in organizing and discussing the formation of a cooperative. We discussed how to set pricing and working criteria, and how to recruit a master worker. During this process, I learned coordination and getting a balance from different perspectives. Now, I am responsible for some talks/courses organized for parents, especially women, who need to have basic home maintenance knowledge.

Learning about job skills. Joining some of the projects, especially those that organized and helped skilled workers to work, enhanced a participant's job skills. A participant could join others to perform teamwork, which enabled them to learn from each other. The crux of the learning lay in the participants' willingness to teach skills and share knowledge among themselves. This willingness depended on mutual trust and friendship-building evolving from relationships built through work and non-work activities. The following presents a quote regarding learning about job skills.

I get a lot from being a volunteer. Originally, my job was electricity maintenance, and I did not know water supplies maintenance. When there were talks/courses on water supplies maintenance, I would sit for the talks/courses and thus get the knowledge. Now, I can do simple maintenance for my home, and for the service users while volunteering.

Therapeutic improvement. Some projects took a therapeutic or developmental role to upgrade the well-being of the participants and the service users. They are particularly helpful to people suffering from various kinds of traumas. Meanwhile, the arrangement for helping relationships among the participants and the service users was an empowering and enlightening means to strengthen their capabilities. The following is a quote from a project participant.

Through this program, both the participants and the service users go through a therapeutic process. People have traumatic experiences at different stages in life. By providing services to others, the participants can increase their confidence and develop their own potential.

4.6. Key CIIF Project Service Factors

Key service factors of the CIIF projects included mediating, potential building, transforming, network building, applying the socket-and-plug strategy, culture change, and homogenous grouping strategies. These factors were helpful in fulfilling the goal of the project in building social capital in the community.

Mediating (reconciling). Some of the projects made explicit their mediating role by liaising between the project participants and the service users. Such a role was crucial in fostering a trusting relationship between the project participant and the service user. It was especially important in case of disagreements and conflicts between the project participant and the service user. Moreover, there are a lot of mediating arrangements when the project participant and the service user do not know each other. The following gives a quote from a

participant about the mediating role of the project.

To the service users, it is very critical for the center to give us confidence. I will not let the home repair and maintenance workers visit us and enter my home if there is no center to act as a coordinator.

Potential building (encouraging). Some projects endeavor to build and realize the project participants' potential. Their attention is not on the participants' weaknesses but rather on their strengths. Notably, developing or realizing the participants' potential in art tended to strengthen social capital both among project participants, and between the participants and other members of the community. The following are two quotes from project workers about the merit of fostering the young participants' artistic potentials.

We hope to form a Self-Help Art Club in which young people can share their strengths, not their experiences of mental disorders. Young people who do not have the experiences of mental disorders can join the club, too. We hope that young people can establish social relationships through art. We are cultivating the integration element. Art is a new experience to them. Through exchange and positive social relationships, the concept of Art Adventure can be transmitted to others. If they agree with the mental health and positive social relationships promoted by Art Adventure, they can be members of our program.

We are cultivating the integration element. Art is a new experience to them. Through exchange and positive social relationships, the concept of Art Adventure can transmit to others.

Transforming the participation mode. Some projects tried to upgrade the participants' role in participation from being mere participants to becoming leaders. As such, the projects improved the participants' skills and responsibilities for better involvement in community service. The projects thus kept offering a number of emergent roles for participants to enact, through networking with other organizations. One aim of these kinds of projects is to promote the participants' growth. The following gives the quote from a worker about such transformational work.

The role of the networking team has changed from being participants to leaders. They lead the new members, and provide opportunities for the Ex-MI to serve and contribute to society. Partnerships exist between mutual aid committees and business organizations, which provide preferences, placement opportunities, and job skill trainings, etc. The strategies used are networking, upgrading individual abilities and social capital.

Top-down and bottom-up network building. Some projects adopted both the top-down and the bottom-up approaches to network building. The top-down approach entailed support from people in the upper positions to help link and bridge social networks among different organizations and people. The bottom-up approach relied on activities and programs in the community that gather people and strengthen their network building, especially when their people had already some social networks or attachments to some other organizations. Both approaches served to enlarge the participants' social network and social capital. The following is a quote given by a project worker.

The top-down approach: district councilors and the chairperson of the mutual aid committee should form a committee. The bottom-up approach: The community promotes the program

and recruits members, e.g., for the women volunteer team, as the number of membership increases.

Applying the socket-and-plug strategy. Some projects applied the socket-and-plug strategy promoted by the CIIF to help strengthen the relationships between the project participants and the service users. They held the belief that participants have their strengths in some areas, despite their limitations in others, and that these strengths would be of help to other people lacking those strengths. The implementation of the strategy typically involved liaison work with various people and organizations. The following gives a quote from a project worker about applying the strategy.

Another project was to work with the Occupation Service Section in which the CSSA recipients, from a socket to a plug perspective, would be the volunteers for social services. Concerning the service to the elderly, we noticed that the elderly, who were the plugs, were good at Chinese culture and traditional skills such as playing Chinese chess and traditional handwriting. We planned to mobilize the elderly to cultivate interest in traditional culture among primary school pupils. All of the abovementioned projects were our upcoming jobs. These ideas have not yet been formed before discussing with various organizations. My responsibility in this stage was to discuss with centers-in-charge in different organizations. You would notice that our idea of a “plug-and-socket” strategy was not easy to implement.

Culture changing (acculturating). Some projects highly treasured the strategy of culture shifting promoted by the CIIF. They realized that the strategy was useful in mobilizing help, creating social capital, and sustaining the momentum of the project. Particularly, the strategy would be effective in raising a caring culture in the community, usually starting from schools. Such a culture included the valuation of gratitude, intimacy, and expression of care and concern to people in the community. Apparently, such a strategy received warm support from schools. The following give quotes from two project workers.

If we want to make our work sustainable in the community, we need to change the community culture. One of our strategies was community education, which promoted an atmosphere of caring. The theme should include gratitude and expression, such as to develop an intimate expression within the family, peers, and community. The Kick-off focused on connecting the different units to develop this kind of culture.

In fact, there is no harm in adding the culture of caring within the community. Moreover, it provides another learning opportunity besides an academic one for students. Therefore, it is not only appreciated by the schools, but also helpful to the family and the community as well..

Homogenous grouping (homogenizing). Some projects tried to promote the participants' involvement and enhanced their social capital by grouping them into homogenous groups, according to similar characteristics such as age and working backgrounds. Such a practice seemed to be conducive to the enhancement of the participants' motivation in participating in CIIF-led activities. The following shows a quote from a project worker.

In order to make the groups sustainable, workers would reduce their participation in decision-making and let members make decisions. Moreover, we would group together the members with similar backgrounds, e.g., grouping members of similar age, or grouping

housewives together. This is our little strategy.

4.7. Success Factors

The success factors of the CIIF projects include their brand names, community groundwork, and cooperativeness. These factors represent resources available to the projects.

Brand names. Brand names, reputation, or well-known figures of the agency and some other authorities are critical success factors of some CIIF projects. Agencies that had maintained good relationships with the community benefited from the relationships by gaining support from the community and other people. Apparently, the brand name of the agency, rather than the CIIF project, attracted the community members' support. It thereby facilitated the work of the project. The following is a quote from a project worker.

The Agency is well known in the District. It is believed that there is a brand name effect that would make the district support our program. For instance, there was a Sustainable Development Program, which asked for our services. Another example is the SWD, which also agrees with our ideology. The SWD contacted our cooperative to work on some projects. The District Council also assisted us in promotion and looked for cooperative opportunity with us. These are the results of accumulated experiences and interactions among different organizations.

Community groundwork. Some CIIF projects benefited from community groundwork paved by their earlier work in the community. Such earlier work had already mobilized the community and demonstrated the contribution of the agency to the community. This fruition lubricated the continuing work of the agency. Apparently, the beneficial community groundwork needed to address the interest of the whole community. As such, the groundwork had already cultivated social networks and social capital in the community conducive to the operation of the projects. The following exhibits a quote from a project worker.

There were two aspects for the success. Externally, our organization had strong community groundwork, such as the Healthy City Project. We could utilize the network to promote the community-based work and organize some sizable activities. However, since we lacked experience in mobilizing the community work, we actively visited different organizations and discussed with them individually. They had such ideas and they were welcome to share with us. This was one of the advantages.

Cooperativeness. Some projects had their work done well through cooperation with various organizations and people. Effective cooperation entailed flexibility and non-coercion. It invited open discussion among different organizations and people. For the project, it is a key to social capital building as it then employs its social capital to enlarge said social capital for project participants and members in the community. The following gives the quote by a project worker.

The other advantage was that we did not have a fixed proposal to discuss nor to coerce them to follow. It was just like the objective of the CIIF, which focused on social inclusion. All of us designed the project through discussing, participating, and cooperating. In that way, organizations could also facilitate their internal work during the process. We would introduce the project to the staff within the organization too. We stated clearly that we hoped to achieve two goals. Firstly, social capital should be generated from the existing groups. Each group

had their own theme. The theme could be satisfied through cooperation. In order to enhance cooperation, we emphasized flexibility and mutual benefit. The other goal was that we should be free of charge. Since we had resources, we hoped that we could cooperate in a win-win situation without anyone suffering in the process.

4.8. Impacts on the Community

The impacts of the CIIF projects on mutual help groups manifested in the following areas: strengthening their members' family relationships and their relationships with deprived people in the community, building of helpful chains through helping people, helping people with problems in the community, building trust, sharing views, running a cooperative, mutual learning, soliciting students' support, gaining business support, learning about the ability to communicate, learning about managing, leading, and training, learning about job skills, therapeutic improvement, mediating, potential building, transforming the participation mode, top-down and bottom-up network building, applying the socket-and-plug strategy, culture sharing, and homogenous grouping. Overall, the impacts strengthened the relationships and capabilities of the participants, and fostered cooperation between organizations, as well as cooperation across sectors.

4.9. Factors for Sustainability

Some projects employed some means to enhance the sustainability of mutual help groups and social networks. The means include continuous innovation, network transforming, cooperative (business) operation, and anchoring or attaching to established organizations

Continuous innovation. It involved innovating activities that will progressively upgrade the participants' involvement by exposing them to diverse experiences. One important concern is to minimize the participants' boredom with some routine activities by involving them in various experiences. This is because the participants require some means of rejuvenation to keep them active and interested.

Network transformation. It enlarged the structure and functions of existing social network or mutual help groups. Probably, it joined several small social networks or groups into a larger one. It therefore enhanced the functions and strengths of the networks or groups. Furthermore, the transformation introduced novelty to the networks or groups for renewing the participants' interest, thus extending the participants' sustainability.

Running a cooperative. It tried to extend the sustainability of the group by generating income for it. Meanwhile, the cooperative ensured the self-sufficiency of the group as it allowed its members to keep on doing gainful work and enhance their work skills and confidence in the process.

Anchoring or attaching to established organizations. It grafted the group to some established organizations such as mutual help committees in certain housing estates, in order to lengthen the sustainability of the group. As such, the CIIF project receded from its role in championing the group of project participants. The following gives a quote illustrating this strategy.

The program has been extended to small communities by establishing community platforms, residents' organizations, district organizations, and mutual aid committees, which play the leadership role.

4.10. Lessons learned about or from the CIIF operation

Some comments emerging from the CIIF projects about its operation mentioned support and guidance from the CIIF. On the other hand, the CIIF was demanding and creating much pressure on project workers. Apparently, the increased effort made by project workers was justifiable in view of the anticipated success of the project. A quote is as follows.

My experience was that even the staff of the CIIF did not know what they wanted to achieve at the beginning. They asked us a lot of difficult questions and we did not know the answer. When we re-questioned them, they could not explain it too. Since there were more proposals and experiences after some time, and that they knew more about social capital and their needs, then they could give more concrete suggestions. However at the same time, their requirements became higher and higher, especially on bargaining the resources. Our capacity to make change was limited. They did a great job as goalkeepers. Since we had spent a lot of effort on the project, we also wanted to make it better. As a result, we put an extra effort on it and it finally succeeded. Therefore, we had ambivalent feelings towards the scheme. On one hand, we liked it very much but on the other hand, we hated the scheme. Generally speaking, the CIIF scheme had given our organization more opportunity to develop; however, our colleagues have to work harder on it.

4.11. Lessons learned from the CIIF-funded projects

As discussed before, CIIF projects had a number of critical factors and strategies to facilitate social capital formation and sustainability in their participants and mutual help groups. Related to the structure of the CIIF project were success factors due to the brand name, community groundwork, and cooperation. The strategic factors relevant to a favorable performance in social capital building and anticipated sustainability were continuous innovation, network transforming, cooperative (business) operation, anchoring or attaching to established organizations, culture changing, potential developing, participation transformation, complementary matching (i.e., the socket-and-plug strategy), and homogenous grouping. These are the identified good practices of the CIIF projects.

4.12. Summary

Instances of social capital building within mutual help groups or other participants and service users and across groups, organizations, and sectors have emanated from the research process involving the CIIF projects, its staff, and its participants. In addition, the CIIF projects have shown beneficial outcomes in developing the capacities of their participants. They have also realized the importance of the sustainability of services, social capital, and groupings even without support from the CIIF. As such, they have pondered on ways to realize this sustainability. Some notable methods supposed to be conducive to sustainability include continuous innovation, network transformation, running a cooperative, anchoring or attaching to established organizations, and development of potentials. These methods primarily rely on the enhancement of social capital and other forms of capital among the project to facilitate the longevity of the service and social capital built among participants and the community at large. Notably, the enlargement of social networks with other organizations and across sectors would be an effective means to bolster such sustainability.

5. Descriptive Findings from the Survey

According to professionals in charge of various CIIF projects by the end of 2004, the project on average had 53 members enrolled in self-help or volunteer groups, 12 core group members, 25 regular participants, four staff members involved, one staff member from another organization involved, and one worker from the business sector collaborating with the project. At most, a project had 178 group members and 78 regular participants. Another project had 40 core group members. Moreover, eight staff members were involved in a project, and six staff members of other organizations were involved in another project. On the other hand, the person in charge of one project (#0012-04C) that had not yet kicked off its work by the end of 2004 insisted that the project would be a brand new one, having no member at that time.

Table 1: People involved in the CIIF projects

Project	Group member	Core group member	Regular participant	Staff	Staff of other organizations	Manager from the business sector	Worker from the business sector
0012-04C	.00	.00	.00	3.00	7.00	.00	14.00
0012-05C	40.00	15.00	34.00	2.00	6.00	.00	.00
0013-03D	60.00	8.00	.00	5.00	3.00	2.00	.00
0016-04D	60.00	.00	.00	7.00	.00	.00	.00
0018-03D	72.00	40.00	40.00	3.00	.00	.00	3.00
0037-03C	30.00	6.00	30.00	2.00	.00	.00	.00
0038-03E	20.00	10.00	.00	4.00	1.00	1.00	.00
0049-03E	30.00	4.00	40.00	3.00	.00	.00	.00
0051-02D	24.00	24.00	60.00	5.00	.00	.00	.00
0051-03E	50.00	15.00	25.00	4.00	4.00	.00	2.00
0056-02E	35.00	8.00	60.00	5.00	.00	.00	.00
0097-01E	178.00	30.00	78.00	5.00	.00	.00	.00
0106-02E	20.00	.00	.00	2.00	.00	.00	.00
0113-01E	.00	.00	.00	7.00	.00	2.00	.00
0128-02E	100.00	15.00	20.00	8.00	1.00	.00	.00
0140-01E	100.00	25.00	.00	2.00	.00	.00	.00
0155-02E	80.00	10.00	40.00	4.00	.00	.00	.00
Mean	52.8824	12.3529	25.1176	4.1765	1.2941	.2941	1.1176

On average, the CIIF project involved one social worker, one general worker, and one manager. The involvement of nurses, clerks, and other professionals was minimal.

Table 2: Staffing of the CIIF projects

Project	Social worker	Nurse	General worker	Clerk	Another professional	Manager
0012-04C	1.00	.00	.00	1.00	.00	1.00
0012-05C	2.00	.00	.00	.00	.00	.00
0013-03D	1.00	.00	1.00	.00	1.00	2.00
0016-04D	2.00	.00	.00	1.00	.00	4.00
0018-03D	1.00	.00	.00	.00	.00	2.00
0037-03C	1.00	.00	.00	.00	.00	1.00

Project	Social worker	Nurse	General worker	Clerk	Another professional	Manager
0038-03E	1.25	.00	.00	1.00	.00	1.00
0049-03E	1.00	.00	.00	1.00	.00	1.00
0051-02D	1.00	.00	2.50	.00	.00	1.00
0051-03E	.50	.00	.50	.50	.00	.20
0056-02E	1.00	.00	2.00	.00	.00	2.00
0097-01E	1.00	.00	3.00	.00	.00	1.00
0106-02E	1.00	.00	.00	.00	.00	1.00
0113-01E	2.00	.00	2.00	1.00	2.00	.00
0128-02E	2.00	.00	4.00	1.00	.00	1.00
0140-01E	1.00	.00	.00	.00	.00	1.00
0155-02E	1.00	.00	1.50	.00	.00	1.00
Mean	1.2206	.0000	.9706	.3824	.1765	1.1882

On average, the CIIF projects involved 44 hours of social worker work, 23 hours of general worker work, seven hours of managerial work, and nearly one hour of work by other professionals within a week. At most, 88 hours of social workers' work were required in a project.

Table 3: Weekly work hours of the staff of the CIIF projects

Project	Social worker	Nurse	General worker	Clerk	Another professional	Manager
0012-04C	25.00	.00	.00	35.00	.00	25.00
0012-05C	50.00	.00	.00	.00	.00	.00
0013-03D	44.00	.00	15.00	.00	10.00	7.00
0016-04D	88.00	.00	.00	.00	.00	.00
0018-03D	44.00	.00	.00	.00	.00	20.00
0037-03C	16.00	.00	.00	.00	.00	2.00
0038-03E	55.00	.00	.00	44.00	.00	1.00
0049-03E	44.00	.00	.00	22.00	.00	2.00
0051-02D	38.50	.00	100.00	.00	.00	6.00
0051-03E	66.00	.00	22.00	22.00	.00	9.00
0056-02E	44.00	.00	44.00	.00	.00	10.00
0097-01E	44.00	.00	132.00	.00	.00	4.00
0106-02E	.00	.00	.00	.00	.00	.00
0113-01E	70.00	.00	.00	1.50	4.00	24.00
0128-02E	28.00	.00	8.00	4.00	.00	2.00
0140-01E	44.00	.00	.00	.00	.00	8.00
0155-02E	44.00	.00	68.00	.00	.00	6.00
Mean	43.7941	.0000	22.8824	7.5588	.8235	7.4118

On average, no less than one staff member of other organizations in different types was involved in the project. Input from professionals in other organizations was more likely than that from other staff members.

Table 4: Staff of other organizations for the CIIF projects

Project	Social worker	Nurse	General worker	Clerk	Another professional
0012-04C	.00	4.00	.00	.00	3.00
0013-03D	.00	.00	.00	.00	3.00
0016-04D	.00	.00	.00	.00	.00
0018-03D	.00	.00	.00	.00	.00
0037-03C	.00	.00	.00	.00	.00
0038-03E	.00	.00	.00	.00	1.00
0049-03E	.00	.00	.00	.00	.00
0051-02D	.00	.00	.00	.00	.00
0051-03E	2.00	.00	.00	.00	2.00
0056-02E	.00	.00	.00	.00	.00
0097-01E	.00	.00	.00	.00	.00
0106-02E	.00	.00	.00	.00	.00
0113-01E	.00	.00	.00	.00	.00
0128-02E	.00	.00	.00	.00	1.00
0140-01E	.00	.00	.00	.00	.00
0155-02E	.00	.00	.00	.00	.00
0012-05C	2.00	.00	1.00	.00	3.00
Mean	.2353	.2353	.0588	.0000	.7647

The weekly work hours of the staff of other organizations for the CIIF project were very few. Thus, the project involved minimal input from these staff of other organizations.

Table 5: Weekly work hours of the staff of other organizations for the CIIF projects

Project	Social worker	Nurse	General worker	Clerk	Another professional
0012-04C	.00	2.00	.00	.00	3.00
0012-05C	1.00	.00	1.00	.00	1.00
0013-03D	.00	.00	.00	.00	.00
0016-04D	.00	.00	.00	.00	.00
0018-03D	.00	.00	.00	.00	.00
0037-03C	.00	.00	.00	.00	.00
0038-03E	.00	.00	.00	.00	.00
0049-03E	.00	.00	.00	.00	.00
0051-02D	.00	.00	.00	.00	.00
0051-03E	1.50	.00	.00	.00	1.50
0056-02E	.00	.00	.00	.00	.00
0097-01E	.00	.00	.00	.00	.00
0106-02E	.00	.00	.00	.00	.00
0113-01E	.00	.00	.00	.00	.00
0128-02E	.00	.00	.00	.00	2.00
0140-01E	.00	.00	.00	.00	.00
0155-02E	.00	.00	.00	.00	.00
Mean	.1471	.1176	.0588	.0000	.4412

5.1. Measures Derived from Professionals and Members' Reports

Items including the questionnaires for professionals and members generated the following measures.

Group autonomy. It combined items about the groups' decision on what to do without relying on the professionals' job assignment in the recent six months.

Group complexity. It combined items about the complexity of the services performed by the groups, and the skills required for these services in the recent six months.

Group coordination. It combined items about the need for collaboration with professionals, and a few barriers in the form of the intervention of professionals to group services in the recent six months.

Group maturity. It included items about the group members' participation in the recent six months.

Managing in general. As it involved various managerial tasks, it combined items about assigning jobs, approving work, raising the group members' morale, leading, giving awards, giving supervision, monitoring group activities, and giving punishment in the recent six months.

Rationalistic managing. Referring to the practice of the rationalistic approach to management, it combined items about promoting group service effectiveness through evaluation, evaluating the work progress of groups, recording the members' service performance, evaluating the performance of groups, analyzing factors of group service effectiveness, calculating the members' service efficiency, improving the individual members' service performance, and assigning specific jobs to individual group members in the recent six months (Marcoulides et al. 1998).

Human relation managing. Referring to the practice of human relation approach to management, it combined items about allowing the equal participation of group members, organizing services by separating the group into different teams, satisfying the group members' needs, asking for members' opinions, building of relationships among members, and taking care of the group members' personal problems in the recent six months (Flap and Volker 2001).

Input to the community. Covering various tasks of bridging and linking, it combined items about conducting fieldwork or outreach activities, raising funds from the outside, mobilizing community support, promoting support from neighborhood members, asking for support from the business sector, promoting support from other professionals, and providing professional advice in the recent six months.

Capacity building. Enhancing the adaptation of the group members, it combined items about promoting resources and offering training in the recent six months.

Planning. Setting goals for the group members, it combined items about designing working schedules and setting goals in the recent six months.

Integrating. It combined items about arranging connections with other organizations for groups, and arranging communication among the group members in the recent six months.

Encouraging. Reflecting, exploring, and developing the group members' potentials, it combined items about offering opportunities for realizing strengths and emotional support in the recent six months.

Anchoring. It combined items about arranging members to join other organizations and groups, and joining a network with other organizations in the recent six months.

Matching. It combined items about arranging services based on the groups' strengths and arranging service receivers for groups in the recent six months.

Running a cooperative. It combined items about arranging activities for the cooperative

in the recent six months.

Acculturating. For tapping work to elicit value change, it combined items about sharing mutual help spirit in the community, promoting mutual help spirit in groups, and promoting mutual help spirit among service recipients of the groups in the recent six months.

Homogenizing. It combined items about arranging people with the same background to join activities, and arranging friendship among people of the same background in the recent six months.

Innovating. It combined items about giving innovative ideas to groups and designing innovative activities in the recent six months.

Platform making. It was about closeness in the relationship with groups in the recent six months.

Mentorship pairing. It was about pairing mentors and protégés in the recent six months.

Reconciling. It combined items about negotiating with others within groups and resolving conflict in the recent six months.

Transforming. It combined items about changing group services or activities and arranging the groups into joining the activities of the other groups in the recent six months.

Support from the CIIF Secretariat. It included items about giving support for interpersonal relationships, offering human resources, praising, and offering material resources for the project in the recent six months.

Guidance from the CIIF Secretariat. It included items about giving criticism and setting work goals for the project in the recent six months.

Monitoring by the CIIF Secretariat. It combined items about blocking the progress of work and monitoring the progress of the project in the recent six months.

Capability. Reflecting human capital, it combined items about exerting efforts to get things done, solving problems successfully, not trying hard to avoid facing problems, and not giving up your work before completion in the recent three months.

Social capital: network. Representing the structural component of social capital, it included items about closeness to other group members, closeness among group members, and similarity among group members based on their experience in the recent month.

Social capital: helping. Representing a functional action for or investment in social capital, it combined items about the group members who have been helped and the frequency of such help to other group members based on their experience in the recent month (Chan et al. 2004; Wollebaek and Selle 2002).

Social capital: being helping. Representing a functional action of social capital, it combined items about group members who have helped the member, and the frequency of such help from other group members based on their experience in the recent month (Chan et al. 2004; Hofferth et al. 1999).

Social capital: reciprocity. Representing a functional norm transformation investment into social capital, it combined items about the group members helping in return, helping each other, and helping each other in the future based on their experience in the recent month (Chan et al. 2004; Portes 1998).

Social capital: continuity. Representing a functional norm perpetuating social capital, it referred to stability or non-occurrence of change in the members' attitudes toward other members based on their experience in the recent month (Chan et al. 2004; Riedl and van Winden 2004).

Social capital: trust. Representing a functional action of social capital, it combined items about trust among group members and help from other group members not receiving your help based on their experience in the recent month (Chan et al. 2004; Scheufele and Shah 2000).

Social capital. It was a product of social capital structure and social capital function.

Social capital structure refers to networking among members. Social capital function refers to the mean of unconditional help, conditional or reciprocated help, and continuous help. Unconditional help referred to trust in members. Conditional help refers to the product of help to members and reciprocity among members. Continuous help refers to the product of help from members and continuity in members. As such, overall social capital can be demonstrated as (Angelusz and Tardos 2001; Chan et al. 2004; Edwards and Foley 1997, Hofferth et al. 1999; van Deth 2003):

$$Capital = Structure \times Function = Structure \times \frac{Trust + Reciprocity \times Helping + Continuity \times Helped}{3}$$

Function for sustainability. Reflecting the achievement of groups, it combined items about the members making friends by joining group activities, the work effectiveness of the group, the increase in the members' knowledge as they joined the group, the increase in the members' working skills as they joined the group, the members' satisfaction with joining the group, the help offered to other members as they joined the group, the members' use of group facilities, and the non-existence of distress among the members as they joined the group in the recent month.

Structure for sustainability. Reflecting the organization of groups, it combined items about regulations set up by groups, roles possessed by groups, operational adequacy of groups, division of labor in groups, resources of groups, low looseness in groups, few financial problems in groups, few mistakes in group management, and group facilities for the members' use in the recent month.

Will for sustainability. It combined items about the group members' agreement with the mission of the group, the inclination to attend group activities, the willingness to serve the groups, and the inclination to leave the groups in the recent month.

Sustainability. It refers to the product of the will for sustainability and the average of the function and structure of sustainability. The product can be presented as follows:

$$Sustainability = Will \times \frac{Structure + Function}{2}$$

Social cohesion. The professional perception about the community members' social cohesion combined items about serving the community for its improvement, helping others passionately, cooperating with government agencies, participating in community activities actively, not wishing to move out from the community, not being unsociable in behavior, not lacking supporting networks, not having dissenting views, and not being snobbish about the poor and cynical about the rich in the recent month (Berger 2002; Cheung and Leung 2005; Dayton-Johnson 2003; Forrest and Kearns 2001; Jenson 2003; Maloutas and Malouta 2004; White 2003). The group members' own report of social cohesion practice for neighborhood members included items about agreeing with the neighborhood members' words and deeds, willing to join activities with other neighborhood members, communicating with neighborhood members, and helping neighborhood members.

Acquiescence. It refers to the average of all rating items (Calysn and Winter 1999; Hayes and Ross 1986; Zagorski 1999).

With just a few exceptions, the abovementioned measures combined multiple five-point rating items. These items yielded scores of 0 for the lowest point, 25 for the next lowest point, 50 for the mid-point, 75 for the fourth point, and 100 for the highest point. Most composite measures attained favorable internal consistency reliability. Those with somewhat lower internal consistency reliability were group complexity, group coordination, group maturity, capacity building, planning, integrating, matching, transforming, and structure for sustainability. However, low internal consistency reliability did not necessarily mean that the measures were unreliable simply because many different practices did not need to occur simultaneously. As such, internal consistency simply gave a picture of the consistency of

these practices. Low internal consistency signified the case when practices did not happen concurrently.

Table 6: Internal consistency reliability of composite measures

Composite	Professional		Group member	
	Number of items	α	Number of items	α
Group autonomy	2	.560		
Group complexity	2	.325	2	.606
Group maturity	2	.459		
Managing in general	8	.705		
Rationalistic managing	8	.820		
Human relation managing	2	.761		
Capacity building	2	.347	2	.657
Planning	2	.453	2	.656
Integrating	2	.281	2	.631
Encouraging	2	.642	2	.663
Input to the community	7	.793		
Anchoring	2	.673	2	.769
Matching	2	.467	2	.491
Cooperative arranging	2	.738	2	.670
Acculturating	2	.774	2	.686
Homogenizing	2	.787	2	.607
Innovating	2	.599	2	.658
Platform making	2	.611	2	.602
Reconciling	2	.635	2	.724
Transforming	2	.417	2	.558
Support from the CIIF Secretariat	4	.828		
Guidance from the CIIF Secretariat	2	.757		
Monitoring by the CIIF Secretariat	2	.684		
Capability			4	.484
Bonding social capital: network			3	.694
Bonding social capital: helping			2	.541
Bonding social capital: reciprocity			3	.757
Bonding social capital: being helped			2	.588
Bonding social capital: trust			2	.741
Bridging social capital: network			3	.875
Bridging social capital: helping			2	.512
Bridging social capital: reciprocity			3	.884
Bridging social capital: being helped			2	.575
Bridging social capital: trust			2	.692
Function for sustainability	8	.566	8	.716
Structure for sustainability	9	.474	9	.485
Will for sustainability	4	.614	4	.654
Social cohesion	9	.503	4	.695
Acquiescence	106	.950	88	.950

5.2. Professionals

Professionals involved in the survey consisted of 50 CIIF project professionals and 12

non-CIIF service professionals. Apart from disclosing their own background characteristics, they provided information about group characteristics, their practices as well as those of the CIIF Secretariat, group sustainability, and neighborhood social cohesion.

5.2.1. Background Characteristics

The average age of professionals involved in the CIIF projects and the non-CIIF self-help group services was 31.8 years. Among professionals in the CIIF projects, 64.0% were female, whereas among the non-CIIF services, 83.3% were female. Nevertheless, there was no statistically significant difference in age and sex distribution between the CIIF and the non-CIIF projects or services.

Table 7: Means of the professionals' age and sex

Variable	CIIF (N=50)	Non-CIIF (N=12)	All (N=62)
Age	31.2	34.7	31.8
Female (%)	64.0	83.3	67.7

Most professionals had their specialties or qualifications in social work. Nearly three quarters (73.5%) of all CIIF project professionals and two-thirds (66.7%) of all non-CIIF service professionals specialized in social work. Nevertheless, the non-CIIF service professionals were significantly more likely specialized in nursing than were the CIIF project professionals.

Table 8: Percentages about the professionals' specialties

Variable	CIIF (N=50)	Non-CIIF (N=12)	All (N=62)
Specialty in social work	73.5	66.7	72.1
Specialty in medicine	2.0	0.0	1.6
Specialty in nursing	2.0	16.7*	4.9
Specialty in law	0.0	0.0	0.0
Specialty in education	0.0	0.0	0.0
Specialty in engineering	0.0	0.0	0.0
Specialty in accounting	2.0	0.0	1.6
Specialty in another social science discipline	14.3	0.0	11.5
Specialty in another subject	24.5	8.3	21.3

*: significantly higher at .05 level; **: significantly higher at .01 level; ***: significantly higher at .001 level

The education level of the CIIF project professionals and the non-CIIF service professionals were very similar. More of them have bachelors' degrees than other diplomas.

Table 9: Percentage of the professionals' education level

Variable	CIIF (N=50)	Non-CIIF (N=12)	All (N=62)
Certificate/diploma holder	25.0	25.0	25.0
Bachelor	39.6	50.0	41.7
Master	25.0	0.0	20.0
Doctor	0.0	0.0	0.0

Most of the CIIF project or the non-CIIF service professionals were full-time employees and projects workers. Among the CIIF project professionals, one-fifth (20.4%) were staff of other posts in the agencies. The non-CIIF service professionals had longer tenure with their posts and agencies than did the CIIF project professionals. Apparently, the CIIF project professionals were more likely to be newly hired staff for the projects.

Table 10: Means of the professionals' responses

Variable	CIIF (N=50)	Non-CIIF (N=12)	All (N=62)
Full-time employee	74.0	83.3	75.8
Part-time employee	22.0	0.0	17.7
Volunteer	4.0	16.7	6.5
Project worker	61.2	75.0	63.9
Project supervisor	18.4	25.0	19.7
Staff of another post in the agency	20.4	0.0	16.4
Outside the agency	0.0	0.0	0.0
Months in the post	19.5	53.1***	26.3
Months in the agency	48.2	119.4**	61.7

*: significantly higher at .05 level; **: significantly higher at .01 level; ***: significantly higher at .001 level

5.2.2. Group Characteristics

According to the CIIF project professionals, the average number of group members was currently at 67, and that three and six months before, the average had been 60 and 47, respectively. Thus, it could be said that the group size was growing steadily. In contrast, the group size of the non-CIIF self-help groups was substantially lower, less than half the size of those of the CIIF projects. In addition, the number of group members concurrently acting as team leaders and the total number of group members serving as team leaders were larger among the CIIF projects than among the non-CIIF groups. This difference illustrated that the CIIF projects were larger in scale than were the non-CIIF self-help groups.

Table 11: Means of the professionals' reports of group size

Variable	CIIF (N=50)	Non-CIIF (N=12)	All (N=62)
Number of group members six months ago	46.6	19.4	41.4
Number of group members three months ago	59.9*	20.9	52.8
Number of group members now	67.1	23.8	58.0
Number of group members as a team leader at the same time	4.8	2.4	4.3
Total number of group members as a team leader	7.6	4.1	6.8

*: significantly higher at .05 level; **: significantly higher at .01 level; ***: significantly higher at .001 level

According to the CIIF project professionals, on average, the groups of the CIIF projects were in a moderate level in terms of intimacy with professionals, maturity, complexity, and autonomy. Similar levels of these group properties occurred in the non-CIIF self-help groups, with the exception that intimacy between the group and the professionals was significantly higher in the non-CIIF group. Apparently, the longer tenure of the non-CIIF service staff might account for the higher intimacy of the staff with the group members. This speculation pointed to the likelihood that greater intimacy required more time to develop (Tubbs et al.

2005).

Table 12: Means of the professionals' reports of group properties

Variable	CIIF (N=50)	Non-CIIF (N=12)	All (N=62)
Group autonomy	53.4	49.0	52.5
Deciding what to do	58.3	58.3	58.3
Not relying on professionals' job assignment	48.4	39.6	46.6
Group complexity	58.5	52.1	57.2
Complexity of services	60.9	58.3	60.3
Skills required for services	56.4	45.8	54.2
Group maturity	60.9	67.7	62.3
Maturity	58.2	62.5	59.1
Intensity of group members' participation	64.4	72.9	66.1
Intimacy	62.8	75.0*	65.2
Closeness in the relationship with groups	62.8	75.0*	65.2

*: significantly higher at .05 level; **: significantly higher at .01 level; ***: significantly higher at .001 level

5.2.3. Practices

On average, the professionals' managerial work for self-help groups was at a modest level. It was most notable in raising the group members' morale, especially for the CIIF project groups. Leading was the second most common general managerial task applied. In contrast, punishment was extremely rare among professionals. The CIIF project professional, on average, performed general managerial tasks more frequently than did the non-CIIF service professional. Hence, the CIIF project professionals instilled more managerial input to the self-help groups of their projects.

Table 13: Means of the professionals' general managerial practice

Variable	CIIF (N=50)	Non-CIIF (N=12)	All (N=62)
Managing in general	51.2*	42.4	49.5
Assigning jobs	57.8	54.2	57.1
Approving work	46.4*	27.3	42.8
Cheering up group members' morale	69.3*	54.5	66.5
Leading	63.3	56.8	62.1
Giving awards	58.7*	45.8	56.1
Giving supervision	50.0	45.5	49.2
Monitoring group activities	52.6	43.2	50.8
Giving punishment	8.5	10.4	8.9

*: significantly higher at .05 level; **: significantly higher at .01 level; ***: significantly higher at .001 level

The professional, on average, practiced the rationalistic approach to management at a modest level. Such practice was notable in analyzing factors of group service effectiveness and evaluating the work progress of groups. The CIIF project professional in general, tended to practice the rationalistic approach more intensely than did the non-CIIF service professional. Significant differences occurred in improving the members' service performance and calculating their service efficiency.

Table 14: Means of the professionals' practice of the rationalist approach to management

Variable	CIIF (N=50)	Non-CIIF (N=12)	All (N=62)
Rationalistic managing	54.3	45.5	52.6
Promoting group service effectiveness through evaluation	50.5	36.4	47.9
Evaluating the work progress of groups	59.2	50.0	57.5
Recording members' service performance	49.5	39.6	47.5
Evaluating the performance of groups	59.2	60.4	59.4
Analyzing factors of group service effectiveness	59.6	54.5	58.6
Calculating members' service efficiency	52.6*	33.3	48.8
Improving individual members' service performance	53.6*	36.4	50.4
Assigning specific jobs to individual group members	50.5	47.7	50.0

*: significantly higher at .05 level; **: significantly higher at .01 level; ***: significantly higher at .001 level

On average, the professional's practice of the human relation approach to management was at a moderate level. The practice was most notable in the act of asking for the members' opinions. The non-CIIF service professional in general, practiced significantly more in allowing the equal participation of group members than did the CIIF project professional. Nevertheless, the overall practice of human relation management did not exhibit a significant difference between the CIIF project and the non-CIIF service professionals.

Table 15: Means of the professionals' practice of the human relation approach to management

Variable	CIIF (N=50)	Non-CIIF (N=12)	All (N=62)
Human relation managing	64.1	65.6	64.4
Allowing the equal participation of group members	63.8	81.3*	67.2
Organizing services by separating the group into different teams	60.9	50.0	58.8
Satisfying group members' needs	65.3	62.5	64.8
Asking for members' opinions	72.4	72.9	72.5
Building up relationships among members	67.3	66.7	67.2
Taking care of group members' personal problems	54.8	60.4	55.9

*: significantly higher at .05 level; **: significantly higher at .01 level; ***: significantly higher at .001 level

On average, the CIIF project professional offered a modest level of input to the community. The input was most notable in conducting fieldwork or outreach activities. In contrast, the average non-CIIF service professional contributed a rather low input to the community. Hence, the CIIF project professional generally offered more input to the community than did the non-CIIF service professional. The CIIF project professionals appeared to be more committed to community development, essentially for social capital building at the community level.

Table 16: Means of the professionals' input to the community

Variable	CIIF (N=50)	Non-CIIF (N=12)	All (N=62)
Input to the community	50.8***	30.7	46.9
Conducting field work or reach-out activities	58.2*	41.7	54.9
Raising funds from outside	22.9	6.8	19.8
Mobilizing community support	53.6**	22.7	47.9
Promoting the support from neighborhood members	51.0**	18.8	44.7
Asking for support from the business sector	45.4***	9.1	38.8
Promoting support from other professionals	58.7*	41.7	55.3
Providing professional advice	64.8	64.6	64.8

*: significantly higher at .05 level; **: significantly higher at .01 level; ***: significantly higher at .001 level

The professional, on average, provided the basic functions (i.e., capacity building, planning, integration, and encouraging) at modest to moderate levels. Encouraging was the most frequently practiced function, and integrating was the least frequently performed function. The CIIF project professional and the non-CIIF service professional displayed a similar level of work regarding these basic functions.

Table 17: Means of the professionals' practice of basic functions for social capital and sustainability development

Variable	CIIF (N=50)	Non-CIIF (N=12)	All (N=62)
Capacity building	66.3	64.6	66.0
Providing resources	67.9	77.1	69.7
Offering training	64.8	52.1	62.3
Planning	62.0	59.4	61.5
Designing working schedules	55.7	54.2	55.4
Setting goals	67.9	64.6	67.2
Integrating	53.3	52.1	53.1
Arranging connections with other organizations for groups	51.0	41.7	49.2
Arranging communication among group members	55.4	62.5	56.9
Encouraging	71.9	80.2	73.6
Offering opportunities for realizing strengths	70.9	81.3	73.0
Offering emotional support	73.0	79.2	74.2

The CIIF project professional, on average, most frequently performed acculturating, platform making, matching, and homogenizing in grouping, at a moderate level. In contrast, the professional least performed mentorship pairing and anchoring at a rather low level. Innovating, transforming, reconciling, and cooperative arranging were at a modest level of practice. The non-CIIF service professional generally showed the same levels of practice as did the CIIF project professional, except mentorship pairing. This pairing task was extremely rare among the non-CIIF service professionals.

Table 18: Means of the professionals' practices for social capital and sustainability development

Variable	CIIF (N=50)	Non-CIIF (N=12)	All (N=62)
Anchoring	37.0	30.7	35.8
Arranging members to join other organizations	37.5	36.4	37.3
Arranging groups to join a network with other organizations	37.2	25.0	34.9
Matching	63.8	55.2	62.1
Arranging services based on groups' strengths	63.3	52.3	61.3
Arranging service receivers for groups	63.5	62.5	63.3
Cooperative arranging	42.8	35.2	41.3
Arranging activities for the cooperative	46.0	52.3	47.3
Arranging for the cooperative	39.4*	18.2	35.3
Acculturating	67.2	56.9	65.2
Sharing mutual help spirit to the community	62.8	45.5	59.6
Promoting mutual help spirit in groups	71.4	70.8	71.3
Promoting mutual help spirit among service recipients of groups	67.3	54.5	65.0
Homogenizing	60.2	57.3	59.6
Arranging people with the same background to join activities	61.2	62.5	61.5
Arranging friendship among people of the same background	59.2	52.1	57.8
Innovating	56.4	51.0	55.3
Giving innovative ideas to groups	57.1	52.1	56.1
Designing innovative activities	55.6	50.0	54.5
Mentorship pairing	30.7*	13.6	27.3
Pairing mentors and protégés	30.7*	13.6	27.3
Platform making	64.5	57.3	63.1
Serving as a bridge of communication	66.3	54.2	63.9
Promoting communication inside and outside groups	62.8	60.4	62.3
Reconciling	46.7	39.6	45.3
Negotiating with others for groups	51.0	34.1	47.9
Resolving conflict	41.0	41.7	41.1
Transforming	48.2	41.7	46.9
Changing group services or activities	48.4	37.5	46.3
Arranging groups to join activities of other groups	47.9	43.2	47.0

*: significantly higher at .05 level; **: significantly higher at .01 level; ***: significantly higher at .001 level

According to the CIIF project professionals, the CIIF Secretariat made the largest input in guidance, followed by monitoring, and the least input when it came to providing support. The level of monitoring and support was rather low, whereas guidance was at a modest level.

Table 19: Means of the professionals' perception of input from the CIIF Secretariat

Variable	CIIF (N=50)	Non-CIIF (N=12)	All (N=62)
Support from the CIIF Secretariat	28.4		28.4
Giving support for interpersonal relationships	22.9		22.9
Offering human resources	25.5		25.5
Praising	31.3		31.3
Offering material resources	33.9		33.9
Guidance from the CIIF Secretariat	44.0		44.0
Giving criticism	40.1		40.1
Setting work goals	47.9		47.9
Monitoring by the CIIF Secretariat	39.1		39.1
Blocking the progress of work	27.6		27.6
Monitoring work	50.5		50.5

5.2.4. Group Sustainability

The structure for sustainability for the self-help group, according to professionals, was at a modest level on average. The structure was most notable in having a few mistakes in the management of the group. In this aspect, the non-CIIF groups were significantly more structured than were the CIIF project groups.

Table 20: Means of the professionals' perception of group structure for sustainability

Variable	CIIF (N=50)	Non-CIIF (N=12)	All (N=62)
Structure for sustainability	55.5	57.9	56.0
Regulations set up by the group	54.3	43.2	52.2
Roles possessed by the group	54.9	54.5	54.8
Operational adequacy of the group	51.6	47.7	50.9
Division of labor in the group	55.9	65.9	57.8
Resources of groups (including human, financial and material resources)	48.4	40.9	46.9
Little looseness of the group	60.9	68.2	62.3
Few financial problems (expenses exceeding income) in the group	65.9	72.7	67.3
Few mistakes in the management of the group	70.3	84.1*	73.1
Group facilities for members' use	41.3	33.3	39.7

*: significantly higher at .05 level; **: significantly higher at .01 level; ***: significantly higher at .001 level

The function for sustaining the self-help group, according to professionals, was on average, at a moderate level. It was most notable in terms of extending help to members and members' satisfaction. The non-CIIF self-help group was significantly lower in members' distress than was the CIIF project group. Nevertheless, both the CIIF project group and the non-CIIF self-help group performed overall similar functions..

Table 21: Means of the professionals' perception of group function for sustainability

Variable	CIIF (N=50)	Non-CIIF (N=12)	All (N=62)
Function for sustainability	67.2	65.9	66.9
Members' making friends through joining group activities	70.7	72.9	71.2
Work effectiveness of the group	68.1	65.9	67.7
Members' knowledge increased by joining the group	70.2	66.7	69.5
Members' working skills increased by joining the group	59.2	54.5	58.3
Members' satisfaction with joining the group	72.9	68.2	72.0
Help to members from joining the group	73.9	63.6	72.0
Members' use of group facilities	46.3	38.6	44.8
Few members' distress caused by joining the groups	75.0	90.9*	78.1

*: significantly higher at .05 level; **: significantly higher at .01 level; ***: significantly higher at .001 level

The members' will to sustain the self-help group, according to professionals, was rather high. It was most notable in the low inclination to leave the group. In this regard, the non-CIIF group members tended to have significantly lower inclinations than did the CIIF project group members. Nevertheless, the will as a whole was not significantly different between the CIIF project group and the non-CIIF self-help group.

Combining structure, function, and will for group sustainability in a logical way yielded, on average, a modest level of group sustainability. The overall sustainability was not significantly different between the CIIF project group and the non-CIIF self-help group.

Table 22: Means of the professionals' perception of group members' will for sustainability

Variable	CIIF (N=50)	Non-CIIF (N=12)	All (N=62)
Will for sustainability	72.1	77.3	73.1
Members' agreeing with the mission of the group	73.4	70.5	72.8
Members' wish of attending group activities	67.9	72.7	68.9
Member's willingness of serve for the group	66.0	68.2	66.4
Members' low wish to leave the group	81.0	97.7*	84.2
Sustainability	44.5	47.4	45.0

*: significantly higher at .05 level; **: significantly higher at .01 level; ***: significantly higher at .001 level

5.2.5. Neighborhood Social Cohesion

According to the CIIF project professional, the neighborhood members' social cohesion practice was on average, at a moderate level. Social cohesion was most notable in not wishing to move out from the community, and not being snobbish about the poor and cynical about the rich. In the aspect of serving the community for its improvement, social cohesion perceived by the non-CIIF service professionals was significantly lower than that perceived by the CIIF project professional. This represented a possible instance where the CIIF project contributed to social cohesion in the community.

Table 23: Means of the professionals' perception of the neighborhood members' social cohesion

Variable	CIIF (N=50)	Non-CIIF (N=12)	All (N=62)
Social cohesion	63.8	57.6	62.5
Serving the community for its improvement	52.2*	31.3	47.8
Helping others passionately	59.2	56.3	58.6
Cooperating with government agencies	33.2	20.8	30.6
Participating in community activities actively	54.3	45.8	52.6
Not wishing to move out from the community	87.0	85.4	86.6
Not being unsociable behaviorally	77.7	81.3	78.4
Not lacking supporting networks	61.4	66.7	62.5
Not having dissenting views	68.9	56.3	66.2
Not being snobbish about the poor and cynical about the rich	80.4	75.0	79.3

*: significantly higher at .05 level; **: significantly higher at .01 level; ***: significantly higher at .001 level;

5.3. Group Members

Group members came to a total of 358 from the 15 CIIF projects and 98 from the seven non-CIIF self-help groups. Apart from providing information about their own backgrounds, the group members disclosed their experiences in professional practices, social capital, group sustainability, social cohesion, and capability.

5.3.1. Sociodemographic Characteristics

The CIIF project group members had an average age of 35.2 years, which was significantly and substantially lower than that (50.9) of the non-CIIF self-help group members. As such, the non-CIIF self-groups involved older members, including those attending elderly social centers. On the other hand, there was no significant difference in sex distribution between the group members of the CIIF projects and the non-CIIF services, as about two-thirds of the members were female. Almost 60% of the group members were born in Hong Kong. However, the CIIF project group member was slightly but significantly more likely to have been born in Hong Kong than was the non-CIIF group member. As such, disproportionately more of the non-CIIF group members were born in Mainland China, probably because they were older people who migrated to Hong Kong at an earlier time. Moreover, almost 90% of the non-CIIF group members were Chinese, whereas only two-thirds of the CIIF project group members were so. Slightly over a quarter of the CIIF project group members used English in the survey interview. Only 10% of the non-CIIF group members used English in the survey. Furthermore, the average education level of the CIIF project group members was higher than that of the non-CIIF group members. As such, the average CIIF-project group member attained a secondary level of education, whereas the average non-CIIF group member had a level between primary and secondary ones.

Table 24: Means of the group members' demographic characteristics

Variable	CIIF (<i>N</i> =358)	Non- CIIF (<i>N</i> =98)	<i>All</i> (<i>N</i> =456)
Age	35.2	50.9***	38.7
Female (%)	67.3	65.3	66.9
Born in Hong Kong (%)	59.3**	55.1	58.4
Born in Mainland China (%)	21.8	37.8**	25.3
Born in another place (%)	18.9**	7.1	16.3
Chinese (%)	66.9	88.5***	71.6
Use of English (%)	26.5**	10.2	23.0
Education	26.8***	14.9	24.2

*: significantly higher at .05 level; **: significantly higher at .01 level; ***: significantly higher at .001 level

Slightly over half of the group members were never employed. Apart from them, about 30% of the group members were employees. The non-CIIF group member was significantly more likely than the CIIF member to be an employee. Similarly, nearly half of the group members had a class background of belonging to the surplus class, meaning that they were not members of the labor force (O'Connell 2002). About one third of the group members had a background of belonging to the working class, comprising of blue-collar workers, based on their major occupations in a lifetime. As such, 15.2% of the group members had a background other than belonging to the surplus and working classes. The majority of group members were thus lower-class people.

Table 25: Means of the group members' employment characteristics

Variable	CIIF (<i>N</i> =358)	Non-CIIF (<i>N</i> =98)	<i>All</i> (<i>N</i> =456)
Employee	28.5	39.6*	30.9
Employer	0.6	1.0	0.7
Self-employed	10.2	4.2	8.9
Unemployed	4.9	2.1	4.3
Never employed	55.8	53.1	55.2
Ownership class	2.3	4.2	2.7
Upper middle class	4.9	3.1	4.5
Middle class	7.0	11.5	8.0
Working class	31.4	32.3	31.6
Surplus class	53.7	48.0	52.5

*: significantly higher at .05 level; **: significantly higher at .01 level; ***: significantly higher at .001 level

Nearly half of the group members resided in public rental housing. Apart from them, 17.9% of the CIIF project group members lived in private rental housing, whereas only 6.2% of the non-CIIF group members did so. Moreover, 6.2% of the CIIF project group members lived in quarters, whereas no non-CIIF group members lived in such places.

Table 26: Percentages about the group members' residential characteristics

Variable	CIIF (N=358)	Non- CIIF (N=98)	All (N=456)
Owned housing	13.8	22.7	15.8
Family-owned housing	14.1	13.4	14.0
Public rental housing	47.9	57.7	50.1
Private rental housing	17.9**	6.2	15.3
Quarters	6.2*	0.0	4.8

*: significantly higher at .05 level; **: significantly higher at .01 level; ***: significantly higher at .001 level

Most of group members were married, but the non-CIIF group members were more likely to be married than the CIIF project group members. About 40% of the CIIF project group members were unmarried, but only 12.2% of the non-CIIF group members were unmarried. In contrast, 5.1% of the non-CIIF group members were widowed, whereas only 1.5% of the CIIF project group members were so. There was significant difference in marital status between the CIIF project group members and the non-CIIF group members.

Table 27: Percentages of group members' marital status

Variable	CIIF (N=358)	Non-CIIF (N=98)	All (N=456)
Unmarried	39.9***	12.2	33.8
Married	51.6	71.4***	56.0
Cohabiting	0.0	0.0	0.0
Divorced/separated	7.0	11.2	7.9
Widowed	1.5	5.1*	2.3

*: significantly higher at .05 level; **: significantly higher at .01 level; ***: significantly higher at .001 level

There was no significant difference in family and financial conditions between CIIF project group members and non-CIIF group members. The majority of them never received Comprehensive Social Security Assistance (CSSA). About one-fifth, however, had received CSSA in the past. At present, only a few were receiving CSSA.

Table 28: Means of group members' family and financial conditions

Variable	CIIF (N=358)	Non-CIIF (N=98)	All (N=456)
Family size	4.1	3.9	4.1
Family income ('000)	12.2	14.2	12.7
Receiving CSSA currently	2.5	5.3	3.1
Receiving CSSA in the past	21.6	21.1	21.5
Expecting to receive CSSA in future	3.1	7.4	4.1
Never received CSSA	72.7	66.3	71.3

About 40% of CIIF project group members did not have religious faith while one-fifth were either Protestants or members of other religions. These proportions were significantly greater than those of non-CIIF group members. In contrast, the non-CIIF group members were more likely to be Catholics than CIIF project group members.

Table 29: Percentages of group members' religious faith

Variable	CIIF (N=358)	Non-CIIF (N=98)	All (N=456)
No religious faith	40.9	52.0	43.4
Protestantism	20.2*	10.2	18.0
Catholicism	3.2	9.2*	4.5
Buddhism	14.7	16.3	15.1
Daoism	0.6	2.0	0.9
Faith in another religion	20.5*	10.2	18.2

*: significantly higher at .05 level; **: significantly higher at .01 level; ***: significantly higher at .001 level

Nearly half of CIIF project group members required the assistance of the project staff in completing the survey. This proportion was significantly higher than that of non-CIIF group members. In contrast, nearly half of non-CIIF group members required the assistance of interviewers hired by the research project. This proportion was substantially higher than that of CIIF project group members. Besides, 22.9% of CIIF project group members required the assistance of other group members to complete the survey, whereas only 4.1% of non-CIIF group members did the same. Thus, there was a significant difference in the mode of completing the survey between the CIIF project group members and the non-CIIF group members.

Table 30: Percentages of group members' need for assistance in completing the interview

Variable	CIIF (N=358)	Non-CIIF (N=98)	All (N=456)
Another group member's assistance in the survey	22.9***	4.1	18.1
Interpreter's assistance in the survey	18.7	10.2	16.5
Interviewer's assistance in the survey	9.9	49.0***	19.9
Project staff's assistance in the survey	48.6*	36.7	45.5

*: significantly higher at .05 level; **: significantly higher at .01 level; ***: significantly higher at .001 level

5.3.2. Group Properties

According to CIIF project group members, the overall complexity of the group was at a modest level. In contrast, the complexity of the non-CIIF group was at a rather low level. Therefore, it shows that the CIIF project group tended to be more significantly complex than the non-CIIF group. On the other hand, there was no significant difference between attendance at group activities of CIIF project group members and non-CIIF group members. In the recent month, the average CIIF-project group member attended group activities for 7.2 hours, while the average non-CIIF group member attended group activities for 5.4 hours. According to group members, the CIIF project group member and non-CIIF group member were equally intimate with the professionals. However, CIIF project group members were more likely to acquiesce on all items, highly but indiscriminately than non-CIIF group members. Overall, there were many significant background differences between CIIF project group members and non-CIIF group members.

Table 31: Mean of group members' group and response tendencies

Variable	CIIF (N=358)	Non-CIIF (N=98)	All (N=456)
Group complexity	46.1***	34.0	43.5
Complexity of the services	41.2***	29.5	38.6
Skills required for the services	50.6***	38.9	48.1
Group activity attendance (times in the recent month)	2.9	2.6	2.9
Group activity attendance (minutes per activity in the recent month)	118.8	116.4	118.2
Group activity attendance (times per month, earlier than 3 months ago)	3.9	3.0	3.7
Group activity attendance (minutes per activity per month, earlier than 3 months ago)	108.5	114.2	109.9
Group activity attendance (hours in the recent month)	7.2	5.4	6.8
Group activity attendance (hours per month earlier than 3 months ago)	9.5	6.9	8.8
Intimacy	60.9	60.7	60.9
Closeness in relationship with professionals	60.9	60.7	60.9
Acquiescence	43.9***	38.0	42.6

*: significantly higher at .05 level; **: significantly higher at .01 level; ***: significantly higher at .001 level

5.3.3. Professionals' Practices

Based on group members' personal experience, they stated that the basic function of encouraging was best performed by the professionals, whereas capacity building, planning, and integrating were performed at an average. Among all the functions, capacity building was most frequently done by CIIF project professionals than by non-CIIF service professionals. In addition, the three other functions did not show any significant difference between CIIF project professionals and non-CIIF service professionals.

Table 32. Mean of group members' experiences of basic professional functions

Variable	CIIF (N=358)	Non-CIIF (N=98)	All (N=456)
Capacity building	57.7*	50.9	56.2
Offering training	57.9	55.9	57.5
Providing resources to you	57.3***	45.9	54.8
Planning	56.3	55.2	56.1
Designing working schedules for you	57.1	58.8	57.5
Setting goals for you	55.7	52.1	54.9
Integrating	56.5	57.3	56.7
Arranging for communication between you and other group members	57.0	60.4	57.8
Arranging for you to connect with other organizations	55.6	55.1	55.5
Encouraging	64.3	61.9	63.8
Offering opportunities to help you realize your strength	63.9	59.8	63.0
Offering emotional support	65.1	64.7	65.0

*: significantly higher at .05 level; **: significantly higher at .01 level; ***: significantly higher at .001 level

Among CIIF project group members, the experience of acculturating by professionals was the most frequent, followed by homogenizing in grouping. On the other hand, mentoring pairing, reconciling, and anchoring appeared to be less frequent. On average, the CIIF project group member experienced significantly more anchoring, cooperative arranging, homogenizing, mentorship pairing, reconciling, and transforming by CIIF project professionals than the non-CIIF group member. On the other hand, experiences of matching, acculturating, innovating, and platform making did not show any significant difference between CIIF project group members and non-CIIF group members.

Table 33. Means of group members' experiences of professional practices

Variable	CIIF (N=358)	Non-CIIF (N=98)	All (N=456)
Anchoring	48.4***	29.2	44.2
Arranging for you to join a network with other organizations	50.4***	30.1	45.9
Arranging for you to join other organizations	46.5***	28.3	42.5
Matching	59.3	57.5	58.9
Arranging services based on your strength	60.9	56.9	60.0
Arranging service receivers for you	57.2	58.2	57.4
Cooperative arranging	53.1***	35.6	49.2
Arranging for you to join activities of the cooperative	57.7**	47.7	55.5
Arranging for you to join the cooperative	48.2***	23.7	42.7
Acculturating	65.6	62.5	64.9
Sharing with you some mutual help	67.5	64.0	66.7
Promoting the spirit of mutual help among your service recipients	63.6	60.6	62.9
Homogenizing	60.1***	48.9	57.6
Arranging friendship among people with the same background	60.2***	44.9	56.8
Arranging activities for people with similar backgrounds	59.8**	52.8	58.2
Innovating	55.9	49.0	54.4
Arranging innovative activities for you	57.3	53.8	56.5
Providing you with innovative ideas	54.7**	44.5	52.4
Mentorship pairing	44.9**	35.8	42.9
Arranging a mentor-protégé pairing for you	44.9	35.8	42.9
Platform making	58.3	54.2	57.4
Serving as a bridge in communication	58.3	58.5	58.4
Promoting communication inside and outside the group	58.2**	49.5	56.3
Reconciling	47.4***	32.4	44.0
Resolving conflict	46.2***	32.9	43.3
Negotiating with others for you	48.6***	31.7	44.9
Transforming	52.4**	45.7	50.9
Changing your services or activities in groups	50.1***	37.5	47.3
Arranging for you to join other group activities	54.6	53.8	54.4

*: significantly higher at .05 level; **: significantly higher at .01 level; ***: significantly higher at .001 level

5.3.4. Social Capital

Bonding social capital, as a product of structural and functional components, was significantly high in non-CIIF group members than in CIIF project group members. Notably,

the components of networking of group members, group members' continuity, and trust in group members were significantly higher among non-CIIF group members than among CIIF project group members. Only help to and from group members did not manifest any significant difference between CIIF project group members and non-CIIF group members.

Table 34: Mean of group members' bonding social capital

Variable	CIIF (N=358)	Non-CIIF (N=98)	All (N=456)
Networking of group members	58.5	64.5**	59.8
Closeness to group members	59.7	69.5***	61.8
Closeness among group members	59.5	68.6***	61.5
Similarity among group members	56.1	57.0	56.3
Help to group members	50.1	51.3	50.4
Group members helped (%)	48.4	52.9*	49.5
Frequency of help to group members	51.0	51.8	51.2
Group members' reciprocity	62.1	66.1	63.0
Group member helping in return	60.3	67.2*	61.7
Group member helping each other	61.1	66.0	62.2
Group member helping each other in the future	65.3	65.7	65.4
Help from group members	50.4	55.2	51.4
Group members who helped you	45.7	55.2	47.8
Frequency of help from group members	53.4	57.0	54.2
Group members' continuity	48.1	63.3***	51.4
Group members keeping their attitude	48.1	63.3***	51.4
Trust in group members	56.6	61.7*	57.7
Trust in group members	60.9	63.7	61.5
Help from group members not receiving your help	52.4	59.9**	54.1
Bonding social capital from group members	23.6	30.1***	25.0

*: significantly higher at .05 level; **: significantly higher at .01 level; ***: significantly higher at .001 level

No significant difference was noted between the CIIF project group members and the non-CIIF group members in terms of bridging social capital from neighborhood members, as a product of its structural and functional components. However, there was a significant difference in neighborhood members' continuity in the relationship with the group member, in that the non-CIIF group members appeared to be more consistent than the CIIF project group members. In addition, help to and from acquainted neighborhood members were proportionately higher among CIIF project group members than among non-CIIF group members. This result indicated that the bridging function of CIIF project group members was better. Nevertheless, this performance was not sufficient to make the overall category of bridging social capital higher among CIIF project group members.

Table 35: Mean of group members' bridging social capital

Variable	CIIF (N=358)	Non-CIIF (N=98)	All (N=456)
Networking of neighborhood members	47.0	51.0	47.9
Closeness to neighborhood members	47.5	55.5*	49.2
Closeness among neighborhood members	48.5	51.8	49.3
Similarity among neighborhood members	44.6	46.0	44.9
Help given to neighborhood members	50.1	45.3	49.0

Variable	CIIF (N=358)	Non-CIIF (N=98)	All (N=456)
Neighborhood members helped (%)	64.0***	43.6	59.0
Frequency of help given to neighborhood members	46.0	45.8	45.9
Neighborhood members' reciprocity	50.3	52.0	50.7
Neighborhood member helping in return	47.3	50.5	48.0
Neighborhood member helping each other	51.4	52.0	51.6
Neighborhood member helping each other in the future	52.0	53.3	52.3
Help from neighborhood members	43.7	38.5	42.5
Neighborhood members who helped you (%)	57.2**	38.3	52.6
Frequency of help from neighborhood members	39.6	39.8	39.6
Neighborhood members' continuity	55.9	64.4**	57.9
Neighborhood members' keep their attitude	55.9	64.4**	57.9
Trust in neighborhood members	44.2	42.7	43.9
Trust in neighborhood members	47.5	45.2	47.0
Help received from neighborhood members who do not receive your help	40.8	40.9	40.8
Bridging social capital from neighborhood members	18.2	17.5	18.0

*: significantly higher at .05 level; **: significantly higher at .01 level; ***: significantly higher at .001 level

5.3.5. Social Cohesion and Capability

Social cohesion with neighborhood members did not result in a significant difference between the CIIF project group members and the non-CIIF group members. However, the CIIF project group members scored higher in terms of the instance of agreeing with neighborhood members' words and deeds. Furthermore, the overall level of social cohesion was at modest level.

Table 36: Mean of group members' social cohesion with neighborhood members

Variable	CIIF (N=358)	Non-CIIF (N=98)	All (N=456)
Social cohesion	45.9	42.8	45.2
Agreeing with neighborhood members' words and deeds	45.4***	32.9	42.6
Willingness to join the neighborhood members in their activities	55.5	56.4	55.7
Communication with neighborhood members	41.8	41.8	41.8
Helping neighborhood members	41.1	39.8	40.8

*: significantly higher at .05 level; **: significantly higher at .01 level; ***: significantly higher at .001 level

Capability, which was observed at a moderately high level was significantly higher among the non-CIIF group members than among the CIIF project group members. Notably, the non-CIIF group members had significantly less tendency of trying hard to avoid facing problems, and giving up work before its completion.

Table 37: Means of group members' capability

Variable	CIIF (N=358)	Non-CIIF (N=98)	All (N=456)
Capability	66.6	71.7**	67.7
Keeping up efforts to get things done	66.6	68.1	67.0
Solving problems successfully	61.8	65.6	62.6
Not trying hard to avoid facing problems	62.7	72.7***	64.9
Not giving up your work before its completion	74.9	80.6*	76.1

*: significantly higher at .05 level; **: significantly higher at .01 level; ***: significantly higher at .001 level

5.3.6. Group Sustainability

In terms of perceived structure for sustainability, no significant difference was noted between CIIF project group members and non-CIIF group members. Overall, it was actually at a modest level, for both groups. Nevertheless, there were some significant differences in the components of the structure. Accordingly, the CIIF project group member, found significantly more resources, facilities, and regulations in the group. However, higher looseness and more management mistakes were also traced. On balance, the divergent differences did not result in a significant difference in structure for group sustainability.

Table 38: Mean of group members' perceived group structure for sustainability

Variable	CIIF (N=358)	Non-CIIF (N=98)	All (N=456)
Structure for sustainability	52.8	52.8	52.8
Roles in the group	55.3	51.8	54.6
Division of labor in the group	57.9	57.0	57.7
Adequacy of operation in the group	56.7	60.0	57.4
Resources in the group	47.6*	41.8	46.3
Regulations in the group	41.2*	34.0	39.6
Low looseness in the group	57.9	68.2***	60.1
Few management mistakes in the group	64.9	84.8***	69.1
Facilities provided by the group	44.0***	31.5	41.3
Proportion of friends as members of the group	49.1	49.0	49.0

*: significantly higher at .05 level; **: significantly higher at .01 level; ***: significantly higher at .001 level

Function for group sustainability was significantly higher for non-CIIF group members than for CIIF project group members; although both had an average of moderately high level. Notably, the non-CIIF group member perceived higher increase in knowledge, help, and lower distress from joining the group. Nevertheless, the CIIF project group member, on average, used the facilities of the group more frequently, but this single advantage was not sufficient to make the function of the CIIF project group on par with that of the non-CIIF group.

Table 39: Mean of group members' perceived group function for sustainability

Variable	CIIF (N=358)	Non-CIIF (N=98)	All (N=456)
Function for sustainability	62.3	67.6***	63.5
Effectiveness of the work of the group	63.0	65.5	63.6
Satisfaction with the group	68.0	74.0*	69.3
Increase in working skills by joining the group	61.9	67.8*	63.1
Friends made through the group	64.7	78.4**	67.6
Using the group's facilities	43.5**	34.1	41.4
Increase in knowledge by joining the group	64.3	74.5***	66.5
Helpfulness of the group	62.0	69.3**	63.6
Low distress from joining the group	70.1	78.1**	71.8

*: significantly higher at .05 level; **: significantly higher at .01 level; ***: significantly higher at .001 level

The group members' will for group sustainability was significantly higher among non-CIIF group members than among CIIF project group members. Nevertheless, the total mean was moderately high, among all members. Overall, aggregated group sustainability was significantly higher in non-CIIF groups than in CIIF project groups.

Table 40: Mean of group members' will for sustainability

Variable	CIIF (N=358)	Non-CIIF (N=98)	All (N=456)
Will for sustainability	68.8	75.5***	70.3
Agreeing with the mission of the group	68.7	74.5*	70.0
Willingness to serve for the group	67.8	74.0*	69.1
Willingness to attend group activities	64.7	71.4**	66.1
Non-willingness to leave the group	74.0	82.2**	75.8
Sustainability	40.5	46.2**	41.8

*: significantly higher at .05 level; **: significantly higher at .01 level; ***: significantly higher at .001 level

6. Analytic Findings from the Survey

Benchmarking was a procedure conducted to identify factors or performance indicators, especially controllable practices which lead to favorable outcomes. In this study, favorable outcomes concerned were bonding and bridging social capital, structural, functional, and intentional group sustainability, social cohesion with neighborhood members, and capability. The procedure required for benchmarking was the statistical analytic technique of regression analysis, which identified significant factors predicting favorable outcomes.

6.1. CIIF-Project and Non-CIIF Self-help Groups

The linear regression analysis used for benchmarking screened significant predictors from the pool of all personal and professional background characteristics, group characteristics, and professional practices. The level of significance for detecting significant predictors was .01, showing a conservative result that guards against fishing factors whose effects are due to chance. Apart from the stepwise selection procedure, the analysis used indicators including members of CIIF project group and non-CIIF group, and their attendance at mandatory predictors. The analysis therefore represents an attempt to explain the difference between the CIIF and the non-CIIF group using the information available. As such, the apparent difference would vanish with the inclusion of more factors in the analysis, showing that these additional factors explained the difference. On the other hand, it is also possible that the inclusion of additional significant factors made the difference appear larger. This case indicates that the difference would be larger when factors were the same for CIIF and non-CIIF groups. In this case, some hidden factors that were not included in the analysis would be responsible for the group difference. Besides, the analysis examined the impact of attendance at group activities, which represented the dosage effect of the group.

Regression analysis was conducted in five major stages. The first stage showed the apparent or crude difference between the CIIF and the non-CIIF groups before considering any other factor. The second stage selected significant background factors. The third stage entered attendance at group activities three months ago. The fourth stage employed the attendance at group activities in the recent month. The fifth stage selected significant professional practices. These cumulative stages were performed to show how the group difference varied with the inclusion of more factors in the analysis. They identified significant professional practices after controlling for background factors. On the other hand, the procedure did not control for professional practices when examining background effects, because the background effects logically preceded professional inputs.

6.1.1. Bonding Social Capital

Apparently, in the first stage of the analysis, bonding social capital from group members was 6.5 points higher in the non-CIIF group than in the CIIF project group. At Stage 4 of the analysis, the difference was reduced to 4.9 points, which was still a significant difference. Therefore, a significant group difference persisted in terms of bonding social capital, which could not be fully explainable by background and professional factors. Given the same levels of professional practice, bonding social capital was still higher in the non-CIIF group than in the CIIF project group. Thus, the group difference was not due to differences in professional practice.

In addition, the professionals' tenure in the agency tended to be a successful factor or performance indicator conducive to bonding social capital. With professionals having a tenure of 20 years or more, social capital would be 21.2 points in the group member in general. Apparently, professionals with more work experience facilitated higher bonding

social capital accruing to the group member.

Other success factors included family size, and not being in the labor force. These factors tended to help the group member to acquire social capital from other members. Conceivably, a group member with larger family size could have more opportunities to gain social capital from the family, therefore this experience could be applied to fetch more social capital from the group. On the other hand, a group member who was not employed could have more time to draw social capital from other group members.

Hindrances factors of bonding social capital from group members included professional qualifications in nursing and accounting, residence in public rental housing, group complexity, and anchoring provided by professionals. Furthermore, since anchoring is aimed at building bridging social capital, it would impair bonding social capital when it divided members and designated them to other groups or organizations. At most, the negative effect due to anchoring was 15.7 points. Besides this, group complexity tended to block bonding social capital as it created difficulty for group members to relate with one another. Apparently, as complexity involved differentiation and division, it posed barriers to members' access to bonding social capital. In a group where members have different roles and functions to perform, the members would have difficulty to elicit bonding social capital. Qualitative information from focus groups confirmed that members in a well-structured group were not familiar with each other. Apparently, the division of labor in a group naturally compromised its stock of bonding social capital. Conversely, destructing group complexity would be a success factor to promote bonding social capital.

Table 41: Significant linear regression coefficients for predicting bonding social capital

Predictor	<i>b</i>	β
Non-CIIF (vs. CIIF)	6.519	.184
Non-CIIF (vs. CIIF)	5.839	.165
Professionals' education as certificate/diploma holders	8.820	.151
Professionals' qualification in nursing	-37.090	-.534
Professionals' qualification in accounting	-43.607	-.150
Professionals' tenure in the agency (every 20 years)	21.170	.380
Family size (every 10)	7.273	.088
Public rental housing	-4.279	-.144
Not employed	2.496	.084
Acquiescence	52.955	.393
Group complexity perceived by professionals	-21.932	-.160
Group complexity experienced	-8.903	-.128
Non-CIIF (vs. CIIF)	5.822	.164
Attendance at group activities, 4 or more months ago (every 60 hours per month)	-.568	-.024@
Non-CIIF (vs. CIIF)	5.630	.159
Attendance at group activities, recent month (every 60 hours per month)	1.662	.018@
Non-CIIF (vs. CIIF)	4.874	.138
Anchoring by professionals	-15.659	-.158
R^2		.395

@: $p > .01$

6.1.2. Bridging Social Capital

Apparently, in terms of bridging social capital from neighborhood members, no significant difference was noted between the non-CIIF group and the CIIF project group. However, in terms of control for professional practices, a significant difference emerged, showing the advantage of the non-CIIF group. Accordingly, given the same levels of professional input, the non-CIIF group member had access (2.9 points) to more bridging

social capital from neighborhood members. The group difference was certainly not due to difference in backgrounds and professional practice.

Success factors conducive to bridging social capital included professionals as full-time workers, family size, and anchoring provided by professionals. Notably, anchoring was a reasonable performance indicator intended to promote bridging social capital. Its maximal contribution of 19.6 points was in line with the expectation. Hence, while anchoring diminished the member’s bonding social capital, it raised the member’s bridging social capital from neighborhood members. As such, anchoring produced diverse effects on different sources of social capital. Besides, effort from professionals was helpful in that full-time commitment generated more (11.0 points) bridging social capital for group members.

Hindrance factors of bridging social capital included unemployment, professionals’ qualification in social work, transforming practice experienced, and homogenizing by professionals. Conceivably, grouping members of similar characteristics would promote strong group cohesion, which turned out to impede their access to bridging social capital. Besides, transforming might introduce too much change and uncertainty, which would impair access to bridging social capital. Surprisingly, social workers tended to be a hindrance factor rather than a facilitating factor to bridging social capital. The hindrance might occur when social workers would commit to helping group members rather than building bridges for them. If social workers become overly protective of group members, their contribution to bridging might be deficient.

Table 42: Significant linear regression coefficients for predicting bridging social capital

Predictor	<i>b</i>	<i>β</i>
Non-CIIF (vs. CIIF)	-.652	-.019@
Non-CIIF (vs. CIIF)	1.976	.057@
Born neither in Hong Kong nor Mainland China	4.336	.112
Unemployed	-9.402	-.133
Professionals’ qualification in social work	-9.485	-.176
Professionals as full-time workers	10.988	.231
Family size (every 10)	4.375	.054
Acquiescence	54.740	.418
Non-CIIF (vs. CIIF)	1.973	.057@
Attendance at group activities, 4 or more months ago (60 hours per month)	-.148	-.006@
Non-CIIF (vs. CIIF)	1.953	.057@
Attendance at group activities, recent month (60 hours per month)	-1.610	-.018@
Non-CIIF (vs. CIIF)	2.872	.083
Anchoring by professionals	19.570	.203
Transforming experienced	-8.917	-.129
Homogenizing by professionals	-10.790	-.122
<i>R</i> ²		.335

@: *p* > .01

6.1.3. Group Sustainability

Group members’ Report

The difference in group sustainability between the CIIF project group and the non-CIIF group enlarged with the control for more factors in the analysis. As such, the initial difference of 5.6 points expanded to a difference of 7.4 points. Background characteristics and professional practice examined were insufficient to explain the difference between the two groups.

Success factors or performance indicators of group sustainability included having group members as leaders, group complexity, acculturating experience, and matching experience

from professional practice. At most, acculturating could contribute 27.3 points to group sustainability. The findings support the notion about the importance of leader rotation and democracy in the self-help group (Riessman and Carroll 1995; Steinberg 1997). Moreover, they confirm the findings regarding the contribution of group complexity to group stability (Furnham 1997). Besides, the contribution of acculturating and matching might stem from the enhancement of personal and group performance.

Table 43: Significant linear regression coefficients for predicting sustainability

Predictor	<i>b</i>	β
Non-CIIF (vs. CIIF)	5.600	.160
Non-CIIF (vs. CIIF)	8.677	.248
Members as leaders over time (every 20)	8.233	.152
Family-owned housing	4.666	.110
Catholic	-8.378	-.119
Acquiescence	21.444	.161
Group complexity perceived by professionals	18.031	.133
Non-CIIF (vs. CIIF)	8.677	.248
Attendance at group activities, 4 or more months ago (60 hours per month)	.173	.007@
Non-CIIF (vs. CIIF)	8.817	.252
Attendance at group activities, recent month (0 hours per month)	7.397	.082@
Non-CIIF (vs. CIIF)	7.388	.211
Acculturating experienced	27.278	.379
Matching experienced	13.613	.193
R^2		.327

@: $p > .01$

Although there was no significant difference between the two groups in terms of structural group sustainability, they were significantly different with the control considering some background characteristics. Accordingly, although the two groups were the same in acquiescence, religious faith, and professional qualifications, the non-CIIF group displayed higher (2.7 points) structural sustainability than the CIIF project group. The further control for professional practice failed to make the difference (2.3 points) insignificant. Hence, the difference in structural sustainability was not due to background characteristics and professional practices under examination.

Success factors of structural group sustainability included professionals' qualification in medicine, and acculturating experienced by the group members from professionals. Notably, acculturating can be considered a performance indicator conducive to structural development. It reflects the contribution from value change to structural change. This further affirms the importance of organizational citizenship in sustaining the solidarity and performance of the organization (Chen et al. 2002; Hodson 2001).

Table 44: Significant linear regression coefficients for predicting structural sustainability

Predictor	<i>b</i>	β
Non-CIIF (vs. CIIF)	-.041	-.002@
Non-CIIF (vs. CIIF)	2.714	.102
Buddhism	-6.775	-.218
Professionals' qualification in medicine	33.629	.136
Acquiescence	35.503	.349
Non-CIIF (vs. CIIF)	2.716	.102
Attendance at group activities, 4 or more months ago (60 hours per month)	.047	.003@
Non-CIIF (vs. CIIF)	2.670	.100
Attendance at group activities, recent month (60 hours per month)	-1.954	-.028@

Predictor	<i>b</i>	<i>β</i>
Non-CIIF (vs. CIIF)	2.317	.087
Acculturating experienced	19.206	.349
<i>R</i> ²		.285

@: *p* > .01

Functional sustainability was significantly higher in the non-CIIF group than in the CIIF project group, initially, as well as after controlling for background and professional factors. Hence, the advantage of the non-CIIF group was not due to their background and professional qualities. While the two groups were the same in some aspects and professional practices, the functional sustainability of the non-CIIF group was 7.4 points higher than that of the CIIF project group.

Success factors of functional sustainability included professionals' qualification in medicine, attendance at group activities during the recent month, acculturating, encouraging, and matching from professionals as experienced by the group member. As the group received support from a crew of professionals with medical qualifications, their functional sustainability became 34.4 points higher than a group supported by professionals with no medical qualifications at all. Importantly, the group member's attendance at group activities also contributed to the functional sustainability of the group. This is because member attendance could enhance the functions and effectiveness of the group. Besides, acculturating, matching, and encouraging appeared to be performance indicators facilitating the functional sustainability of the group.

One hindrance factor of functional sustainability was mentorship pairing arranged by professionals, and experienced by the group members. At most, the experience tended to reduce functional sustainability by 6.4 points. Probably, if group members were not capable enough, mentorship pairing would diminish the effective function of the group. As such, professionals in focus groups realized that mentorship pairing was preferable as a support activity in the second stage of member involvement.

Table 45: Significant linear regression coefficients for predicting functional sustainability

Predictor	<i>b</i>	<i>β</i>
Non-CIIF (vs. CIIF)	5.286	.163
Non-CIIF (vs. CIIF)	8.216	.253
Professionals' qualification in medicine	34.377	.114
Acquiescence	40.146	.325
Non-CIIF (vs. CIIF)	8.223	.253
Attendance at group activities, 4 or more months ago (60 hours per month)	.203	.009@
Non-CIIF (vs. CIIF)	8.445	.260
Attendance at group activities, recent month (60 hours per month)	9.142	.109
Non-CIIF (vs. CIIF)	7.352	.226
Acculturating experienced	16.819	.252
Encouraging experienced	11.175	.178
Matching experienced	10.115	.155
Mentorship pairing experienced	-6.448	-.133
<i>R</i> ²		.327

@: *p* > .01

In terms of will to continue joining the group (i.e., intentional sustainability), the non-CIIF group scored significantly higher (6.7 points) than the CIIF project group. However, after controlling for professional practices in regression analysis, the advantage (2.3 points) was no longer significant. As such, professional practices accounted for much of the

advantage initially observed. That is, given the same level of professional practices, the non-CIIF group did not contribute much to its members' will to continue joining the group. In other words, professional practices were remarkably important in determining group members' will to continue with the group. Among the professional practices, anchoring was the principal factor explaining the advantage of the non-CIIF group. Accordingly, when the CIIF project professional offered more anchoring, it resulted in more reduction in group members' will to stay in the group. If the non-CIIF professional provided as much anchoring as the CIIF project professional, the advantage of the non-CIIF group would drop remarkably.

Success factors conducive to the will to stay in the group included the total number of group members serving as leaders over time, member's education, age, attendance at group activities in the recent month, and acculturating, encouraging, and matching experiences. These factors indicate the contribution of leadership rotation and democracy to the sustainability of the self-help group (Riessman and Carroll 1995). Moreover, attendance could prolong the will to join the group. Importantly, professional practices of acculturating, matching, and encouraging appeared to be performance indicators safeguarding intentional sustainability.

Hindrance factors of the members' will to continue joining the group included being a Catholic, mentorship pairing by professionals, and anchoring experienced. It is possible that Catholics have strong allegiance to the Catholic Church and thus show a weaker will to continue with the group. Besides, mentorship pairing and matching tended to divert members away from their group by linking them to other organizations and people.

Table 46: Significant linear regression coefficients for predicting intentional sustainability

Predictor	<i>b</i>	β
Non-CIIF (vs. CIIF)	6.654	.170
Non-CIIF (vs. CIIF)	7.222	.185
Members as leaders over time (every 20)	9.906	.164
Catholicism	-11.138	-.142
Education	13.717	.190
Age	8.050	.173
Non-CIIF (vs. CIIF)	7.224	.185
Attendance at group activities, 4 or more months ago (60 hours per month)	.705	.026@
Non-CIIF (vs. CIIF)	7.457	.191
Attendance at group activities, during recent month (60 hours per month)	9.024	.090
Non-CIIF (vs. CIIF)	2.282	.058@
Acculturating experienced	19.146	.238
Mentorship pairing by professionals	-19.853	-.188
Encouraging experienced	11.776	.156
Anchoring experienced	-12.560	-.190
Matching experienced	10.353	.132
R^2		.281

@: $p > .01$

Professionals' Report

According to professionals' report, there was no significant difference in terms of overall group sustainability between the CIIF project group and the non-CIIF group. Furthermore, the result remained the same despite the control for professional practice.

Encouragement by the professional appeared to be the success factor of group sustainability. At most, encouraging made a significant difference of 24.3 points in group sustainability.

Table 47: Significant linear regression coefficients for predicting sustainability as reported by the professional

Predictor	<i>b</i>	<i>B</i>
Non-CIIF (vs. CIIF)	2.685	.100@
Non-CIIF (vs. CIIF)	4.114	.154@
Non-CIIF (vs. CIIF)	2.032	.076@
Encouraging	24.274	.339
<i>R</i> ²		.268

@: $p > .01$

In terms of structural sustainability of the group, no significant difference was noted between the CIIF project group and the non-CIIF group. Likewise, no significant difference emerged with the control for group characteristics.

The success factor of structural sustainability was the number of members serving as leaders over time. An increase of 20 leaders over time raised structural sustainability by 7.6 points.

Table 48: Significant linear regression coefficients for predicting structural sustainability as reported by the professional

Predictor	<i>b</i>	<i>β</i>
Non-CIIF (vs. CIIF)	2.342	.100@
Non-CIIF (vs. CIIF)	3.534	.151@
Members as leaders over time (every 20)	7.607	.371
<i>R</i> ²		.145

@: $p > .01$

In terms of functional sustainability of the group, no significant difference was proven between the CIIF project group and the non-CIIF group. In addition, no significant difference appeared with the control for professional practice.

A hindrance factor of functional sustainability was the professional's use of the human relation approach in managing. The use of this approach tended to de-emphasize performance and thereby impaired the function of the group.

Table 49: Significant linear regression coefficients for predicting functional sustainability as reported by the professional

Predictor	<i>b</i>	<i>β</i>
Non-CIIF (vs. CIIF)	-1.253	-.052@
Non-CIIF (vs. CIIF)	2.093	.087@
Acquiescence	82.347	.767
Human relation managing	-27.997	-.431
<i>R</i> ²		.291

@: $p > .01$

In relation to intentional sustainability of the group, no significant difference was noted between the CIIF project group and the non-CIIF group. Likewise, no significant difference occurred with the control for group characteristics.

Success factors appeared to be the number of concurrent leaders, and the group's maturity. It showed that the more leaders there are or the more democratic the group is, the greater chance there would be for its members to stay. Besides, a more mature group could better gain its member's loyalty.

Table 50: Significant linear regression coefficients for predicting intentional sustainability as reported by the professional

Predictor	<i>b</i>	β
Non-CIIF (vs. CIIF)	4.788	.161@
Non-CIIF (vs. CIIF)	8.250	.278@
Concurrent leaders (every 10)	15.369	.498
Non-CIIF (vs. CIIF)	5.461	.184@
Group maturity	31.345	.353
R^2		.371

@: $p > .01$

6.1.4. Social Cohesion

Group Members' Report

In terms of social cohesion with neighborhood members, no significant difference between the CIIF project group and the non-CIIF group. Controlling for professional practice also did not make the difference significant. Hence, the differences in professional practice and background characteristics between the two groups did not explain the absence of a significant difference in social cohesion between the two groups.

Success factors of the group member's social cohesion with neighborhood members included unemployment, group autonomy, and professional use of the human relation approach to management. These findings affirm the importance of the human relation approach to facilitating functions of the self-help group (Glaser 2001; Litwak and Meyer 1966). They also concur with the theory that human relation management is especially relevant to building social cohesion (Pounder 2002). Moreover, they lend support to the finding that one's autonomous motivation contributes to social integration (Vansteenkiste et al. 2005). The said contribution would be in line with the thesis of empowerment, which rests in the promotion of one's autonomy (Paxton 2003). Meanwhile, empowerment entails and results in collaboration (Perkins and Tice 1999).

Hindrance factors included professionals' education and the professional practice of homogenized grouping. Apparently, professionals with higher education did not help group members promote their social cohesion with neighborhood fellows. The practice of homogenizing might serve to segregate a group of people with similar characteristics from other people. It seems that creating too much bonding in a group could impair its group members' social cohesion with people outside the group. The problem has been notable for the collectivistic culture in which cultural members share too much among themselves but become xenophobic to foreigners (Triandis 1995). This is simply the balance principle embedded in exchange theory such that one's allegiance to another would reduce one's allegiance to a third person (Turner 1991).

Table 51: Significant linear regression coefficients for predicting social cohesion

Predictor	<i>b</i>	β
Non-CIIF (vs. CIIF)	-3.032	-.068@
Non-CIIF (vs. CIIF)	-.858	-.019@
Not employed	6.104	.163
Professionals' being supervisors	-8.909	-.112
Professionals' qualification in social science other than social work	11.299	.128
Professionals' education at master's level	-19.014	-.291
Acquiescence	93.244	.551
Group autonomy perceived by professionals	40.031	.221

Predictor	<i>b</i>	β
Non-CIIF (vs. CIIF)	-.881	-.020@
Attendance at group activities, 4 or more months ago (60 hours per month)	-.429	-.014@
Non-CIIF (vs. CIIF)	-.827	-.019@
Attendance at group activities, recent month (60 hours per month)	1.177	.010@
Non-CIIF (vs. CIIF)	-2.707	-.061@
Homogenizing by professionals	-49.861	-.435
Human relation managing by professionals	78.415	.405
R^2		.281

@: $p > .01$

Professionals' Report

According to professionals' report, there was no significant difference between the CIIF project and the non-CIIF service in terms of social cohesion among neighborhood members. Furthermore, no background or professional practice exhibited a significant effect on the members' social cohesion.

Table 52: Significant linear regression coefficients for predicting sustainability as reported by the professional

Predictor	<i>b</i>	β
Non-CIIF (vs. CIIF)	-6.043	-.252
R^2		.063

@: $p > .01$

6.1.5. Capability

The member of the non-CIIF group was noted to be significantly more capable than the member of the CIIF project group. Even after controlling for all significant background and professional factors, the advantage (4.1 points) remained significant. Thus, the advantage in capability was not due to differences in professional input of the two groups.

Success factors of the member's capability included self-employment, residence in private rental housing, professional tenure, group complexity, attendance at group activities, and encouraging, and acculturating experience. As such, professionals contributed a lot to the group members' capability, but this contribution did not explain the difference in capability between the CIIF and the non-CIIF group. Essentially, CIIF project professionals provided more input to the group, but the CIIF project group members still had insufficient capability. Nonetheless, encouraging and acculturating were crucial performance indicators for promoting group members' capability. Besides, self-employment tended to foster or even require capability, as self-employed persons are simply more committed to their work (Hult and Svallfors 2002; Soidre 2004). Furthermore, more experienced professionals tended to help more in promoting their group members' capability. The finding that attending group activities enhanced the member's capability illustrated the effectiveness of the self-help group.

A hindrance factor of the member's capability was the volunteer role of professionals involved in the group. Apparently, professionals who served as volunteers for the group might not be able to contribute sufficient input. Volunteers therefore were less helpful than paid professionals in promoting group members' capability.

Table 53: Significant linear regression coefficients for predicting capability

Predictor	<i>b</i>	β
Non-CIIF (vs. CIIF)	5.165	.142
Non-CIIF (vs. CIIF)	4.876	.134
Use of English in the survey	-9.828	-.277
Professionals as volunteers	-21.974	-.309
Self-employed	6.130	.115
Private rental housing	5.278	.125
Professionals' tenure in the agency (every 20 years)	7.155	.125
Acquiescence	-36.130	-.262
Group complexity experienced	11.523	.161
Non-CIIF (vs. CIIF)	4.878	.134
Attendance at group activities, 4 or more months ago (every 60 hours per month)	-.101	-.004@
Non-CIIF (vs. CIIF)	4.947	.136
Attendance at group activities, recent month (every 60 hours per month)	8.582	.092
Non-CIIF (vs. CIIF)	4.141	.114
Encouraging experienced	15.049	.215
Acculturating experienced	13.788	.185
R^2		.350

@: $p > .01$

6.2. CIIF Projects

Regression analysis was applicable in a similar way as before to screen out significant factors related to social capital, sustainability, social cohesion, and capability. The level of significance for screening was .01 level, which would be rigorous enough to eliminate the detection of predictors by chance. Two major categories of factors were those pertaining to the backgrounds of the project, professionals, group, and the participants and those pertaining to professional practices. Background factors were subject to screening preceding practice factors in that the former would have influence earlier. After controlling for the fundamental influence of background factors, the analysis then screened out practice factors that introduced significantly additional impacts.

6.2.1. Bonding Social Capital

Based on CIIF project group members' data, success factors of CIIF projects included the number of supervisors, professionals' time in the posts, the member's status of not being employed, professionals use of the rationalistic approach to management, and the member's experience of matching by professionals. Among the background factors, the contribution of the number of supervisors was the strongest. When a project involved four more supervisors, bonding social capital from group members would be 27.0 points higher. Apparently, supervisors particularly helped enhance bonding social capital within the CIIF project group. Besides, professionals' specific work experience was another important background factor. Among professional practices, rationalistic managing was especially effective to ensure the building of bonding social capital among the group. On the other hand, the group member who was not employed might have higher commitment to the group and thereby acquire more social capital from the group.

A hindrance factor of bonding social capital tended to be professionals' integrating effort. Apparently, the more the professional practiced integrating, bridging, or linking concerning the group with other organizations, bonding social capital from the group was lower. Apparently, bonding social capital and integration with other organizations were somewhat mutually exclusive.

Table 54: Significant linear regression coefficients for predicting bonding social capital in CIIF projects

Predictor	<i>b</i>	β
Supervisors of the project (every 4)	27.003	.341
Professionals' time in the posts (every 60 months)	14.750	.194
Not employed	4.559	.166
Acquiescence	43.443	.335
Rationalistic managing by professionals	61.904	.311
Integrating by professionals	-14.696	-.154
Matching experienced	8.811	.130
R^2		.360

6.2.2. Bridging Social Capital

Success factors of the group member's acquisition of bridging social capital from neighborhood members were professionals with nursing qualifications, non-social work professionals from other agencies, the family-type CIIF project, and anchoring by professionals. Apparently, nurses and non-social work professionals contributed to the acquisition of bridging social capital by group members. Also, the professional practice of anchoring was clearly an effective tool for building bridging social capital as intended. Besides, the family-type project was 10.8 points higher than other types in building bridging

social capital. Apparently, families, notably parents, are a valuable resource for fostering bridging social capital in the neighborhood.

Hindrances factors of bridging social capital from neighborhood members were professionals with social work qualifications, and the group member's residence in public rental housing. Apparently, social workers were less able than nurses and other professionals to link group members to their neighborhood members.

Table 55: Significant linear regression coefficients for predicting bridging social capital in CIIF projects

Predictor	<i>b</i>	β
Professionals with nursing qualifications	58.728	.300
Professionals with social work qualifications	-14.574	-.222
Non-social work professionals from other agencies (every 3 hours per week)	9.614	.208
Living in public rental housing	-4.663	-.159
Family-type project	10.754	.151
Acquiescence	47.679	.345
Anchoring by professionals	24.636	.223
R^2		.302

Group Sustainability

As both the group member and the CIIF project professional provided independent information about group sustainability, they involved separate analyses as follows.

Group Members' Report

Based on group members' data, the success factors of group sustainability as a whole were the number of managers of the business sector involved in the CIIF project, professionals being volunteers, and the acculturating and encouraging experiences by the group member. As such, the more managers of the business sector become involved in the project, the higher the group sustainability would be. Apparently, managers could help provide financial and physical resources, and advice for the sustainability of the CIIF project group. Similarly, professionals with volunteer status could particularly contribute more advice or resources to the group. Thus, these contributions would reflect the merit of linking across sectors. Besides, the professional practices of acculturating and encouraging were helpful to promote group sustainability. At most, acculturating could contribute 26.2 points to group sustainability.

Table 56: Significant linear regression coefficients for predicting sustainability in CIIF projects

Predictor	<i>b</i>	β
Managers of the business sector involved in the project (every 2)	9.734	.214
Professionals acting as volunteers	28.358	.146
Acquiescence	-2.865	-.021
Acculturating experienced	26.156	.370
Encouraging experienced	12.441	.179
R^2		.298

Structural sustainability, based on the group member's report, involved success factors such as non-social work professionals of other agencies, professionals acting as volunteers, and the group member's acculturating experience. Non-social work professionals tended to particularly help promote structural sustainability in the group. Their resources and advice instilled to the group could help establish a structure in the group. Similarly, professionals

serving as volunteers for the CIIF project would be able to contribute to structural sustainability. On the other hand, the professional practice of acculturating was a fuel for structural sustainability.

A hindrance factor of structural sustainability was professionals' nursing qualifications. Although nurses are good at providing care, they are probably not so helpful in organizing for the group.

Table 57: Significant linear regression coefficients for predicting structural sustainability in CIIF projects

Predictor	<i>b</i>	β
Professionals' nursing qualifications	-27.450	-.188
Non-social work professionals of the agency involved in the projects (every 1)	6.884	.192
Response assisted by project professionals	3.521	.147
Professionals being volunteers	21.715	.148
Acquiescence	23.074	.224
Acculturating experienced	15.145	.283
R^2		.286

Functional sustainability or group effectiveness had its success factors in the number of non-social work professionals from other agencies and the group member's experiences of acculturating and encouraging by professionals. The former tended to reflect the contribution of the link with professionals outside. Besides, acculturating and encouraging were internal forces boosting functional sustainability.

A hindrance factor of functional sustainability was the group member's experience of mentorship pairing by the professional. Apparently, as mentorship pairing extends bridges across groups, it could also impair the group's function.

Table 58: Significant linear regression coefficients for predicting functional sustainability in CIIF projects

Predictor	<i>b</i>	β
Self-owned residence	-7.057	-.176
Non-social work professionals from other agencies (every 3)	5.000	.146
Acquiescence	29.789	.229
Acculturating experienced	20.118	.298
Encouraging experienced	15.432	.232
Mentorship pairing experienced	-7.329	-.147
R^2		.339

The CIIF project group member's intentional sustainability would benefit from the success factors of a social worker's work, the member's education and their acculturating experience. A project with social workers working for 60 hours a week would be 13.6 points higher in the average group member's intentional sustainability than a project with no social worker at all. On the other hand, acculturating by the professional would promote the group member's will to continue joining the group.

Hindrance factors of intentional sustainability included the number of regular participants in the project, the member's birthplace which is Hong Kong, and the mentorship pairing by professionals. Apparently, professional effort to bridge group members to mentors or protégés outside would compromise the group members' will to stay in the group.

Table 59: Significant linear regression coefficients for predicting intentional sustainability in CIIF projects

Predictor	<i>b</i>	β
Social worker work (every 60 hours per week)	13.615	.167
Regular participants (every 80)	-8.835	-.191
Born in Hong Kong	-5.842	-.176
Education	11.458	.164
Acculturating experienced	27.645	.342
Mentorship pairing by professionals	-19.424	-.151
R^2		.228

Professionals' Report

Based on professionals' report of the sustainability of the group, the success factor of group sustainability was the number of members as leaders over time. With a more open and democratic group leadership, group sustainability tended to be higher.

Table 60: Significant linear regression coefficients for predicting sustainability as reported by the professional in CIIF projects

Predictor	<i>b</i>	β
Empowerment-type project	-7.054	-.356
Members as leaders over time (every 20)	7.501	.366
R^2		.277

In terms of structural sustainability, no significant difference between the CIIF project group and the non-CIIF group was noted. Likewise, no significant difference emerged with the control for group characteristics.

The success factor of structural sustainability was the number of members serving as leaders over time. Notably, an increase of 20 leaders over time raised structural sustainability by 7.6 points.

The hindrance factor of structural sustainability was the monitoring done by the CIIF Secretariat. At most, the monitoring impeded structural sustainability by 12.2 points.

Table 61: Significant linear regression coefficients for predicting structural sustainability as reported by the professional in CIIF projects

Predictor	<i>b</i>	β
Professionals of the agency posted outside the project	-7.194	-.365
Members as leaders over time (every 20)	6.248	.384
Monitoring by the CIIF Secretariat	-12.175	-.350
R^2		.412

Based on the data provided by the professionals, the functional sustainability of the group was higher when the professionals performed general managing tasks more intensely. At most, the professional's managing work could promote functional sustainability by 32.4 points. Apparently, the professional's input was responsible for the success of group functions. Hence, the managing work could represent a performance indicator of functional sustainability. Besides, the number of social workers from other agencies involved in the CIIF project would initially be predictive of the functional sustainability of the group. It was not a significant predictor once general managing work was in the model for predicting functional sustainability.

Table 62: Significant linear regression coefficients for predicting functional sustainability as reported by the professional in CIIF projects

Predictor	<i>b</i>	β
Social workers of other agencies (every 2)	5.227	.200@
General managing	32.449	.428
R^2		.322

@: $p > .01$

The success factor of group members' intentional sustainability, according to professionals' data, was the number of members serving as leaders concurrently. This finding espoused the merit of democracy and ownership in the group.

A hindrance factor of group members' intentional sustainability was the empowerment type of CIIF project. Probably, if group members would have a primary aim in empowerment, they would prefer having their own personal growth, and would not be willing to stay in a group that served other people once they accomplished their desired empowerment. At any rate, group members of the empowerment-type project were generally 7.0 points lower than those of other types because of their willingness to stay in the group.

Table 63: Significant linear regression coefficients for predicting intentional sustainability as reported by the professional in CIIF projects

Predictor	<i>b</i>	β
Empowerment-type project	-7.013	-.293
Concurrent leaders (every 10)	11.937	.390
R^2		.314

6.2.3. Social Cohesion

Group Members' Report

The success factors of the group member's social cohesion with neighborhood members were the group members' being out of the labor force, non-social work professionals from other agencies, professionals with certificate/diploma qualifications, and professionals' input to the community. Professionals' input to the community highly raised the group members' social cohesion with neighborhood members (30.8 points). The contribution of non-social work professionals from other agencies indicated the merit of linking. Hence, professionals had a lot to contribute to the group members' social cohesion.

The hindrance factors of CIIF group members' social cohesion were professionals with social work qualifications, the members' faith in a non-major religion, group maturity, and homogenizing by professionals. Apparently, the member's faith in a non-major religion would distance the members away from neighborhood members. This echoed the remark of a professional in a focus group regarding barriers due to religious differences. The professional's homogenizing activity would tend to segregate group members with similar characteristics from other neighborhood members. A mature group can have too much cohesion within the group but still allow group members to show social cohesion with people outside the group. All these factors implied that social cohesion within the group could compromise social cohesion with people outside the group. Moreover, social workers who were fully committed to strengthening social cohesion within the group might not be able to balance social cohesion with neighborhood members.

Table 64: Significant linear regression coefficients for predicting social cohesion in CIIF projects

Predictor	<i>b</i>	β
Not employed	6.177	.160
Professionals with social work qualifications	-17.990	-.208
Non-social work professionals from other agencies (every 3 hours per week)	12.250	.200
Professionals with certificate/diploma qualifications	18.366	.223
Faith in a non-major religion	-9.283	-.196
Acquiescence	93.777	.514
Group maturity perceived by professionals	-57.137	-.206
Homogenizing by professionals	-40.579	-.296
Input to the community by professionals	30.755	.194
R^2		.483

Professionals' Report

The social cohesion of neighborhood members according to professionals' report was higher when the professional applied more innovative strategies. Apparently, innovative strategies appealed to neighborhood members.

Table 65: Significant linear regression coefficients for predicting social cohesion as reported by the professional in CIIF projects

Predictor	<i>B</i>	β
Innovating by professionals	20.377	.386
R^2		.149

6.2.4. Capability

The success factors of the group members' capability were the member's self-employment status, living in private rental housing, group complexity, and experiences of acculturating and encouraging by professionals. Acculturating and encouraging appeared to be good practices for promoting group members' capability. On the other hand, self-employment and private housing residence served as background factors which were predictive of the members' capability.

Hindrance factors of the group member's capability were the ethnic minority project, and professionals with social work qualifications. Probably, group members in need of social work services were seen to be less capable in the beginning.

Table 66: Significant linear regression coefficients for predicting capability in CIIF projects

Predictor	<i>B</i>	β
Ethnic minority project	-9.843	-.335
Self-employed	8.830	.186
Living in private rental housing	7.588	.202
Professionals with social work qualifications	-8.836	-.136
Acquiescence	-63.312	-.464
Group complexity	10.369	.145
Acculturating experienced	14.449	.204
Encouraging experienced	13.340	.192
R^2		.339

6.3. CIIF Projects Group with Higher and Lower Maturity

Regression analysis served to identify significant factors of social capital, sustainability, social cohesion, and capability of members of groups with higher maturity (over 60 points on a 0~100 scale) and lower maturity (not above 60 points) as perceived by the professionals. The stepwise selection procedure referred to a level of significance of .01 to admit significant background and professional factors into the analysis.

6.3.1. Bonding Social Capital

Among members of groups with higher maturity, one member who responded to the survey interview through an interpreter obtained 12.2 points higher than others in terms of bonding social capital with other group members. Apparently, the bonding among people not capable of speaking Chinese was found to be greater. Another significant factor of bonding social capital was age, with older members acquiring less bonding social capital.

Table 67: Significant linear regression coefficients for predicting bonding social capital in CIIF project groups with higher maturity

Predictor	<i>b</i>	β
Responding through an interpreter	12.175	.269
Age (every 50 years)	-12.948	-.278
R^2		.325

Among members of groups with low maturity, bonding social capital was higher when there were more project supervisors and professional volunteers. Apparently, supervisors and professional volunteers offered more resources to the group to strengthen group members' bonding social capital. On the other hand, bonding social capital was found to be less when the member responded to the survey through an interpreter. Apparently, a member who was not capable of speaking Chinese would be disadvantaged in a group with lower maturity.

Table 68: Significant linear regression coefficients for predicting bonding social capital in CIIF project groups with lower maturity

Predictor	<i>b</i>	β
Supervisors of the project (every 4)	33.718	.440
Professionals acting as volunteers	43.637	.241
Responding through an interpreter	-5.690	-.160
R^2		.373

6.3.2. Bridging Social Capital

Among groups with higher maturity, a group member who responded to the survey through an interpreter acquired more bridging social capital. On the other hand, one who was faithful to a non-major religion got less bridging social capital. Apparently, religious gap posed a hindrance to acquiring bridging social capital especially when the group was mature. This confirms the statement made by a professional in a focus group discussion that religious barriers could hinder services and communication among group members.

Table 69: Significant linear regression coefficients for predicting bridging social capital in CIIF groups with higher maturity

Predictor	<i>b</i>	β
Responding through an interpreter	20.566	.443
Faith in a non-major religion	-16.024	-.338
R^2		.282

Among groups with lower maturity, the group member who responded to the survey in English or through a project assistant, or was an upper middle class member secured more bridging social capital. Apparently, minority status offered an advantage for the member to acquire bridging social capital. On the other hand, when professionals were part-time workers and the member resided in public rental housing, bridging social capital was lower. Apparently, professionals' part-time commitment was inadequate to help acquire bridging social capital for members of a less mature group.

Table 70: Significant linear regression coefficients for predicting bridging social capital in CIIF groups with lower maturity

Predictor	<i>b</i>	β
Professionals being part-time workers	-67.867	-.527
Interview conducted in English	7.976	.267
Upper middle class	27.043	.219
Living in public rental housing	-6.022	-.202
Responding through a project assistant	7.095	.218
R^2		.397

6.3.3. Group Sustainability

As both the group member and the CIIF project professional independently provided information about group sustainability, they involved separate analyses as follows.

Group Members' Report

Among members of groups with higher maturity, a Chinese member manifested greater group sustainability than a non-Chinese member. Moreover, one member who experienced more acculturating practice by the professional showed higher group sustainability. Apparently, acculturating contributed to group sustainability.

Table 71: Significant linear regression coefficients for predicting sustainability in CIIF project groups with higher maturity

Predictor	<i>b</i>	β
Chinese ethnicity	11.339	.297
Acculturating experienced	31.696	.475
R^2		.306

Among groups with lower maturity, group sustainability was higher when more social workers of the agency were involved in the project, or when the group member experienced more acculturating or integrating. Ostensibly, the greater the input of the professional or social worker to the group, the higher was the group sustainability.

Table 72: Significant linear regression coefficients for predicting sustainability in CIIF project groups with lower maturity

Predictor	<i>b</i>	<i>B</i>
Social workers of the agency involved in the project (every 1)	6.994	.177
Acquiescence	-1.223	-.009
Acculturating experienced	27.074	.365
Integrating experienced	15.554	.220
<i>R</i> ²		.298

Among groups with higher maturity, one member living in a family-owned residence who experienced more acculturating from professionals reported higher structural sustainability. On the other hand, a group with more members serving as leaders concurrently had lower structural sustainability. Apparently, such a group lacked a hierarchical structure to perform different functions.

Table 73: Significant linear regression coefficients for predicting structural sustainability in CIIF project groups with higher maturity

Predictor	<i>b</i>	<i>β</i>
Members as leaders concurrently (every 10)	-10.156	-.269
Family-owned residence	7.052	.255
Acquiescence	20.766	.203
Acculturating experienced	22.155	.416
<i>R</i> ²		.413

Among groups with lower maturity, the group member who was more intimate with professionals reported higher structural sustainability. Apparently, intimacy with professionals helped consolidate structural sustainability in a group with lower maturity. On the other hand, the group member who responded to the survey in English found lower structural sustainability in the group. Thus, an immature group with more members who were not capable of speaking Chinese might have communication problems in strengthening its structural sustainability.

Table 74: Significant linear regression coefficients for predicting structural sustainability in CIIF project groups with lower maturity

Predictor	<i>b</i>	<i>β</i>
Interviewing in English	-6.167	-.295
Acquiescence	23.648	.227
Intimacy with professionals	12.058	.268
<i>R</i> ²		.240

Among groups with higher maturity, the group members who experienced more acculturating practice were found to be more intimate with professionals, or those who were in a group with higher maturity found more functional sustainability in the group. As such, professionals could enhance group function through intimacy and acculturating. On the other hand, the group member who experienced more mentorship pairing had lower functional sustainability from the group. Apparently, because mentorship pairing was not a group function, it did not enhance the functional sustainability of the group.

Table 75: Significant linear regression coefficients for predicting functional sustainability in CIIF groups with higher maturity

Predictor	<i>b</i>	β
Self-owned residence	-9.851	-.281
Acquiescence	33.137	.269
Acculturating experienced	31.311	.487
Group maturity	53.551	.087
Mentorship pairing experienced	-12.172	-.270
Intimacy with professionals	14.893	.218
R^2		.490

Among groups with lower maturity, the group members who experienced more acculturating and encouraging practices by professionals found more functional sustainability in the group. Encouraging appeared to be particularly beneficial to groups with lower maturity.

Table 76: Significant linear regression coefficients for predicting functional sustainability in CIIF groups with lower maturity

Predictor	<i>b</i>	β
Acquiescence	22.240	.162
Acculturating experienced	16.951	.236
Encouraging experienced	16.085	.236
R^2		.265

Among groups with higher maturity, the group member who was Chinese, born neither in Hong Kong nor in Mainland China, or experienced more encouraging from workers was more willing to stay in the group. On the other hand, the group member who lived in quarters or who responded through an interpreter was less willing to continue joining the group. Thus, the group was less appealing to group members who preferred neither Chinese nor English in communication.

Table 77. Significant linear regression coefficients for predicting intentional sustainability in CIIF groups with higher maturity

Predictor	<i>b</i>	β
Chinese ethnicity	15.513	.366
Residence in quarters	-14.725	-.284
Born neither in Hong Kong nor Mainland China	17.769	.281
Responding through an interpreter	-16.500	-.303
Encouraging experienced	17.729	.230
R^2		.397

Among groups with lower maturity, the group member with higher education or more experience in acculturating by professionals was more willing to continue joining the group.

Table 78. Significant linear regression coefficients for predicting intentional sustainability in CIIF groups with lower maturity

Predictor	<i>b</i>	B
Education (from lowest to highest)	16.432	.180
Acculturating experienced	38.583	.448
R^2		.292

Professionals' Report

Among groups with higher maturity, no factor appeared to be significantly predictive of the group members' group sustainability.

Among groups with lower maturity, the more the social workers of other agencies got involved in the project, the higher was the group sustainability perceived by professionals. As such, the group with two more social workers of other agencies involved would be 35.8 points higher on sustainability. Apparently, the contribution of the linking work from social workers of other agencies was remarkable.

Table 79: Significant linear regression coefficients for predicting sustainability as reported by the professional in CIIF groups with lower maturity

Predictor	<i>b</i>	β
Social workers of other agencies (every 2)	35.844	.679
R^2		.461

Among groups with higher maturity, higher structural sustainability was achieved with more members serving as leaders over time. As such, it is obvious that openness to leadership could foster the structural sustainability of the group. On the other hand, the more the professional's input to the community, the lower the structural sustainability of the group. Apparently, as the professionals put more effort into the community, their contribution to the structural sustainability of the group became less.

Table 80: Significant linear regression coefficients for predicting structural sustainability as reported by the professional in CIIF groups with higher maturity

Predictor	<i>b</i>	β
Members as leaders over time (every 20)	7.562	.546
Professional input to the community	-18.977	-.411
R^2		.463

For groups with lower maturity, a professional who performed more reconciling found the group to have higher points on structural sustainability.

Table 81: Significant linear regression coefficients for predicting structural sustainability as reported by the professional in CIIF groups with lower maturity

Predictor	<i>b</i>	β
Reconciling by the professional	22.163	.670
R^2		.450

For groups with higher maturity, the more the staffs of other agencies were involved in the project, the higher was the functional sustainability of the group. Apparently, the staff of other agencies contributed significantly to the functional sustainability of groups with higher maturity.

Table 82: Significant linear regression coefficients for predicting functional sustainability as reported by the professional in CIIF groups with higher maturity

Predictor	<i>b</i>	β
Staff of other agencies (every 5)	9.798	.545
R^2		.297

For groups with lower maturity, no factor was significantly predictive of the functional

sustainability of the group as perceived by professionals.

For groups with higher maturity, it could be noted that with more support from the CIIF Secretariat for the project, the group members' willingness to stay in the group became lesser. Apparently, group members would choose to stay in the group without relying on the support of the CIIF Secretariat. Group members or professionals found the support from the CIIF Secretariat to be a form of intervention that distracted members' adherence to the group. This idea conforms with the nature of the mature self-help group.

Table 83: Significant linear regression coefficients for predicting intentional sustainability as reported by the professional in CIIF groups with higher maturity

Predictor	<i>b</i>	β
Support from the CIIF Secretariat	-23.800	-.521
R^2		.575

For groups with lower maturity, the professional social worker found group members to be more willing to stay in the group. Besides, the more the social workers of other agencies got involved in the project, the higher was the group member's willingness to stay. Apparently, social workers helped promote intentional sustainability in groups with lower maturity.

Table 84: Significant linear regression coefficients for predicting intentional sustainability as reported by the professional in CIIF groups with lower maturity

Predictor	<i>b</i>	β
Being a social worker	15.104	.503
Social workers of other agencies (every 2)	30.729	.492
R^2		.339

6.3.4. Social Cohesion

Group Members' Report

No significant factor was found to be predictive of the social cohesion of the member of a group with higher maturity.

Among groups with lower maturity, social cohesion with neighborhood members was higher when the member was not employed, belonged to the upper middle class, experienced more matching by professionals, or when more professionals were from the agency rather than from the outside. In contrast, when more professionals were part-time workers, the group member's social cohesion with neighborhood members became lower. As such, professional commitment to the project was likely seen to boost group members' social cohesion.

Table 85: Significant linear regression coefficients for predicting social cohesion in CIIF groups with lower maturity

Predictor	<i>b</i>	β
Professionals being part-time workers	-78.570	-.449
Not employed	8.824	.220
Upper middle class	32.285	.193
Professionals inside the agency	30.020	.173
Acquiescence	68.795	.339
Professionals' acquiescence	88.138	.188
Matching experienced	15.393	.144
R^2		.570

Professionals' Report

No factor was found to be significant in predicting the professional report of social cohesion among neighborhood members.

6.3.5. Capability

Among groups with higher maturity, the group member who experienced more acculturating practice or was more intimate with professionals became more capable. On the other hand, when the project had more regular participants, the group member had lesser capability. Apparently, more professional input per group member would lead to higher capability in the group member. Similarly, when there were too many participants, the professional input per member would be lower, and thus, this could lower the member's capability.

Table 86: Significant linear regression coefficients for predicting capability in CIIF groups with higher maturity

Predictor	<i>b</i>	<i>β</i>
Regular participants (every 80)	-17.469	-.331
Acquiescence	-59.577	-.448
Acculturating experienced	24.236	.350
Intimacy with professionals	18.204	.247
<i>R</i> ²		.336

Among groups with lower maturity, a group member who was self-employed, older, experienced more matching, or was in a group with more members had more capability. Apparently, matching might promote the group member's capability by motivating them to improve capability.

Table 87: Significant linear regression coefficients for predicting capability in CIIF groups with lower maturity

Predictor	<i>b</i>	<i>B</i>
Self-employed	9.308	.195
Group members six months ago (every 200)	7.224	.231
Age (every 50 years)	8.285	.183
Acquiescence	-50.029	-.368
Matching experienced	20.172	.281
<i>R</i> ²		.287

6.4. CIIF Project Groups with Higher and Lower Intimacy with Professionals

Regression analysis served to identify significant factors of social capital, sustainability, social cohesion, and capability of members of groups with higher intimacy (over 60 points on a 0~100 scale) and lower intimacy (not above 60 points) with professionals. The stepwise selection procedure referred to a level of significance of .01 to admit significant background and professional factors into the analysis.

6.4.1. Bonding Social Capital

Among groups with higher intimacy with project professionals, the project with more supervisors and professionals associated with the agency had group members with higher bonding social capital. Accordingly, the presence of supervisors and professionals, in general, helped create bonding social capital in the group with higher intimacy with the professionals. On the other hand, when the supervisors allotted more work hours for the project, bonding social capital in the group became weaker. Apparently, the contribution of the supervisors substituted the need to acquire bonding social capital. Besides, an older group member realized less bonding social capital from the group.

Table 88: Significant linear regression coefficients for predicting bonding social capital in CIIF project groups with higher intimacy with professionals

Predictor	<i>b</i>	β
Supervisors of the project (every 4)	28.402	.367
Professionals inside the agency	45.609	.451
Work of supervisors of the project (every 25 hours per week)	-51.265	-.338
Age (every 50 years)	-10.973	-.196
R^2		.458

Among groups with lower intimacy with project professionals, the group member who lived in private rental housing, was unmarried, or experienced more matching by professionals acquired more bonding social capital from the group. Apparently, the practice of matching was especially beneficial to bonding social capital formation in a group with lower intimacy with professionals. Matching might be necessary when group members did not find much social capital from professionals because of low intimacy.

Table 89: Significant linear regression coefficients for predicting bonding social capital in CIIF project groups with lower intimacy with professionals

Predictor	<i>b</i>	<i>B</i>
Living in private rental housing	10.397	.310
Unmarried	5.705	.239
Acquiescence	29.853	.223
Matching experienced	17.984	.279
R^2		.287

6.4.2. Bridging Social Capital

Among groups with higher intimacy with CIIF project professionals, the member who owned housing, was currently receiving CSSA, or lived in quarters acquired more bridging social capital from neighborhood members. On the other hand, when more project professionals had qualifications in social work, the group member attained less bridging social capital. Apparently, the presence of intimate social workers diminished group

members' need to get bridging social capital from neighborhood members.

Table 90: Significant linear regression coefficients for predicting bridging social capital in CIIF project groups with higher intimacy with professionals

Predictor	<i>b</i>	β
Professionals with social work qualifications	-14.543	-.287
Self-owned housing	8.996	.274
Receiving CSSA currently	41.093	.245
Living in quarters	22.720	.191
R^2		.370

Among groups with lower intimacy with professionals, the Chinese group member realized less bridging social capital from neighborhood members. Moreover, when the social workers of the agency worked for a longer time for the project, less bridging social capital accrued to the group member. Apparently, the effort of social workers might reduce group members' reliance on bridging social capital from neighborhood members.

Table 91: Significant linear regression coefficients for predicting bridging social capital in CIIF project groups with lower intimacy with professionals

Predictor	<i>b</i>	<i>B</i>
Chinese ethnicity	-16.456	-.529
Work of social workers of the agency (every 60 hours per week)	-21.893	-.237
R^2		.269

6.4.3. Group Sustainability

As both the group member and the CIIF project professional independently provided information about group sustainability, they involved separate analyses as follows.

Group Members' Report

Among groups with higher intimacy with project professionals, the group member who responded to the survey through a project assistant experienced more acculturating, had project professionals providing more acculturating, or attended group activities more frequently found higher sustainability in the group. On the other hand, one who experienced more anchoring by professionals found lower sustainability in the group. Apparently, anchoring would reduce group sustainability especially for groups with higher intimacy with professionals. When more group members joined other groups or organizations due to their intimate professionals' anchoring, group sustainability would diminish.

Table 92: Significant linear regression coefficients for predicting sustainability in CIIF project groups with higher intimacy with professionals

Predictor	<i>b</i>	β
Responding through a project assistant	8.057	.211
Acculturating experienced	43.583	.622
Acquiescence	20.420	.152
Attending group activities in the recent month (every 60 hours per month)	25.271	.237
Acculturating by professionals	29.803	.248
Anchoring experienced	-17.171	-.265
R^2		.442

Among groups with lower intimacy with professionals, the group member who experienced more encouraging or acculturating by professionals showed higher sustainability

for the group. On the other hand, with professionals working as full-time workers, group sustainability among group members became lower. Apparently, full-time professionals could not help promote group sustainability.

Table 93: Significant linear regression coefficients for predicting sustainability in CIIF project groups with lower intimacy with professionals

Predictor	<i>b</i>	β
Professionals as full-time workers	-14.885	-.309
Encouraging experienced	21.914	.285
Acculturating experienced	17.700	.243
<i>R</i> ²		.298

Among groups with higher intimacy with professionals, structural sustainability was higher when the group member experienced more acculturating by professionals. Acculturating tended to be particularly beneficial to the group with higher intimacy with professionals.

Table 94: Significant linear regression coefficients for predicting structural sustainability in CIIF project groups with higher intimacy with professionals

Predictor	<i>b</i>	β
Acquiescence	22.639	.226
Acculturating experienced	19.233	.368
<i>R</i> ²		.249

Among groups with lower intimacy with professionals, structural sustainability was higher when the group was more mature and its member experienced transforming facilitated by professionals. Notably, the practice of transforming promoted structural sustainability in a group not close to professionals. On the other hand, structural sustainability was lower as found by a member who was not capable of responding to the survey in Chinese. Apparently, ethnic minority group members not close to professionals had difficulty in attaining structural sustainability in the group.

Table 95: Significant linear regression coefficients for predicting structural sustainability in CIIF project groups with lower intimacy with professionals

Predictor	<i>b</i>	<i>B</i>
Interviewing in English	-9.889	-.431
Acquiescence	19.133	.165
Group maturity	21.779	.164
Transforming experienced	15.868	.277
<i>R</i> ²		.342

Among groups with higher intimacy with professionals, functional sustainability was higher when the group member experienced more acculturating or platform making by professionals, or when he/she attended group activities more frequently. On the other hand, the group member who experienced more anchoring by professionals found lower functional sustainability in the group.

Table 96: Significant linear regression coefficients for predicting functional sustainability in CIIF project groups with higher intimacy with professionals

Predictor	<i>b</i>	β
Acquiescence	38.460	.287
Attending group activities in the recent month (every 60 hours per month)	17.526	.165
Acculturating experienced	31.155	.445
Anchoring experienced	-25.109	-.387
Platform making experienced	18.316	.283
R^2		.443

Among groups with lower intimacy with project professionals, functional sustainability was higher when the group member experienced encouraging by professionals or never received CSSA. Apparently, the group particularly helped those who never received CSSA.

Table 97: Significant linear regression coefficients for predicting functional sustainability in CIIF project groups with lower intimacy with professionals

Predictor	<i>b</i>	<i>B</i>
Never receiving CSSA	7.377	.276
Acquiescence	18.247	.134
Encouraging experienced	30.118	.435
R^2		.309

Among groups with higher intimacy with professionals, the group member who was more willing to stay in the group was the one who experienced more acculturating by professionals or the one who attended group activities more frequently. On the other hand, the member who experienced more mentorship pairing by professionals or in an empowerment-type project was less willing to stay in the group. Apparently, mentorship pairing and empowerment were countervailing to group members' intentional sustainability.

Table 98: Significant linear regression coefficients for predicting intentional sustainability in CIIF project groups with higher intimacy with professionals

Predictor	<i>b</i>	β
Empowerment-type project	-12.689	-.326
Attending group activities in the recent month (every 60 hours per months)	28.539	.232
Acculturating experienced	40.721	.503
Mentorship pairing experienced	-16.941	-.270
R^2		.381

Among groups with lower intimacy with project professionals, the group with more members in the beginning also had more members who were willing to stay in the group. Besides, the group member who experienced more encouraging by professionals was more willing to stay.

Table 99: Significant linear regression coefficients for predicting intentional sustainability in CIIF project groups with lower intimacy with professionals

Predictor	<i>b</i>	<i>B</i>
Group members in the beginning (every 150)	19.026	.247
Encouraging experienced	28.779	.332
R^2		.169

Professionals' Report

Among groups with higher intimacy with professionals, the empowerment-type project had lower group sustainability as perceived by the professional. Probably, empowerment relieved group members' dependency on the group.

Table 100: Significant linear regression coefficients for predicting sustainability as reported by the professional in CIIF project groups with higher intimacy with professionals

Predictor	<i>b</i>	β
Empowerment-type project	-13.455	-.652
R^2		.425

No significant factor predicted the overall sustainability in groups with lower intimacy with professionals. In addition, no significant factor predicted structural and functional sustainability as perceived by professionals.

Among groups with higher intimacy with professionals, the more the members served as leaders concurrently, the higher was their intentional sustainability as perceived by the professional. Thus, democratic leadership in self-help groups appeared to uphold intentional sustainability. On the other hand, the empowerment-type project had lower intentional sustainability among its group members as perceived by the professional.

Table 101: Significant linear regression coefficients for predicting intentional sustainability as reported by the professional in CIIF project groups with higher intimacy with professionals

Predictor	<i>b</i>	β
Empowerment-type project	-11.691	4.541
Members as leaders concurrently (every 10)	15.631	5.326
R^2		.584

Based on the professional's perception, among groups with lower intimacy with professionals, no significant factor predicted group members' willingness to stay in the group.

6.4.4. Social Cohesion

While group members reported their social cohesion with neighborhood members, professionals reported the social cohesion of neighborhood members and not that of group members.

Group Members' Report

Among groups with higher intimacy with professionals, when more of the project professionals were female, the group member's social cohesion with neighborhood members was higher. When all the professionals were female, social cohesion was 27.9 points higher than when all the professionals were male. On the other hand, the ethnic minority project had group members with lower social cohesion. The married group member also manifested lower social cohesion.

Table 102: Significant linear regression coefficients for predicting social cohesion in CIIF project groups with higher intimacy with professionals

Predictor	<i>b</i>	β
Professionals being female	27.899	.391
Ethnic minority project	-15.769	-.345
Married	-9.053	-.203
R^2		.511

Among groups with lower intimacy, social cohesion with neighborhood members was higher when the group member was a clerical worker, lived in private rental housing, or experienced matching or acculturating by the professional. On the other hand, social cohesion with neighborhood members was lower when the group member experienced more mentor pairing.

Table 103: Significant linear regression coefficients for predicting social cohesion in CIIF project groups with lower intimacy with professionals

Predictor	<i>b</i>	<i>B</i>
Clerical worker	12.973	.367
Living in private rental housing	10.409	.235
Acquiescence	77.493	.438
Matching experienced	16.676	.196
Mentor pairing experienced	-12.534	-.209
Acculturating experienced	14.755	.173
<i>R</i> ²		.460

Professionals' Report

Among groups with higher intimacy with project professionals, the empowerment-type project was lower in neighborhood members' social cohesion. Apparently, the empowerment-type project paid more attention to project participants and paid less attention to neighborhood members.

Table 104: Significant linear regression coefficients for predicting social cohesion as reported by the professional in CIIF project groups with higher intimacy with professionals

Predictor	<i>b</i>	<i>β</i>
Empowerment-type project	-10.286	-.550
<i>R</i> ²		.302

Among groups with lower intimacy with professionals, when the project professional practiced more innovating strategies, neighborhood members' social cohesion was higher. Apparently, the innovating practice was appealing to neighborhood members.

Table 105: Significant linear regression coefficients for predicting social cohesion as reported by the professional in CIIF project groups with lower intimacy with professionals

Predictor	<i>b</i>	<i>β</i>
Innovating by professionals	39.501	.671
<i>R</i> ²		.450

6.4.5. Capability

Among groups with higher intimacy with professionals, the group member's capability was higher when the member was a working-class worker. On the other hand, capability was lower when the member responded to the survey in English, responded through another group member, or was a Buddhist. As such, professionals had no effect on the capability of members of a group with higher intimacy with professionals.

Table 106: Significant linear regression coefficients for predicting capability in CIIF project groups with higher intimacy with professionals

Predictor	<i>b</i>	β
Interviewed in English	-15.475	-.487
Responding through another group member	-12.984	-.333
Working class	6.919	.215
Buddhist	-8.696	-.184
R^2		.318

Among groups with lower intimacy with professionals, the group member who never received CSSA, attained higher education, or experienced more encouragement from the professional reported higher capability. Among all the factors, the professional's encouragement made the greatest difference (26.4 points maximally).

Table 107: Significant linear regression coefficients for predicting capability in CIIF project groups with lower intimacy with professionals

Predictor	<i>b</i>	β
Never receiving CSSA	8.699	.290
Education	15.345	.265
Acquiescence	-51.475	-.337
Encouraging experienced	26.398	.339
R^2		.319

6.5. Discussion

The analysis of the survey data gathered from group members and professionals provided empirical evidence for the success and hindrance factors of the key outcomes of social capital, sustainability, social cohesion, and capability. The success factors consistently identified in various analyses were the professional practices of encouraging, acculturating, matching, and input to the community; the democratic leadership of the group; and the professional support from other agencies or organizations. The hindrance factors consistently found in the analyses were the professional practices of mentor pairing and homogenizing. Another practice, professional anchoring, was both a success factor and a hindrance factor of different outcomes. Besides, social workers had both positive and negative impacts on the outcomes. In this connection, a success factor was one which showed a significant positive impact, while a hindrance factor was one which displayed a significant negative impact.

6.5.1. Encouraging

Encouraging or potential building is an essential professional function that served to elicit the group member's potentialities. It refers to the professional's act of offering opportunities for realizing strengths and emotional support in the recent six months.

The results of the analysis of the survey data indicated that encouraging demonstrated positive effects on group sustainability, particularly functional and intentional sustainability, and individual group members' capability. The practice was also particularly beneficial to groups with lower intimacy with project professionals. It verified the expectation of the coordinated balance model in that encouraging is more effective when the relationship between the professional and group member is not close. Conversely, more proactive or pushy approaches are less effective under these circumstances. However, encouraging did not show a contribution to social capital accruing to group members. Hence, encouraging primarily contributed to personal and group capability but not to their social capital.

Table 108: Significant impacts of the professional’s encouraging according to the group member’s experience (E) or the professional’s report (P)

	All	CIIF	CIIF with higher group maturity	CIIF with lower group maturity	CIIF with higher intimacy with professionals	CIIF with lower intimacy with professionals
Group member’s report						
Bonding social capital						
Bridging social capital						
Overall sustainability		E+				E+
Structural sustainability						
Functional sustainability	E+	E+		E+		E+
Intentional sustainability	E+		E+			E+
Social cohesion						
Capability	E+	E+				E+
Professional’s report						
Overall sustainability	P+					
Structural sustainability						
Functional sustainability						
Intentional sustainability						
Social cohesion						

(+) denotes positive impact while (-) denotes negative impact

6.5.2. Acculturating

Acculturating is a professional practice that serves to change the values or mindset of group members and community members. It refers to the professional’s act of sharing the spirit of mutual help within the community and promoting the spirit of mutual help among the groups and among service recipients of groups in the past six months. Notably, it was one of the pithy strategies advocated by the CIIF.

The results of the analysis of the survey data indicated that acculturating contributed to all aspects of group sustainability, the group member’s capability, and the social cohesion of group members who had lower intimacy with the project professional. Acculturating, therefore, demonstrated its benefits as claimed by the CIIF and various professionals. Notably, value change proved to be a basis for performance and development. It echoed the assertion that the professional’s participation in a focus group would result to changes toward higher-order values, such as self-actualization, that could solve most problems. In support of the coordinated balance model, moreover, acculturating was uniquely beneficial to foster the social cohesion of members of groups with lower intimacy with project professionals. Thus, acculturating was more important when group members were not close to project professionals. If the relationship were close, group members might not need to undergo acculturation in order to exhibit social cohesion with neighborhood members. Nevertheless, acculturating had no significant contribution to the group member’s social capital.

Table 109: Significant impacts of the professional’s acculturating according to the group member’s experience (E) or the professional’s report (P)

	All	CIIF	CIIF with higher group maturity	CIIF with lower group maturity	CIIF with higher intimacy with professionals	CIIF with lower intimacy with professionals
Group member’s report						
Bonding social capital						
Bridging social capital						
Overall sustainability	E+	E+	E+	E+	E+ P+	E+
Structural sustainability	E+	E+	E+		E+	
Functional sustainability	E+	E+	E+	E+	E+	
Intentional sustainability	E+	E+		E+	E+	
Social cohesion						E+
Capability	E+	E+	E+			
Professional’s report						
Overall sustainability						
Structural sustainability						
Functional sustainability						
Intentional sustainability						
Social cohesion						

(+) denotes positive impact while (-) denotes negative impact

6.5.3. Matching

Matching was another practice advocated by the CIIF. It refers to the way the professional arranges the services based on the groups’ strengths, and arranges service receivers for groups in the recent six months. It embodies the spirit of complementary or plug-and-socket matching.

The results revealed that the significant effects of matching were uniformly positive. It showed contributions to group sustainability, bonding social capital in the CIIF project, the social cohesion and capability of members of groups with lower maturity, and the intimacy with project professionals. The latter findings supported the coordinated balance model in which members of groups with lower maturity and intimacy with professionals benefited more from matching. These group members tended to be the ones most in need of professional support. On the other hand, matching yielded no significant contribution to group members’ process of bridging social capital.

Table 110: Significant impacts of the professional’s matching according to the group member’s experience (E) or the professional’s report (P)

	All	CIIF	CIIF with higher group maturity	CIIF with lower group maturity	CIIF with higher intimacy with professionals	CIIF with lower intimacy with professionals
Group member’s report						
Bonding social capital		E+				E+
Bridging social capital						
Overall sustainability	E+					
Structural sustainability						
Functional sustainability	E+					
Intentional sustainability	E+					
Social cohesion				E+		E+
Capability				E+		
Professional’s report						
Overall sustainability						
Structural sustainability						
Functional sustainability						
Intentional sustainability						
Social cohesion						

(+) denotes positive impact while (-) denotes negative impact

6.5.4. Mentor Pairing

Mentor pairing refers to the method of pairing mentors and protégés in the recent six months. It also appears to be the paragon practice promoted by the CIIF.

The results revealed that the significant effects of mentor pairing were uniformly negative. The practice impeded the functional and intentional sustainability of self-help groups. Moreover, it reduced the social cohesion of members of groups with lower intimacy with professionals. Mentor pairing thus appeared to be a hindrance factor, especially for groups with lower intimacy with professionals. Mentor pairing tended to disintegrate the group and discourage group members’ social cohesion. In view of the coordinated balance model, mentor pairing might be too intrusive for members of groups with lower intimacy with project professionals. Besides, mentor pairing did not contribute to the member’s capability and social capital.

Table 111: Significant impacts of the professional’s mentor pairing according to the group member’s experience (E) or the professional’s report (P)

	All	CIIF	CIIF with higher group maturity	CIIF with lower group maturity	CIIF with higher intimacy with professionals	CIIF with lower intimacy with professionals
Group member’s report						
Bonding social capital						
Bridging social capital						
Overall sustainability						
Structural sustainability						
Functional sustainability	E-	E-	E-			
Intentional sustainability	P-	P-	P-			
Social cohesion						E-
Capability						
Professional’s report						
Overall sustainability						
Structural sustainability						
Functional sustainability						
Intentional sustainability						
Social cohesion						

(+) denotes positive impact while (-) denotes negative impact

6.5.5. Anchoring

Anchoring refers to the professional’s way of arranging members to join other organizations, and groups to join a network of other organizations in the recent six months. It aspired to be the means of bridging social capital.

With the goal of developing the means of bridging social capital, the results showed that anchoring contributed to bridging social capital. However, anchoring also displayed negative effects on bonding social capital, intentional sustainability, and particularly, the structural and functional sustainability of the group with higher intimacy with project professionals. Thus, while anchoring was the only professional practice that contributed to the group members’ bridging social capital, it attenuated the member’s bonding social capital. It especially dissolved the sustainability of groups with higher intimacy with professionals. According to the coordinated balance model, the particular harm of anchoring on the group’s closeness with the professional reflected the group members’ susceptibility to the professional’s distracting and dismantling practice. The finding highlights the tradeoff between integrating the group and effacing the group’s identity.

Table 112: Significant impacts of the professional’s anchoring according to the group member’s experience (E) or the professional’s report (P)

	All	CIIF	CIIF with higher group maturity	CIIF with lower group maturity	CIIF with higher intimacy with professionals	CIIF with lower intimacy with professionals
Group member’s report						
Bonding social capital	P-					
Bridging social capital	P+	P+				
Overall sustainability						
Structural sustainability					E-	
Functional sustainability					E-	
Intentional sustainability	E-					
Social cohesion						
Capability						
Professional’s report						
Overall sustainability						
Structural sustainability						
Functional sustainability						
Intentional sustainability						
Social cohesion						

(+) denotes positive impact while (-) denotes negative impact

6.5.6. Homogenizing

Homogenizing, as suggested by professionals in focus groups as a means to consolidate social capital, refers to arranging people with the same background to join activities and fostering friendship among people of the same background.

The results revealed that homogenizing had negative effects on bridging social capital and social cohesion with neighborhood members. Even though homogenizing did not bolster bonding social capital and group sustainability, it impeded the acquisition of bridging social capital and social cohesion. The practice, therefore, was a hindrance factor. Apparently, homogenizing enhances the group member’s identification with the group at the expense of reducing identification with the larger society (Yuki 2003).

Table 113: Significant impacts of homogenizing according to the group member's experience (E) or the professional's report (P)

	All	CIIF	CIIF with higher group maturity	CIIF with lower group maturity	CIIF with higher intimacy with professionals	CIIF with lower intimacy with professionals
Group member's report						
Bonding social capital						
Bridging social capital	P-					
Overall sustainability						
Structural sustainability						
Functional sustainability						
Intentional sustainability						
Social cohesion	P-	P-				
Capability						
Professional's report						
Overall sustainability						
Structural sustainability						
Functional sustainability						
Intentional sustainability						
Social cohesion						

(+) denotes positive impact while (-) denotes negative impact

6.5.7. Input to the Community

Professional input to the community comprised of conducting fieldwork or reach-out activities, raising funds from the outside, mobilizing community support, promoting support from neighborhood members, asking for support from the business sector, soliciting support from other professionals, and providing professional advice in the past six months. It aspired to strengthen the aim of bridging social capital and social cohesion in the community.

The results showed that the input enhanced CIIF project group members' social cohesion and the structural sustainability of groups with higher maturity. The input, therefore, was favorable to social cohesion as expected. Its particular contribution to the structural sustainability of the group with higher maturity reflected the addition of the community resources to the group which was mature enough to be receptive of the resources. Conversely, when the group was not mature enough, inputs mobilized from the community might restructure rather than strengthen the group.

Table 114: Significant impacts of the professional’s input to the community

	All	CIIF	CIIF with higher group maturity	CIIF with lower group maturity	CIIF with higher intimacy with professionals	CIIF with lower intimacy with professionals
Group member’s report						
Bonding social capital						
Bridging social capital						
Overall sustainability						
Structural sustainability						
Functional sustainability						
Intentional sustainability						
Social cohesion		+				
Capability						
Professional’s report						
Overall sustainability						
Structural sustainability				+		
Functional sustainability						
Intentional sustainability						
Social cohesion						

(+) denotes positive impact while (-) denotes negative impact

6.5.8. Social Workers

Social workers refer to those involved in the projects and who come from the agencies running the projects as well as other agencies.

The results revealed mixed effects due to social workers. Positive effects were on the intentional and functional sustainability of the group in the CIIF project. The contribution to group sustainability especially emerged in groups with lower maturity. On the other hand, social workers displayed negative effects on bridging social capital, social cohesion, and capability, especially for group members of CIIF projects. Apparently, while the social worker’s involvement in the group contributed to group sustainability, it impeded development in bridging social capital, social cohesion, and capability. The contribution to group sustainability would be more salient in groups with higher maturity. According to the coordinated balance model, the social worker’s involvement enhanced group sustainability, but the group could make use of the involvement to strengthen itself. Otherwise, the social worker’s involvement might dominate the group and contribute little to group sustainability.

Table 115: Significant impacts of social workers

	All	CIIF	CIIF with higher group maturity	CIIF with lower group maturity	CIIF with higher intimacy with professionals	CIIF with lower intimacy with professionals
Group member's report						
Bonding social capital						
Bridging social capital	-	-			-	-
Overall sustainability				+		
Structural sustainability						
Functional sustainability						
Intentional sustainability		+				
Social cohesion		-				
Capability		-				
Professional's report						
Overall sustainability				+		
Structural sustainability						
Functional sustainability		+				
Intentional sustainability				+		
Social cohesion						

(+) denotes positive impact while (-) denotes negative impact

6.5.9. Professionals of Other Agencies

Professionals of agencies not running the CIIF project included social workers and non-social work professionals.

The results revealed that the significant effects of professionals of other agencies were all positive. Accordingly, by bridging social capital, functional sustainability, and social cohesion, the group members of CIIF projects benefited from the input of professionals from other agencies. Particularly, the input contributed to the intentional sustainability of members of groups with lower maturity. The members would be in need of inputs from the professionals. Hence, collaborating and linking with professionals in various agencies generated benefits for group members.

Table 116: Significant impacts of professionals of other agencies

	All	CIIF	CIIF with higher group maturity	CIIF with lower group maturity	CIIF with higher intimacy with professionals	CIIF with lower intimacy with professionals
Group member's report						
Bonding social capital						
Bridging social capital		+				
Overall sustainability						
Structural sustainability						
Functional sustainability		+				
Intentional sustainability						
Social cohesion		+				
Capability						
Professional's report						
Overall sustainability						
Structural sustainability						
Functional sustainability		+	+			
Intentional sustainability					+	
Social cohesion						

(+) denotes positive impact while (-) denotes negative impact

6.5.10. Business Managers

Managers from the business sector were involved in the CIIF project through the project professionals' linking effort. The managers provided various kinds of resources to the project.

The results revealed that group sustainability was higher with more managers of the business sector involved in the project. Nevertheless, it was the single significant finding out of the large number of possible impacts. Hence, there was no compelling evidence which shows the favorable effect of the involvement of managers from the business sector.

Table 117: Significant impacts of business managers

	CIIF	CIIF with higher group maturity	CIIF with lower group maturity	CIIF with higher intimacy with professionals	CIIF with lower intimacy with professionals
Group member's report					
Bonding social capital					
Bridging social capital					
Overall sustainability	+				
Structural sustainability					
Functional sustainability					
Intentional sustainability					
Social cohesion					
Capability					
Professional's report					
Overall sustainability					
Structural sustainability					
Functional sustainability					
Intentional sustainability					
Social cohesion					

(+) denotes positive impact while (-) denotes negative impact

6.5.11. Leadership by Members

Leadership by members could exert its influence through concurrent leadership and cumulative leadership over time. It indexed members' democratic involvement in taking leadership in the group. According to the theory about self-help groups, democratic structure is a plus for the self-help group (Steinberg 1997). As such, democratic leadership would facilitate communication and mutuality among the group, which would in turn strengthen the functions of the group.

The results showed that the effects of leadership by members were all positive. The contributions were to overall sustainability, intentional sustainability, and structural sustainability. These findings supported the expectation about the benefit for leadership by members.

Table 118: Significant impacts of leadership by members

	All	CIIF	CIIF with higher group maturity	CIIF with lower group maturity	CIIF with higher intimacy with professionals	CIIF with lower intimacy with professionals
Group member's report						
Bonding social capital						
Bridging social capital						
Overall sustainability	+					
Structural sustainability			+			
Functional sustainability						
Intentional sustainability	+					
Social cohesion						
Capability						
Professional's report						
Overall sustainability		+				
Structural sustainability	+	+	+			
Functional sustainability						
Intentional sustainability	+	+			+	
Social cohesion						

(+) denotes positive impact while (-) denotes negative impact

7. Findings from Post-Survey Focus Groups and Personal Interviews with CIIF Project Professionals and Participants

Six focus groups and personal interviews with CIIF project professionals and participants elicited further ideas for qualitative analysis. These focus groups and interviews took place between October 27 and December 16, 2005. They involved 11 CIIF project professionals and 7 CIIF project participants. These interviewees were believed to be knowledgeable about CIIF projects as they were more active in the practices of acculturating, matching, and encouraging, as found in the survey. These interviewees provided answers and related ideas to the following basic questions:

1. In what ways did the CIIF project group participants and people in the community benefit from the CIIF project?
2. How did the following practices help or hinder the development of bonding and bridging social capital, cohesion, personal capability, and sustainability among CIIF project group participants and people in the community?
 - 2.1 Acculturating
 - 2.2 Complementary matching
 - 2.3 Mentor pairing
 - 2.4 Innovating
 - 2.5 Anchoring
 - 2.6 Platform making
 - 2.7 Encouraging
 - 2.8 Training, capacity building
 - 2.9 Integrating, networking
 - 2.10 Linking with the other agencies and the business sector
 - 2.11 Other suggested practices
 - 2.12 Others

The answers to the questions revealed the following, which conveyed what participants in focus groups or personal interviews said and held. Conceivably, focus group participants and interviewees were not knowledgeable of all practices mentioned in the questions. Hence, they principally provided comments about role transformation, acculturating, matching, mentoring, encouraging, networking, capacity building, planning, and monitoring by the CIIF Secretariat.

7.1. Role Transformation as a Benefit of the CIIF Project to Participants

The chief contribution mentioned by the focus group participants was role transformation through which participants transformed an earlier role that was passive to a role that was active, helpful to people, and served the community. This transformation likely occurred when the participant was pessimistic, worried, and upset in the beginning, and needed to seek help and ways to relieve the negative feelings. Very often, participants encountered many different difficulties and adversities in life such as important change and stress. The participants became lost under the stressful circumstances and very much depended on the guidance of CIIF project professionals. Essentially, the participants were capable of contributing their talent and effort to help other people. This expedited the role transformation. The following quote illustrates a case of the transformation.

I have participated in this project since September of 2004. I was a teacher and had recently retired at that time. I did not plan to look for another teaching job. I have previous experience in social services, but I already lost that group of friends and channels to participate in such. I was pessimistic. After retirement, I further studied and equipped myself with knowledge, such as by learning Mandarin. Yet, I did not have channels to join community service. After knowing the project, I considered it a good idea. In addition, I like to do community service. Thus, I joined this project. There are different courses in which I am interested. These courses, such as Chinese medicine and managing money, are practically useful. The courses also enrich my knowledge. The project staff reminded me that I was a teacher, and I could teach or provide guidance to some of the target groups. I marked down the time, and I participated in community service again. If there were no such project, I would be like what I did in the past, and could not contribute to society and help others. This platform or project enhances my views that I can provide service to others.

Role transformation could happen to ethnic minority participants. Passive and unhelpful minority participants could later become active helpers to Chinese people as well. The help included childcare and provision of training in various skills and arts, such as cooking. The role transformation eventually improved the participants' well-being. Notably, when the participants realized that they were capable of providing help to other people, their self-confidence increased. Besides, their integration with Chinese people also increased due to their role transformation. The following quotes illustrate the transformation.

At first, she was a service user. Now she is an instructor and a service provider.

I would like to share the situation in the women group (a mutual support group). It is comprised of local Chinese and South Asians. At first, they were strangers to each other. After several classes, they now know each other better, and they spend more time to talk, to cook, and to do handicraft together. Some of the women even help the other women to pick up their children from school. Their relationship is good. Some of the service users are now service providers and instructors. They are more confident, and more open to talk to us and share their feelings.

One Pakistani woman was not used to getting help from the center. At first, she always refused to receive help from us because of religious reasons. However, after she has known us and found that the center is very close-knit, she became more comfortable to ask help. She became our instructor, and she shared her skills to the other women. Indeed, the result was good.

I know a woman who is good at cooking. She transformed herself by teaching other women to cook. Eventually, she became very confident.

Various courses offered by the CIIF project facilitated participants' role transformation. Apart from those dealing with practical knowledge, some courses galvanized value and attitude change conducive to role change. The courses were thereby impressive and touching, and they led participants to reflect on their ways to contribute to other people. They helped participants to plan their contributions. The following revealed a participant's experience regarding the way of role transformation.

I had a very impressive experience in the new life course. Its effect on me was great. This two-

day course made me reflect on how to live my life fully. I did not have much opportunity to participate in such type of course in the past. I consider it special. The course taught me of living a full and relevant life. I learned a lot, and I am more positive toward life now.

7.2. Ways in which Acculturating Helps

Acculturating which is conveyed by CIIF projects could take the forms of a lecture, workshop, orientation program, programmed course, or various kinds of communication. Its contents include value clarification, experience sharing, role modeling, and specific components such as stress management, knowledge dissemination, enlightening, and training. Acculturating adheres to guidelines that are broad and general, and that represent the Maslow's humanist approach to promoting high-level values. At any rate, interpersonal influence was the core of acculturating. It appealed to participants when it catered to their needs for social norms and role models. Besides, value change appeared to be necessary as well as sufficient conditions of development and change in practices, through helping people and community service. It also built on the strength and potential that participants already had. When participants were capable, the needed force would be to change their view and thus lead them to the right direction.

The benefit of acculturating rested in interpersonal influence, which addresses the participant's mind. Acculturating could work through experience sharing, which represented interpersonal influence. It aspired to introduce participants into a new course of life. The following unfolds the arrangement for acculturation through interpersonal influence based on professional expertise and experience.

Besides sharing of experiences from participants, the main theme of the project is new life development. Some of our advisors arranged the new life course. The participants come from different professions, and we hope to affect different people's life through the experiences of others. Participants can benefit from the knowledge about the body, mind, and spirituality.

One way of acculturating was through role modeling in a democratic or liberal way. It cherished an educational goal in promoting participants' self-determination, which would be desirable for and expected by participants. Meeting the need of participants would guarantee the success of acculturating. As such, empowerment would be the ultimate goal of acculturating. It worked through conditions of non-restrictiveness and non-coercion. Rather, acculturating would effectively happen in an unconscious way. The following quote unfolds the possible way through which acculturating contributes through role modeling.

I think one of the success factors is that "example is better than precept." By humbling oneself, standing on the same level as the clients, the professionals can then bring out a different impact in the project. In our workshops, one can hardly tell who is leading the program or carrying out the activities, what kind of professions these people have, and who possesses the authority in the group. As no power is exercised in the process, people can fully play their own part. All people enjoy an equal opportunity of participation, and it is the capability of a person that determines his/her level of participation. Not every project can bring such a kind of impact, and that is the reason why we have so many committed members. We, as the group members, have real-life experiences on how to conduct workshops, and since then, the work has been decentralized. In this process, my role diminishes, the others are empowered to lead a project, and this is the beginning of the success of a project. This has realized the ultimate goal of teaching and education, that is, we build the capacities of other people.

Alternatively, a more direct way of acculturating was through a course or a workshop hosted by experts. Such a course comprised of sufficient and fruitful elements to facilitate participants' value and role changes. It includes elements of stress management and life-span development to assist participants to proceed in their new lives. The elements appeared to appeal to participants, as they are catered to participants' needs. The following quote shows the details of the course.

The workshop I mentioned was a collaborative effort with the Centre of Behavioral Health of the University of Hong Kong. The workshop was taught by an advisor, and it was a two-day workshop in mid-November, starting from 9 a.m. to 5 p.m. We invited 30 staffs and members to participate. The workshop mainly focused on sharing the members' view of the different stages to which they belong. Some members were in the transitional stage, and some had already gone through the transitional stage. They had already reached the stage of contributing to society. In addition, we talked about the stress of those who had just become members. Just like what another focus group participant said, one finds himself/herself lost or without a goal, and does not know what to do with his/her life. Furthermore, self-reflection is one part of life's education. We could reflect on our life. In the former part of life, we worked hard and were very stressed. After we have retired or when we are self-employed, we can start to do something different in another part of our life. We focused on learning and contributing to society. Finally, we shared the pros and cons of being a group member, our advantageous position in the community, and what mission we can take on. These were the contents of the workshop.

Acculturating was also exhibited in a formal model of values which was induced by the CIIF project. The model was to shape the participants' values of mutual help and self-cultivation and development. It also hinged on collective engagement in activities based on the value model. The following gives the workings of the model.

This is the so-called "out and function," which means to extend some activities or functions to the communities. Such an "out and function" model can help people with different backgrounds, based on their own beliefs and values, to share and acquire the same experience at the same time. The value system that we mentioned here is a kind of mutual respect, and there is no personal judgment. Through these, each one of us can cultivate our own part and our own life. (BO-s)

Acculturating could involve some specific guidelines, such as those advocating "participants to contribute to the community, besides enhancing social networks." This represented a more directive way to lead participants to serve the community. The following quote displays such a guideline.

After three training courses, they formed a decision: they have to do something. The participants would continue to have gathering and recreational activities. Furthermore, they would continue to be concerned about the original issues they have. They would join other programs and groups. Our message was "participants have to contribute to the community besides enhancing social networks." The participants were clearly aware of this message. (HH)

Acculturating aimed at promoting general values, and was not just concerned with particular and trivial issues. Showing participants a broader perspective than a focused attention is one way through which acculturating worked in the following example.

The participants of this program may not be able to understand ex-mental patients fully, and they are usually puzzled by the techniques on how to communicate with them. However, after participating in the programs, the participants will find out that communication is a fundamental process, and that the basic value of a human being is that which is emphasized here. For instance, we will not talk about “ex-mental patients” or subjects that are directly related to them, but instead, we will talk about “what is interpersonal relationship or communication.” The activities organized are all people related, meaning, the activities relate to people’s thoughts and feelings, human nature, and human relationships. Ex-mental patients are only a subset of the set of human beings, and there are still other groups of people who are in need, like people with autism, people with disability, old aged, etc. What participants need to learn are the most fundamental yet universal skills, such as the attitudes of interpersonal communication, techniques in making friends with people in need, and the love that they need when they want to serve. These are all the basic attitudes and attributes that can be used at different times, in different communities, and for different people.

Acculturating could happen in terms of an orientation program for new participants. The orientation program serves to make participants understand the goal of the project. It also serves as a gate-keeping function for screening participants who did not join the project with a good purpose. The following quote described such an orientation program.

I am not sure if it is a training. I think that it is an orientation program, and it is necessary. They joined us as members, and we, workers, have to let them understand our goal, mission, and our activities. We also have to let them know they should not take benefits unilaterally. Some people come to expand their networks for a profit-making purpose. We have to set up a structure for our orientation program, a system in which at the first gathering, outsiders know what our organization is about.

A guiding principle of acculturating in a CIIF project is Maslow’s humanist approach. Accordingly, the project aspired to promote higher-order values, such as self-actualization, in order to tune down the lower-order values like physiological and security values. As such, acculturating could have theoretical grounds such that its effectiveness is justifiable. It caters to human nature as envisioned in the humanist theory. The principle is transparent in the following quote.

I am not sure if you all know Maslow, the psychologist. Maslow has two different perspectives on the understanding of human needs. Many people interpret Maslow’s model only from the bottom-up perspective, that is, the higher level of human needs can only be achieved if the basic needs like food, clothing, and sheltering are first met. On the other hand, people fail to interpret Maslow’s model from a top-down perspective. When the highest level of needs of ‘self-actualization’ has been achieved, lower levels of needs will become relatively less important to a person. Both of the perspectives should be adopted.

7.3. Ways in which Matching Helps

Complementary matching, according to CIIF project professionals, was a flexible and reciprocal process. As such, one had both the strengths and the weaknesses that enabled one to help others as well as to receive help from others. The workings of complementary matching adhered to the belief that seemingly deficient people have their strengths, just because they had weathered adversities. Hence, partners involved in complementary matching shared interchangeable roles in helping and receiving help. The merit of

complementary matching thus resided in the recognition of weakness as strength and arrangement for reciprocal help in the matched pair. A fair and no-stereotypic attitude toward seemingly deficient people was the key to successful matching. The following aptly describes the view.

The meaning of the plug and socket is still a question for us, as well as the so called 'plug-and-socket matching.' People usually think that these ex-mental patients are in an underprivileged position or a deficit position, but these ex-mental patients are in fact a group of iron-willed people who have overcome their difficulties, and are gifted with a lot of capabilities. Well-educated persons can positively be perceived as teachers, but since they have not undergone such illness, their emotional quotients can negatively be perceived as deficient. Thus, the plug-and-socket matching concept applied to these two groups of people is, the teachers need to learn to unlearn, and learn to listen and respect, while ex-mental patients who seem to be powerless have the capability to share what they possess. We do not have a definition of the surplus and the deficient, but it is our belief that each person has his/her own weaknesses and strengths. Ex-mental patients are usually regarded as deficient and ill, but I think they possess much strength, as shown in their experience and enthusiasm toward life.

If they do not mind, the name should be changed to "plugs and sockets matching plugs and sockets" (凹凸西配對凹凸). Each person has his/her own strengths and weaknesses, and is born with different missions in life. Sometimes, people may not know what their weaknesses are, but sooner or later, they will find them out, like limited knowledge and relatively poor interpersonal relationships or value system. No one is perfect, and everyone has his/her own weaknesses and limitations.

7.4. Ways in which Mentor Pairing Helps

The success of mentoring was contingent on the project professional's effort, including screening mentors and protégés, training them, providing various kinds of support, making a contingency plan, and holding the development of social capital as a goal. Mentoring would fail when either the mentor or the protégé experienced burnout in the relationship, and when the pair did not evolve to have a close relationship. Moreover, mentors who were not capable of performing the mentor role would lead to the premature termination of the mentor-protégé relationship.

The operation of mentoring required much support from project professionals. In the first place, the professionals needed to set a goal for promoting social capital through mentoring. They then made use of interpersonal influence to make a difference in mentoring. They needed to work hard to ensure the building of a good relationship between the mentor and the protégé. The following illustrates this case.

The mentorship project is expected to achieve transformation, with the mentees becoming the new social capital. Before achieving this, mentors spend much effort on the youth who have nothing to do. One way is affecting life with another life. Another way is to provide tailor-made training to mentees. What we do is to be with them every time the group gets together. Apart from administrative support, we provide support to mentors and mentees. This ensures that they do not feel lonely. We also remind them that they might have something to amend.

Making arrangements for mentoring was no easy task. The professional needed to have a

contingency plan. Apparently, training and capacity building were also necessary to equip mentors with the ability to cope with emergencies. Furthermore, the arrangement required exploration of the talents and needs of the mentors and the protégé. The following reveals the complexity in mentor pairing.

Surely, there are difficulties. For example, some group mates suddenly cannot show up as planned. However, we have good contingency plans, e.g., one mentor matches with two mentees, or six people work things out together. If someone needs urgent help, another mentor can cover up for him/her, or when some group mates are suddenly depressed, they know how to handle the situation and to eliminate misunderstandings as much as possible because as we have just mentioned, training is provided. Another example is that two people pair up, and one of them does not have special skills. However, later, we find out that he is good at fortune telling by reading people's palms. We utilize this and attract many girls to learn. Thus, this is not a one-way transmission of knowledge. The youth have their own skills. Skills are just means. The important point is to shape them to be positive and active during the process. This is our goal.

Careful screening and selection were also necessary for mentor pairing. Not all participants were capable to become mentors. The following gives comments about this.

We ultimately focus on the children because it is hard to communicate with adults. In mentoring, children are more capable to communicate because their English is better. Hence, we let them get together in more communication. We also train the volunteer who are better in English. That's why mentors can transfer knowledge skill and carry attitude to mentees.

7.5. Ways in which Encouraging Pairing Helps

Encouraging was necessary because participants were very often passive and initially not confident. They were not aware that they had strengths and talents to contribute to other people and the community. Encouraging was just a way to enhance participants' confidence in using their talents for the benefit of the community.

Usually, they believe that they have nothing to contribute to the community. Therefore, we would encourage them that they must have something to contribute, such as their own story. If this could be primarily emphasized, it could serve to encourage other people in the community.

Encouraging would take a step-by-step approach to gradually advance the participants' confidence. Its aim was not just to help participants solve their own problems. Instead, the main goal was to encourage them to apply their strengths to contribute to the community. The following quote describes the case.

For example, we talked to this woman even if she is very shy and unconfident. We still believe that she has something good inside, and she can contribute. We try to let her be a volunteer based on her strength, and sometimes, we invite her to be an instructor. In short, we add on something step by step, and let them become more comfortable and confident. We are not doing casework, asking them to come and solve their problems. We want to see what they can contribute.

Encouraging worked in the provision of many opportunities for participants to exercise

their strengths and potentialities. It involved high expectation and freedom provided by the project professional. This was not available in other settings. The following illustrates the process of encouraging.

Mostly, she gave me tremendous room for development. For example, she introduced topics by telling stories and dramas in big activities to let us communicate to each other. The staff gave clients and us many opportunities to perform. Everyone could express his/her own story, which was a special knowledge exchange process.

I felt this thing existing in every activity. Although I am studying in the social work department, the school gives us few opportunities to practice techniques of leading in activities. There is no technique to be taught here, but a chance was given to let me use what have been learned in the school, to perform by myself, and to put knowledge, technique, and practice together. I think it is a good chance to study and make me think more deeply in the process.

7.6. Ways in which Networking, Linking, and Bridging Help

Networking worked under the principle of promoting people's social capital rather than their financial capital. It rested on the belief that social capital was what participants in the CIIF project needed. Enhancing social capital would be a way to help transform the role of participants from service receivers to contributors. The following explains the argument for networking.

For instance, if someone is applying for a job, we will consider the person's status as if he/she is being socially isolated; we will try to link him/her up to other people, and foster interpersonal interaction. This will be more effective than just giving money to the jobless, and in fact, even if the government does this, the unemployment rate will be unimproved. By improving the social isolation condition of the jobless, they can then shift their role of being a participant to the role of a giver, that is, they can unleash their potential to help other people and consequently, communities in need. This is empowerment.

The effectiveness of networking lies in helping participants hinged on the expansion of networks that popularized the value of mutual help within and across networks. That is, when the network gets larger, its effectiveness would multiply. It could prevent the inadequacy of any one link or element. Such benefit would draw from the principle of the economies of scale. Promoting the sustainability of networking with various parties was therefore important. The following quotes illustrate the proposition.

Just like the relationship with the Hong Kong Institute of Education, we believe that every school and every teacher can be developed as a network in the future. When these teachers acquire the knowledge on mental health, the knowledge can then be transmitted to their students. This is a move that brings connection between the ex-mental youth and the educational workers, especially when the ex-mental youth receives teaching from educators. In addition, there are participants from the business sector joining this program. When we talk about the bridging effect of social capital, it is in fact not only restricted to bridging a one-to-one relationship, but bridging a group of relationships. We build up and bridge relationships between ex-mental patients, communities, the institute of education, and other organizations. Every week, we gather at the same time with different combinations of

groups of different communities. It is a web-like relationship, with bridges built from one node to a number of nodes, and each of these nodes then bridges to many other nodes. Due to different constraints like time and the workload, etc, some bridges may stop for a while, but some bridges may still continue to extend their service. Thus, the development of such a network will depend on the participation and combination of different groups of people and communities. In such a way, even when a bridge falls down, more bridges will still be there to support, and the bridging effect will become more flexible.

The workings of networking resembled that among individual participants because they accorded with the principle of complementary matching. Networked organizations were required to assist each other. As such, collaboration was a key element in networking among agencies. The following quote reveals this case.

We have bittersweet times in the process. The collaboration between the business sector, the education sector, and the social work sector has reflected the “plug-and-socket matching” of social capital. When the energy level of a certain party is not high enough, we will then require another program to lift it up, and it may be in the form of a ‘hand-in-hand assistance program’ (扶行者計劃) or a ‘mentor-of-mind program’ (心靈領導者計劃). The mode of collaboration or networking may change, but not the connections between the parties. They possibly go serve as tutors or play the role of mentors.

An example of bridging with educational organizations is as follows.

A function called ‘Campus-in-Relation’ can be shared. In the institution of education, we work with a group of ex-mental youth patients, and by organizing different activities, these people can acquire the same experience at the same time, Thus, they can then pair up to share such experiences with different primary and secondary schools. These people will usually take up the role of coordination and organizing, while I will be responsible for leading them to accomplish their action plans.

A way to network with the community was to demonstrate the similarity among the people, including CIIF project participants and community members. This awareness of similarity facilitated communication and collaboration. For instance, new participants would be more enthusiastic to help the new arrivals in the community. The following illustrates the homophily principle.

I think the significant point is we need to show to the residents in the community that many people have similar experiences with them. Moreover, the participants can contribute to the community, and this can enhance their confidence. In fact, when we used the funding from the CIIF to implement the program, we also used other resources to help the participants. For example, when helping the new arrivals, we also invited the students in the community. After the program, we had casual conversation with the students and found that some of them were new arrivals, and this condition made them more involved during providing volunteering service.

An example of how the business sector helped was in finding jobs for the unemployed participants in the project. This would be a kind of complementary matching. The following reveals what is happening in linking with the business sector.

In the long term, it is necessary for different parties to have connection. We are preparing for

this. The function of a business sector was to provide job opportunity. We also have a group of unemployed. To the unemployed, the most urgent need is to help them find jobs. Thus, in the unemployed group, the members are given assistance in finding jobs as soon as possible. Then the members can be recruited to do other tasks. Therefore, the business sector helps us provide job opportunity. Besides providing job opportunity, we discuss with the business sector about their views. After internal discussion, we plan to persuade a restaurant to have interface with our food and beverage group. We would like to have some space in the restaurant for selling our products or establishing deeper relationships with participants. We would help them do the preparation. We understood that interfacing is needed, and yet, it has not been achieved.

The rationale for the success of networking with the business sector was that networking fulfilled what the business sector needed. In other words, the business sector benefited from the networking, while it contributed its part to the development of social capital. Hence, networking led to a win-win situation for all parties involved.

Nowadays, people in the business sectors are working under high pressure. Their interpersonal relationships with other parties will usually deteriorate as their working hours increase. Since there are no standards of beauty or required skills in the art works, people can usually enjoy a sense of release and relaxation when participating in art works and related activities. These are the things that they cannot experience in their daily work and are the points that attract them to stay with the mentoring relationship.. This is again a “plug-and-socket matching” concept for social capital matching. This is more attractive and effective than just requesting the business sectors to contribute a certain number of hours of social services.

Linking with the business sector required division of labor which is similar to that of the business sector. The mentality of doing business tended to be required for the linking function. This is apparent in the following quote.

To be a sales manager is like being a coordinator. Our team is doing the project of the CIIF. We had four team members, with one responsible for some programs and different groups of targets. It seemed like each of us had different products and had to sell them to different organizations. We had to line up other people to assist the projects; thus, we were like salesmen.

7.7. Ways in which Capacity Building Helps

Fulfilling the participant’s dream was one way for the CIIF project to offer support for capability building. As such, participants would have the desire in the beginning for the CIIF project to lend its support. The following illustrates this entry point for capacity building.

We help them to fulfill their dreams through this process. We hope to develop their potential in other ways. For instance, we found that some wives had dreams before marriage, yet they gave up their dreams because of marriage. Thus, we hoped to help them fulfill their dreams. A woman wanted to set up a flower shop, and she had worked in a florist shop before. In making the contract, we suggested that she worked as a self-employed individual, and we started up a flower shop for her to manage. We were enhancing their capability. Since we had more resources and we knew well how to handle capital, we could help them fulfill their dreams.

The success factors for capacity building also involved the requirement that the capacity building be practically useful to the participants and that they could attain qualifications for their attendancy after attending capacity-building activities. Facilitating participants' personal growth was one way to make capacity building useful to participants. The following illustrates the merit of these success factors.

An example was the training course on teaching how to cook. This course originated from a previous women's group. The members of that group helped us do a pilot test in teaching other courses outside before they joined the training course. Since these members considered the program practically useful, they had a good mindset that this program had to involve more people. Thus, when the program was promoted, there was already a group of members who would participate. Furthermore, when the course ended, they learned things that were useful when they would do the service. After training, they knew how to run the program, such as how to solicit business support and how to implement their courses in the community. Meanwhile, a group of core women participants had many ideas. They could organize many activities after the course.

7.8. Ways in which Planning Helps

Targeting who to recruit as project participants was the first essential step of planning. Participants needed to match the goals and strategies of the project. Because of the variation of potential participants' characteristics and interests, it was necessary to take extra care in selecting participants. The following quote illustrates the planning work involved in recruitment.

Our project aims to develop human capital in the community that will contribute to its welfare. We have to look for different people to facilitate them in forming a group of mutual help, so that they can contribute to the community altogether. This project emphasizes that it can be sustained and continually developed after three years. Therefore, from the beginning, we planned how this group could operate as a mutual help group even without the assistance of social workers. We thought of the factors that could facilitate the achievement of this aim. First, we emphasize on the selection of people who have the same experience. Similar backgrounds could facilitate different people to work together. In what channels could we find a group of people having similar experiences? Now, we can find different groups, such as women and new arrivals, but we did not restrict the recruitment to them. People who could not adapt to the life in Hong Kong could also join our group. Hence, not all of the people we recruited were women. We also had a group of senior citizens. However, not all elderly could join this group. Our target was those who were not too old, had better physical ability, were relatively smart, and had some contacts to the community. In fact, we had several groups of women. Some of them were more confident, while others were not.

Following the recruitment process was the work of the grouping. One effective way was to group participants with similar experiences. A kind of market segmentation would be required. It was followed by the identification of strengths and weaknesses of various groups to facilitate complementary matching in relationship building among the groups. In the planning, it was necessary to solicit ideas from various parties, notably collaborating organizations. The following details the steps involved in such planning.

Originally, we tried to find similarity in their backgrounds. Yet, we found that it would be more appropriate and important to find participants with similar experiences. For example, we recently recruited a group of housewives to form and develop a cooperative. In the

beginning, we were worried about whether or not the housewives could work together. Later, we found that many women liked to cook when we were having the training course on teaching how to cook. How could we convert this interest to capital? The means was to train the participants to become cooking teachers, as the community had many NGOs and clubs which might need tutors to teach cooking. Moreover, the participants could even go to schools to teach cooking. After which, we had a course on teaching how to cook. We found a group of wives who had a dream before marriage. Their similarity in personality or experiences was that they were bold to disobey their families, or were confident and serious in doing things. They shared their experiences. Whether they succeeded or not, they were people of a similar type. Thus, they were more confident in fulfilling their dreams. I was impressed by and felt interested in this experience. Another group of participants was those whose husbands had experiences of business failure or negative equity. As they had tried starting business before and knew the difficulties involved, this group was less bold in trying and was less afraid in losing everything. Thus, we grouped together participants who had similar personalities or experiences. A similar situation happened among the elderly participants. We had an idea that many senior citizens found children in the community to be impolite. Teaching this group of children with ethics and respect as the elder people like could facilitate children to be more respectful of others. Therefore, we had the idea of recruiting senior citizens to join our project to look after this group of children. Our project was called “using the capability of the elder people to cultivate the young.” A group of senior citizens who knew about Chinese culture could coach the children. Through this process, a relationship between the two groups could be established. In the beginning, we would like to find a group of elder people who have specialized knowledge, but those who have were relatively pessimistic. Also, we found that specialized knowledge might not be needed after a discussion with schools. Whether children could learn Chinese culture was not our priority. It was more crucial for them to interact with the elderly. Therefore, having specialized knowledge was not a condition for recruiting elderly participants. The important considerations were whether or not they had the experiences of communicating with their grandchildren and participating in the activities of the community center and thus knowing about community services, and whether or not they knew how to interact with the next generation, and knew the difference between participating in this project and other activities organized by other centers. Thus, the elderly participants might not have specialized knowledge, but they knew that they had to spend time and to interact with children.

7.9. Ways in which Monitoring from the CIIF Secretariat Hinders

Monitoring from the CIIF Secretariat tended to be critical and imposing, which was unrealistic to the different circumstances that various CIIF projects encountered. It bred negative impacts on the workings of the CIIF project as it suffocated flexibility, diversity, creativity, and tailor-made good practices, which would cater to different participants’ needs. Apparently, CIIF professionals knew better about participants’ strengths and weaknesses than did the CIIF Secretariat. Participants were not uniform even though they joined the same project. Uniformity and replication were not advised to foster social capital for people with diverse characteristics. The following quote succinctly illustrates such worry.

The idea of CIIF projects is good. The rationale behind it is good as well. This is also a new endeavor that I work for. The CIIF Secretariat gives us some directions. Initially, it was good. However, we found later that the ideas were quite directive or imposing. They always talk about sample projects. How can the good concept of sample projects be implemented into

many projects? Even our project involves a lot of cultural differences, language barriers, and religious differences. We think that they may not be the good examples for us to follow. We have to figure out our own path. It is good that we hear a lot of feedback from them in order to change and modify our strategies. However, sometimes, the way they are giving it is not only imposing but also quite critical. They do not listen enough to us regarding our project's uniqueness. I think they realized a lot last week after they met our members for the first time. Even if they were talking with the members already, they still do not know their characteristics. For example, Grace asked our members how they could contribute. I also agree that "to contribute" is also our concept. Grace invited one of our members to give XXX teaching classes to ZZZ people. However, that member replied that he liked YYY instead of XXX. He likes neither AAA nor BBB. I am not sure whether that guy really can give XXX lecturing. He is living in poverty and needs to take care of his own children. The CIIF Secretariat overlooks the project's uniqueness and the difficulties involved. Sometimes, they limit the perspective. For example, why do we have cross-cultural mentorship? To us, the project is wonderful, and it is not just because CIIF was encouraging us to do such activities. However, right now, there are lots of mentoring projects in CIIF projects. I am not sure if this is a healthy stage during which many CIIF projects work with the same mold. If they focus or intervene too much, we will see many replicates. Hence, in a good way, they may have some creative projects and have community impacts. However, the bad thing is that there are homogenous projects coming out. I would have some queries on their strong intervening process.

7.10. Summary

Focus group participants drawn from CIIF project professionals and participants appeared to endorse the importance of acculturation, and showed the various ways in which acculturation operated and promoted social capital. The participants also explained how complementary matching, mentor pairing, encouraging, networking, capability building, and planning achieved the goal of social capital building. Meanwhile, they indicated difficulties in implementing the strategies, such as in mentor pairing, due to the mentor's inadequate capacity. Sustaining a mentor-protégé relationship was therefore a difficult task. At any rate, several working principles emerged to uphold the effectiveness of various strategies including need fulfillment, strength building, humanist development, the economies of scale, and homophily.

The principle fulfillment suggests that professional practices preferably fulfilled the needs of participants, network partners, various agencies and organizations, and the business sector. Notably, the practices needed to be practically useful in fulfilling the needs of various parties.

The principle of strength building rests on the premise that participants and various parties had their unique strengths, even though they seemed to be weak. An instance of strength was the experience of undergoing adversities. More importantly, the principle requires the assumption that strengths and weaknesses were not permanent and could occur in the same persons. On the other hand, participants and various parties could only contribute what they were capable to do, that is, realizing their strengths.

The principle of humanist development proposes that developing the participants' value of self-actualization or high-order values was an effective practice. Similar to the principle of strength building, the principle assumed that people had their strengths or potentialities, and realizing potentialities was the most satisfying accomplishment which could relieve all pains and distresses. In this connection, the values of autonomy, self-determination, altruism, caring, and justice would deserve promotion.

The principle of the economies of scale suggests that the expansion and integration of

networks brought multiplication benefits beyond the sum of individual networks and parties. One important benefit was the compensatory function offered by the logic of large number. That is, when the networks are sufficiently large, they could overcome emergencies and difficulties easily. The principle suggested that aggregating resources from various parties and sectors was a key to success. Conversely, it implied that isolated services, such as mentoring, might not benefit from the logic of large number.

The principle of homophily indicates that people preferred to commune with others who shared similar characteristics or experiences. This principle recognizes that there is much variation in people's characteristics and experiences, and therefore, targeting, grouping, and the division of labor are necessary to group together people with similar characteristics or experiences to maximize their collective strength.

8. Findings from Post-Survey Personal Interviews with Professionals outside the CIIF Projects

Each of the seven professionals outside the CIIF projects was requested to participate in a personal in-depth interview conducted between November 23 and December 21, 2005. These professionals represented organizations or district councils where the CIIF projects were operated. Besides the geographical match, the organizations also provided support to self-help groups or services that are similar in nature with the CIIF projects. As such, there were self-help groups or services involving ethnic minorities, parents, the unemployed, the elderly, and the young people. Each of them represented one of the following regions where the CIIF projects were operated: Wan Chai, Sham Shui Po, Sha Tin, Tin Shui Wai, Tsuen Wan, Tseung Kwan O, and Tuen Mun. Hence, the interviewees not only provided comments on the CIIF projects but also their ways of supporting self-help groups. They provided their comments in response to the following questions:

1. What do you understand about the work of the CIIF in your community?
- 1.1. In what aspects does the work help the following people in the community? How is the help provided?
 - 1.1.1. Beneficiaries: elderly, children, youth, women, poor, disabled, ethnic minorities, and others
 - 1.1.2. Results or aspects of help: building social capital, social cohesion, capability, and others
 - 1.1.3. Ways of providing help: advocating mutual help, complementary matching, mentorship pairing, capacity building, and others
 - 1.1.4. Modes of help: tripartite cooperation
2. What are your comments on the CIIF?

Their comments fell under the topics Impacts of the CIIF Projects, Good Practices for Sustaining Self-help Groups, and the CIIF and its Secretariat.

8.1. Impacts of the CIIF Projects

The strengths of the CIIF projects are their flexibility and capability to serve a supplementary role in existing services. However, a number of hindrance factors of the CIIF projects surfaced during the interviews. These factors included inaccessibility, inadequate community attachment, inadequate promotion, and insufficient volunteer members.

The strength of the CIIF project was that it supplemented existing services which were often inadequate to serve all people. Its supplementary function hinged on its flexibility through which it could operate outside the regular channels. The project therefore could tackle various problems uncharted by existing services. The following discloses this comment.

I think as a whole, offering any service is good to the community, and poses no harms. If we pass everything to NGOs and the Social Welfare Department, how much can they bear? From the government's perspective, there are channels already. You cannot push them. Maybe the Project can catch those neglected by others or unearth other problems as well.

Another strength of the CIIF project was its commitment to social capital development. Apart from providing human resources to meet community needs, it trained a crew of workers to competently build social capital in the community. This made the project different

from other services. The following illustrates the help from a CIIF project in providing home care services to the elderly in the community.

Those people are paid for their services. For instance, the people working in the neighborhood elderly services are trained and paid for their services, just like in the self-financed organization. If the self-financed organization charges \$50 per hour, they would also charge the same amount. The only difference is that \$20 of the \$50 comes from the CIIF as a subsidy. In addition, we appreciate their idea of achieving social harmony. They hope that the elderly they serve can gather and hold regular meetings. From these groups, they hope to discover what the elderly can contribute to the society. This is different from the original idea of Enhanced Home Care Services.

One hindrance to the effective work of the CIIF project was the physical inaccessibility of the project. Since the CIIF project did not have an office within the community, it was less able to draw community residents' attention. In case community residents had emergency needs, they could not seek help from the project. This discouraged community residents' participation and collaboration in the project. This was especially a problem when the project had an ultimate goal of eliminating such emergency and shocking issues. Moreover, the problem of inaccessibility led to the problem of inadequate attachment to the community. The following comment mentions this hindrance.

Of course, it is a problem. Actually, we had a discussion on this issue. Due to the lack of resources, they just rented an affordable place in the West Rail station. It is still difficult for me. We may not remember the telephone number when we have a problem or when we are confused. We cannot go to a place that is far from where we stay. However, we may seek help from a place that is nearby. Hence, it would be better if the place is near. As an office, it is okay to be a bit far away. However, for providing assistance to the public, it seems ... (sentence ended)

They teach how to launch volunteer programs, that is, the so-called Volunteer Ambassadors. There are also some simple coordination seminars. However, the major difficulty is on finances. We go to School A to have a meeting today, and on the next day we go to School B to have another meeting. This deficiency in a fixed venue hinders the facilitation of services. A fixed schedule and venue makes it easier for community people to attend meetings, and contribute to better communication. If you borrow a venue today and borrow another one tomorrow, something may be missing in the organization.

Inadequate attachment to the community posed an obstacle to the work of the CIIF project. With adequate community attachment, the project could mobilize support from the community. Without the support, the project could only work single-handedly, and it would be a formidable task for the project. The following shows the comment.

It also represents paratroops in the community that work single-handedly. We are able to locate community people for assistance. Sometimes, councilors help us actively. However, when it comes to finance ... we used to have \$16,000 as subsidy. Now, we have limited subsidies. Their working single-handedly is more toilsome than ours.

The reason for a stable and accessible office was the involvement and collaboration with organizations and people in the community. To guarantee the success of the project, these organizations and people needed to participate in the activities. Likewise, the venue for the

participation was indispensable. This comment is as follows.

At least, it is able to contact people at the community level, such as mutual aid committees and schools. Thus, a stand by team is also necessary. It should contact mutual aid committees, community people, and people from other groups. All things are promoted by these organizations and community people as they participate in activities, meetings, and promotions.

A common problem of the CIIF projects was their inadequate promotion which could be a hindrance to the participation of organizations and people in the community in the project. This is seen in the following comments.

Until now when I see the information published in March 2005, I only receive that information through your fax. I think the existing promotion of the project does not help us, as partners in the community, to have a good understanding of the contents of the project. (YG-T)

I do not see intensive promotion and the project effectiveness report of these two projects that impress me through my work contacts, newspapers, meetings of the District Council or other meetings.

Something is missing in terms of promotion. How could we enhance the public's understanding of the goal? How could we bring out the message behind the project?

Failing to recruit a sufficient number of participant-volunteers was another hindrance to the effectiveness of the CIIF project. Apparently, the project required many volunteers to provide services and establish networking in the community. The following shows the comment.

The program integrates the power of school parents, center volunteers, and university students. The same mode of activity is implemented in different schools. If they want to develop this program continuously, more women volunteers should be recruited, and the kinds of volunteer should be diversified.

8.2. Good Practices for Sustaining Self-help Groups

Rejuvenation in the membership of the self-help group was a key to sustaining the group. When the group becomes obsolete, its effectiveness and sustainability would decline. To prevent this decline, the group would need to co-opt new and young members to revitalize its functions. The following gives the suggestion in detail.

I believe that every developmental group should emphasize mobility. If similar members stay in the group for a long time, and some of the members gradually develop their own lifestyle, they would reduce the effort they contribute to the group. Using some of our groups as examples, the constitution of the members in the group changed drastically as compared to how they were during the initial stage. Newly invested resources are important as these give new power by recruiting new members. It is because as time goes by, people's interest on the group would fade away. Thus, we need to provide old members with chances for development instead of letting them to merely stay in the group. Of course, the old members could be mentors to the newcomers, and they could invite others to join the group. Thus, the continuity of development could be achieved. This is a kind of members' continuity. Concerning the

continuity of the group, other centers could implement the same program mode but with new members.

Acculturation could impart the team spirit to group members as a way to enhance effectiveness. Team spirit was considered to be more important than the skills possessed by self-help group members. The following quote shows the comment.

Training can enhance their skill. Yet, the major factor that can encourage the volunteers to continue their services is team spirit. Thus, training is required to enhance not only their skill but also their team spirit. Without team spirit, they lack the right motive to continue with volunteer services.

Acculturating by the CIIF project was problematic in that it was not feasible in a society laden with selfishness. Civic education and other educational means would be more feasible. The following gives the comment.

I do not oppose this slogan. It is good to the community and the society if the community could achieve goals that we have just talked about. Among different projects or projects under the same organization, few could achieve the goal. However, I think it is difficult to create a universal culture in the society through interlocking projects. I am not saying that these projects are not worth launching. If we want all people in Hong Kong to think this way, and communities to achieve mutual help given the current circumstance that nowadays, people are more selfish and affected by the idea of "mind your own business," I think we should put more resources into civic education, community education, and moral education.

Homogenizing in grouping could employ information about group members' attendance at training courses. This would disclose the members' interest. Other concerns were common problems and experiences. The commonality would be a key to achieving solidarity within the group. The following quotes show the practice.

We would group them according to the courses they participated in. For example, participants who joined the IT course would be grouped to the young-old society. Something is required to group them together. First, they need to have common problems, experience the same difficulty, and let other members of the society know about that through some self-help groups or interest groups.

Capacity building could take the forms of visiting and various kinds of training. The underlying principle was to broaden the horizon of group members. The following gives the detail.

In the mutual aid group for single-parent families, we emphasized broadening their horizons. We did not only provide chances for these members to serve locally, but we also organized a tour to visit single-parent families in Mainland China. This helped them understand the difference in services between Hong Kong and Mainland China. Thus, they could learn the strengths there and apply them in Hong Kong. We also went to Macau and exchanged our experiences with single-parent family organizations there to see if there could be a possible integration with our local services. We also accept women volunteers to provide services for the mentally retarded in workshops. Meanwhile, the clients in the workshops come and assist our implementation of programs. They supplement each other and match each other very well.

Though these activities are not subsidized by the CIIF, we have already been adopting the strategies of the CIIF in our daily operations.

Networking would benefit from outreach work and engaging people in community service. The principal goal was to have a transfer of knowledge and support across sectors. The following details the work of networking.

The focus is how to build networks among different groups, but we cannot do it only from our own wishful thinking. We understand clients by reaching out to them and finding a group that is willing to share. Network building begins with serving clients. In order to build networks, the first stage is building relationships with our agency, and then extending them to other communities, across sectors, and other partners. In addition, in serving South Asians, it is important to contact not only the agency but also other sectors. In addition, transferring our values and norms across sectors is also important. In our project, our philosophy is to treat children in a friendly manner in the community; however, how to make other sectors understand this philosophy is also important.

Encouraging aimed at realizing group members' potentialities, which is based on the premise that the members had strengths, potentialities, and motivation to change. It gave rise to a bottom-up approach of helping group members. The following elucidates the strategy.

Behind "from bottom-to-up" is the belief that clients can change (they are not permanent service receivers), that they have their own potential, and that they know how to improve their situations. This is an important strategy to empower clients, make them change their environment, and improve themselves.

Planning or targeting was necessary to identify the niche for running the CIIF project. The project could not cover a community that was too large, as this would create an identification crisis. In this connection, participants in the project would have difficulty identifying with the part of the community with which they were unfamiliar. Such failure would thwart their participation in the project and contribution to the community. On the other hand, the project would have difficulty in establishing a local base in an excessively large community. Inadequacy in community attachment and the problem of being paratroops would impede the work the project. The following quotes make the above arguments clear.

Good practices include first, the quality of the project worker, and the scope and scale of the community which needs to be narrowed down, just like when doing the matching work. Second, since most of the women come from the local community, their higher sense of belonging can benefit them in easily adapting to the environment. It is observed that these local women know the social culture better and the real needs of the local community people, and they are also in a better position to understand the feelings of the clients whom they serve. For instance, if women workers are assigned to serve in a different geographical location or district, say middle-class clients, quite a lot of negative feedback is received, as these women workers may not be able to feel what middle-class people feel.

If the boundary or scope of the project is too broad, the difficulties involved in monitoring the project are increased. For instance, if an inhabitant in Sheung Shui needs a maintenance service, the project will involve quite a lot of matching work, and thus the wastage of resources.

There is no local base of the project. Community development should be done in a small sphere, so that it would be easier to do the networking, bonding, and bridging of resources. For instance, to construct a bridge six times as long as that of Tsing Ma Bridge, it can be imagined that an immense tensile force is required. From the viewpoint of mechanics, the longer the length, the more diffused the tensile force is. In a similar analogy, since the project is not made public in this district, there is no opportunity to build a platform for participation or support from NGOs, or just letting the users use their services. The major difference is that it is just like pouring a glass of water into the sea without any significance. However, if water in this glass is poured into another glass, the water can still be seen. In sum, the objective of the CIIF should not be set too high; otherwise, the objective will not be achievable.

To increase the cohesion of a community, its scope should be limited to a smaller scale, and the expansion of community projects to be territory-wide should be avoided.. In principle, a service program that benefits the whole territory is good. However, it will also bring difficulties in meeting the demands of all the users as well as in organizing the 72 artisans. On the contrary, even if you have 7,200 artisans to provide services to the users all over Hong Kong, it still requires a great effort to mobilize a larger number of resources, and in fact, it will be more effective if it such is performed by the Hong Kong Government. Thus, for easy mobilization of human resources, utilization of resources, or effective management, the scope of a community should be small in order to realize the concept of bridging, linking, and networking. In addition, as the CIIF is territory-wide, it may be hard to reflect the local community's features. Thus, the project should be community-based or should practice so-called focusing.

The difficulty in serving a community that was too large rested on participants' hesitation to serve people far away from their locales. Such hesitation stemmed from time, budget, and social-class or psychological constraints. The following illustrates the difficulty.

Rich people also require our services. However, women workers may hesitate to serve in another district, since they do not belong to that community. This brings difficulties to the allocation of resources and to the support system, and the project workers need to resolve problems like locality boundary and traveling distance. For example, a woman worker needs to consider and figure out if it is worthwhile for her to travel from Kwun Tong to Tung Chung, even if her wage is doubled. She may hesitate due to time constraints. Similarly, a worker may also hesitate to travel to Cheung Chau due to time, physical factors, etc., even if he/she is paid 500 dollars.

8.3. CIIF and Its Secretariat

As suggested in the Consortium meetings, it was desirable to obtain comments on the CIIF and its Secretariat. As shown in this section, some comments were subjective and reflective of personal views, but they were expressed in a frank and genuine manner. There were fear and perceived problems about the CIIF and its Secretariat concerning their restrictive regulations, unclear objectives and indicators, and inadequate assessment and evaluation of the effectiveness of CIIF projects. The CIIF needed to be supportive of the work of NGOs. Fear about the control and manipulation of the CIIF or its Secretariat is evident in the following comment.

On the contrary, we hear about negative comments on the CIIF. The CIIF is too controlling and manipulative. In fact, social services should have diversity. The purposes of social

services are to establish social capital and continuous development. However, some organizations fear that they would be under control after receiving funding.

CIIF projects needed to package their work to meet the demand of the CIIF in a way that was different from actual implementation. The effectiveness of their work was not transparent due to the absence of a concrete assessment system in the CIIF. As such, a concrete assessment of the effectiveness of CIIF projects was missing. The following illustrates this view.

In terms of the philosophy of the CIIF, I can say that I strongly support the CIIF. However, the problem is on its operation costs which hinder the achievement of its objectives. The CIIF discourages the participation of NGOs (researcher's note: in applying for the fund), especially through various administrative measures. In such a way, NGOs can only shift their focus to project packaging and marketing to meet the demands of the CIIF, and yet the proposed implementation plan would be different from the actual implementation. There is no concrete assessment system in the CIIF to assess the program and the plan, and it is still a question if NGOs are really implementing their proposals and plans. More creative ideas can be generated if NGOs are encouraged to participate. Even though there are reports about the CIIF, there is no actual report showing if the project can achieve the objectives set by the CIIF.

The CIIF needed to clarify its objectives, concepts, and indicators for its subsequent projects because they were not readily understandable, at least by professionals who were not involved in the CIIF projects. Otherwise, there would be a wastage of resources due to misunderstanding in CIIF projects, as well as an unfruitful packaging work. The CIIF needed to be more encouraging to facilitate the development of CIIF projects. Such advice is transparent from the following quote.

I support the philosophy of CIIF. Still, if the CIIF does not have a framework for project development, participating NGOs will not be able to understand its objectives and thus may waste existing resources. The CIIF should then set clear indicators to guide NGOs to implement the project and to meet the objectives of the CIIF. Besides, it is advisable that the CIIF should take up a more proactive and encouraging role, bringing more people to participate in it and achieve the goals. Some NGOs put too much emphasis on the packaging and marketing of the project but not the project itself, and hence there is wastage of resources. Greater encouragement and more indicators should be given (researcher's note: explained) to project applicants. For instance, when there is no clear interpretation of the concept of plug-and-socket matching (凹凸配對), project applicants can only base on their own understanding to interpret the concept, and thus may not be able to grasp the real essence of the concept. Again, the CIIF needs to state and elaborate its concepts and missions clearly.

The CIIF needed to learn more about NGOs and the difficulties they encounter in running projects, to state its philosophies clearly, and to evaluate the projects. The details are found in the following quote.

First, CIIF should find out what kind of difficulties and problems NGOs encounter, and what are the bad practices they experience during the process of managing the fund (researcher's note: what can be improved in the process of funding projects). This can enhance mutual communication and relationship between the CIIF and NGOs. Consequently, a lapse in

administrative work will badly affect the operation of the fund and hence the performance of the project as well as the NGO. Second, the CIIF should state and elaborate its philosophies clearly, and each participating NGO should possess a common understanding and interpretation of the essence of the CIIF. It is similar to the examples that have been pointed out previously regarding plug-and-socket matching, the definition of a community, and the effectiveness of such project which is characterized by mass production (researcher's note: too much emphasis on quantity). Third, an effective evaluation process needs to be conducted as soon as possible. The CIIF should evaluate if the projects are implemented as proposed and planned. The CIIF needs to assess if there exists any problem in the projects and if any remedial actions need to be taken. Such kind of work will be more meaningful than window-dressing activities.

A problem involved was disparity between decision making and implementation in the CIIF. For example, decisions were made in the CIIF Committee, but were subjected to the interpretation of the CIIF Secretariat.

The CIIF Committee should possess the authority, while the CIIF Secretariat is only a functional unit instead of a decision-making department. However, in reality, it is the opposite—it is the CIIF Committee which makes certain decisions, but it is unable to obtain the endorsement of the CIIF Secretariat. The decisions will also change during their implementation.

The CIIF Secretariat needed to encourage and facilitate NGOs to run their projects, and it should not impose requirements when the projects are ongoing. The details of this are in the following.

The CIIF Committee in itself already has the authority, and the Secretariat is only an executing unit which cannot overstep the authority of the Committee. The actual practice is the opposite. The CIIF Secretariat is just an executing office without any decision-making function. The requirements of the project should not be made by the Secretariat but by the CIIF Committee. It is the CIIF Committee which should discuss and assess the project, and when the directions and contents of the project have been approved, the Secretariat should be in the role of assisting and supporting NGOs to accomplish the project goal, and not discouraging them.

8.4. Summary

Professionals who were not directly involved in the CIIF projects were made aware of the contribution of the projects when the projects played a supplementary role to existing services through catering to people's needs and tackling problems which were not addressed by existing services. The unique strength of the CIIF projects mentioned was in building social capital, apart from providing services to the community. Nevertheless, the most typical comment among the professionals was the less visible impact of the CIIF projects. As such, there was no appreciable change in the community due to the workings of the CIIF projects. One obvious reason might be inadequate promotion from the CIIF projects. Related to the problem was the inadequate recruitment of project participants in some of the projects, as noted by the professionals. As such, the projects could only serve a limited segment of the community. Inadequate promotion would be especially a hindrance to projects that were inaccessible to the community due to the lack of offices of some projects in the community. According to the professionals, it was difficult for the CIIF project to optimize its work when it was paratroops in a community and when it operated by itself.

As regards good practices for sustaining self-help groups, the professionals cited rejuvenating, homogenizing-grouping, acculturating, encouraging, networking, and capability building. Nevertheless, acculturating might not be viable under the prevailing ethos of selfishness, according to the professionals.

The professionals proposed improvements in the CIIF by consulting NGOs, clarifying objectives and indicators, evaluating CIIF projects, and relaxing the domineering practices. They suggested that the monitoring would lead to wastage in the CIIF projects if they pay attention to window-dressing rather than realizing creative impetuses.

Nevertheless, the professionals' comments might not have substantial empirical evidence to substantiate their veracity. They expressed outsiders' views on the CIIF simply because their experiences, interests, and expectations might be different from those involved in the CIIF. Notably, the effectiveness of the practices of homogenizing, targeting, and some others are in need of empirical examination. Probably, when homogenizing strengthens bonding social capital, it would reduce bridging social capital. Other good practices, such as rejuvenating and team spirit building, are also in need of further empirical investigation. In all, these professionals' comments and advice might not directly be applicable to the CIIF without careful interpretation.

9. Integration of International Experience and the Present Findings

The following outlines international experience and theories about social capital development, and integrates them into the interpretation of the present findings.

9.1. International Experience

International experience on building social capital in the community has evolved from projects concerning the People Regional Opportunity Program operating in Maine, United States (Glenwood Research 2002), the Highfield Community Enrichment Program in Ontario, Canada (Nelson et al. 2005), the Urban Industry Initiative, Philadelphia, United States (Lichtenstein 1999), and other programs in other places (Aldridge and Halpern 2002; Krishna and Uphoff 2002). It mostly evolved from practice and research work regarding building social capital in disadvantaged communities.

The successful practices of the People Regional Opportunity Program rested in the premise that community or social capital development should focus on empowering residents' ability to solve problems rather than providing services to fulfill their needs (Glenwood Research 2002). As such, the Program de-emphasized needs assessment, especially in an aim to satisfy the residents' needs. Moreover, the project aimed at discovering and building residents' personal abilities and social networks. In this way, the project promoted production and self-sufficiency rather than consumption and reliance among residents. It reasoned that assessing needs only served to arouse residents' unlimited desires and dependence, and placed them in a condition of deficits. Although the Program espoused an orientation to problem identification, its aim was to arouse the residents' interest in solving problems. It therefore assumed that residents were capable and actually had the strength to tackle their own problems. Based on the premises, the Program reported three success practices in terms of mobilizing local resources, reorganizing opportunities, and assuring reciprocity.

The rationales of mobilizing local resources included (1) erasing the need to pump resources to the community, (2) capitalizing on the significant and pertinent strengths of local resources, and (3) building social capital in the community. It reflected the important principle espoused by the Program that community development did not entail pouring resources into the community, but instead necessitated the strengthening of existing resources in the community. Rather than adding resources to the community, the primary role of the program was the reorganization of opportunities for the empowerment and social capital development of community residents. Hence, the Program served primarily as a link to facilitate integrated efforts arising from the residents. It thus operated the linking function in a low-cost fashion. In addition, the most important success factor in the Program tended to be the promotion of reciprocity in the sense of showing residents that their participation was rewarding. As such, the Program reasoned that promoting altruism was not enough. The Program needed to show that residents who contributed got their rewards in return. One crucial element of the demonstration of reciprocity is to publicize the effectiveness of the community social capital developed by the Program. Even though knowledge about the effectiveness would not directly benefit the participants, it would strengthen their pride in accomplishing meaningful and effective tasks. Furthermore, the program needed to assure the participants that they would receive aid from social capital in return when they needed help. The Program thereby highlighted the fact that social capital development was not unconditional and unidirectional, but it instead rested upon the principles of exchange theory.

The Canadian Highfield Community Enrichment Program offered valuable success experience in terms of the (1) use of community social capital rather than community-based professional services, (2) concentration and intensity, (3) multiyear endeavor, (4) comprehensiveness, (5) strength building, (6) community ownership, (7) sharing of common goals and values, and (8) empowerment rather than treatment (Nelson et al. 2005). In the first place, the program differentiated between community development and community-based services, with the former raising capability and social capital in residents, and the latter delivering professional support. The program suggested that community-based professional services only perpetuated the community residents' reliance on professional services. In pursuing the mission of community development, it thus distinguished itself from community-based programs. In addition, the Program needed to concentrate its effort on a single community and a school, which was the hub where community residents, including parents and children, gathered. Sufficient dosages of input were necessary to make a difference in community social capital development. Because the ecological approach of interlocking influences was a basic theoretical framework of the Program, it mobilized support from the various parties of parents, children, teachers, and other professionals. It then organized support for the individual, family, school, and other community sectors in a comprehensive way. Accordingly, it believed that various parties had their unique strengths with which to develop their social capital. The Program also realized the importance of community ownership by involving more residents than professionals in every working committee under the Program. As such, the residents represented at least 51% of the committee membership. Identifying and facilitating the sharing of common goals and values among residents and professionals were the other successful practices of the Program. One clue to the identification and development of common goals was the identification of a common problem. The Program, nevertheless, was not a treatment program. It reasoned that empowerment and social capital development served as an essential preventive function, which would save much more than delivering treatment services.

The Urban Industry Initiative generated valuable experience in involving local manufacturers in the development of community social capital (Lichtenstein 1999). The Initiative primarily served as a link to revitalize local manufacturers through networking. It also arranged training and mentorship to manufacturers to facilitate their business operation. These were considered advantageous because many manufacturers in the disadvantaged community had low education levels, and were incapable of running business in a decent way. Another successful practice of the Initiative was the use of local resources rather than reliance on outside resources.

Additional factors shown to contribute to social capital development included communication, provision of information, collective action, participation in decision making, service learning, political involvement, wealth, social class, intact family structure, duration of residence, age, and an individualist rather than a collectivist context (Aldridge and Halpern 2002; Allik and Realo 2004; Erickson 2004; Grootaert and van Bastelaer 2002; Krishna and Uphoff 2002; Narayan and Cassidy 2001; Scheufele and Shah 2000). Factors that hindered the development of social capital included watching television, work intensity, employment, residential mobility, urban clearance, divorce, single parenthood, and economic inequality (Aldridge and Halpern 2002). On the other hand, participation in social capital development programs did not necessarily promote social capital, as in the social capital development in Kenya (Gugerty and Kremer 2002).

Among the factors, the contribution of the individualist context on social capital development is plausible in view of the emphasis on people's self-reliance rather than on reliance on professionals and others (Allik and Realo 2004). Moreover, the collectivist context would breed a feeling of alienation and segregation from the people outside one's in-

group. As such, the people in the collectivist context would be distrustful of those outside their in-group. Social capital development would suffer in a collectivist urban setting when people are mostly strangers to each other.

9.2. Theories on Social Capital Development

Theories which explicitly asserted to explain social capital development are institutionalist theory (Wollebaek and Selle 2002) and encouragement theory (Offe and Fuchs 2002). These theories reflect opportunity theory (Kaplan 1993; Myers 1999; Siddiqui and Pandey 2003; Pilisuk et al. 1996; Sherraden 1991; Wilson 2000) and incentive theory (Esser 1993; Kramer 1999; Norris 1995; Opp 2001; Zhan et al. 2004), respectively, in explaining alternative sociopolitical actions.

One essential factor of institutionalist theory is association among people which facilitates social capital development. As for opportunity theory, one important factor is the opportunity to contact and associate with people who promote social capital development. As such, participation in volunteering, social capital programs, and community activities, which offers opportunities for association, mutual help, communication, and sharing, would at least fuel social capital development. The theory rests upon the principle of mere exposure which states that exposure to others would naturally enhance familiarity with others. Thus, there is no need for training, capability, incentive, and prior affection for the development of social capital, according to both institutionalist and opportunity theories. Institutional theory, in particular, posits that institutional measures gathering people together would be sufficient to develop social capital among the people.

In contrast, encouragement or incentive theory maintains that the calculation of benefit is a basis for the development of social capital. Tangible benefits realized from social capital development would be an incentive for people's engagement in the development. When the benefit due to social capital is reduced with the increasing size of the social network or community, social capital is less likely to form in the network or in the community. Incentive theory particularly emphasizes that the benefit must be personal in the sense that the individual can personally realize that benefit. As such, benefits accruing to the community, in general, but not to the individual, in particular, would not form an incentive for the individual's commitment to social capital development. A similar explanation also springs from exchange theory which expects that reciprocity is an important condition underlying exchange, in which social networking or social capital is a case (Glenwood Research 2002; Linhorst and Eckert 2003; Linhorst et al. 2002; Wills 1987). Incentive theory and exchange theory differ, nevertheless, in their specification of the essential benefit condition. In incentive theory, the benefit need not arise from the exchange, but must be personal and tangible. In contrast, exchange theory maintains that the benefit must come from the exchange, but need not be exclusively personal as it can be symbolic and promissory. Whereas incentive theory expects the influence of a third party to provide the incentive, exchange theory denies the influence of the third party. The denial rests in the principle of balance in which the partners are mutually bound, and the intrusion of a third party would break down the exchange between them.

Trust, as a component of social capital dealing with unconditional help, tends to arise due to a number of processes and factors based on transmission belt theory, dual process theory, and elaboration likelihood theory (Elsbach and Eloffson 2000; Kramer 1999; Uslander 2002), in addition to institutionalist and incentive theories. Transmission belt theory simply states that trust in family and school leads to trust in people in the society, in other people, and in institutions. Accordingly, like the operation of a transmission belt, trust can be transferred from one to another. Meanwhile, dual process theory holds that if the individual maintains in his/her mind a broader social category which includes more people, then he/she

will have greater trust in more people. As such, trust depends on the boundary that one employs to categorize people. On the other hand, elaboration likelihood theory proposes that when the individual easily understands others, the individual will have greater trust in others. Trust thereby depends either on the individual's ability to understand others, or on the other people's ease in understanding the individual. These theories imply that professional practices that induce people to trust people around them, enlarge their scope of the social category, and facilitate them to understand others would promote trust in more people in the society.

Other theories particularly useful in explaining volunteering, which represents an investment component in social capital, include resource theory, dominant status theory, and psychoanalytic theory (Cnaan and Cascio 1999; Midlarsky and Kahana 1994; Musick 2000; Oesterle et al. 2004; Reed and Selbee 2000; Wilson and Musick 1997a, 1997b). Resource theory maintains that various resources or sources of capital enable one to volunteer. Education, knowledge, and time would represent human resources facilitating volunteering (Wilson and Musick 1999a). On the other hand, role overload and thereby reduction in time and energy would hinder one's volunteering (Wilson 2000). This theory clearly endorses the fungibility of various sources of capital (Aldridge and Halpern 2002; Krishna and Uphoff 2002). Meanwhile, dominant status theory posits that one with a higher social status finds more responsibility and stake in volunteering (Oesterle et al. 2004). As such, volunteering represents an extension of the social roles of people belonging to a higher social status. Psychoanalytic theory, on the other hand, contends that volunteering is a defense triggered by feelings of guilt and inferiority. Hence, the person would use volunteering to compensate for unfavorable feelings (Clary and Snyder 1991; Midlarsky and Kahana 1994). These theories imply that professionals may enhance volunteering or social capital by raising the group members' alternative forms of capital, social status, and alternatively, their guilt and inferior feelings.

Concerning professional input to social capital development in the community, coordinated balance theory posits that the effect would have an optimal contribution in response to the community residents' ability and cooperation. The clearest proposition is that if the residents' abilities are high, too much professional input is unnecessary and counterproductive (Litwak and Meyer 1966). Most importantly, maintaining coordinated balance in which professionals and residents help or complement each other would be best for social capital development. As such, professionals and residents need to have their own unique contributions to social capital development. Duplication of work by professionals and residents would breed confusion and conflict, which impede social capital development. To have optimal coordination between professionals and residents, residents need to be cooperative and receptive to professional support. Concerning self-help groups, some factors indicative of the residents' abilities and cooperation would be the maturity of the group and its members' intimacy with the professionals.

9.3. Making Sense of the Present Findings with International Experience and Theory

The present findings concerning the success factors and the hindrance factors of social capital development are amenable to the interpretation based on the abovementioned collection of international experiences and theories.

9.3.1. Success Factors

The present findings reveal that the professional practices of encouraging, acculturating, matching, anchoring, input to the community, and involving professionals from other

agencies displayed significant contribution to the group members' social capital, social cohesion, and group sustainability. Moreover, the more group members served as leaders, the stronger the group sustainability was. The family-type project also displayed a better outcome in terms of bridging social capital than did other projects.

The benefit of encouragement by professionals is reasonable according to the perspective of strength building which is notable in theory and international experience (Glenwood Research 2002; Nelson et al. 2005). As such, group members have their own strengths to develop social capital and enable group sustainability. This finding is in accordance with resource theory which suggests that the member's human capital facilitates the development of social capital. Furthermore, the finding lends support to coordinated balance theory which suggests that the major role of the professional is to induce the group member to build his or her social capital. In addition, the professional should not be too intrusive as the professional and the group members have different roles to play.

The merit of acculturating by professionals echoes the findings about the contribution of common goals and values (Nelson et al. 2005). It also coincides with theory and evidence about the contribution of values, roles, and identities for volunteering to the practice of volunteering (Clary and Snyder 1991; Penner and Finkelstein 1998). Furthermore, dual process theory maintains that categorizing people with common goals and values facilitates trust (Elsbach and Eloffson 2000). Similarly, when people share common goals, they can easily understand and trust each other according to elaboration likelihood theory

Matching by professionals may enhance social capital development. This is in line with opportunity theory. The theory holds that when group members have more opportunities to help other people, their social capital would grow (Grootaert and van Bastelaer 2002; Kaplan 1993).

Anchoring by professionals facilitates the development of bridging social capital through the enhancement of opportunities of social connection. This again endorses the relevance of opportunity theory in explaining the benefit of the professional practice.

The professionals' input to or networking with the community may also generate social capital in accordance with opportunity theory. Apparently, the input facilitates interaction between group members and other community members.

The involvement of professionals in other agencies would be beneficial through the addition of resources to the group. A group with more resources would be more sustainable based on resource theory.

Having more members serving as leaders ostensibly demonstrates the democratic leadership of the group, which proves to be a success factor to the self-help groups (Riessman and Carroll 1995; Steinberg 1997). It also endorses the international experience concerning community ownership in the social capital development program (Nelson et al. 2005). As such, when members have a sense of ownership of the group, they are more likely to maintain a high commitment to the group.

The family-type project performed better in bridging social capital probably because it solicited more resources from parents and other family members. Essentially, parents who are also homemakers can particularly offer more resources in terms of time and effort, and they are clearly not a disadvantaged group. Particularly, the parents, children, and other family members may have developed their social capital within the family, and according to transmission belt theory, these people are ready to build social capital with other people. These resources are exactly favorable to social capital development, according to resource theory (Wilson 2000; Wilson and Musick 1999a). They are different from disadvantaged people and groups gathered in other projects. Moreover, the gender of some parents, i.e. female, and the young age of their children typically involved in the family-type project may be appealing for building social capital (Aldridge and Halpern 2002; Erickson 2004).

9.3.2. Hindrance Factors

It appears in the present study that mentorship pairing and homogenizing grouping by professionals hinder the development of social capital. Besides, it appears that the monitoring done by the CIIF Secretariat would not champion the sustainability of the CIIF project groups. The empowerment-type project and ethnic minority project were lower in social cohesion with neighborhood members than were other projects.

Mentoring, while overwhelmingly helpful to protégés (Duncan and Magnuson 2004; Heckman and Lochner 2000), may not necessarily benefit the mentor. Sometimes, even protégés do not benefit from such mentoring (Statham 2004). Conceivably, the mentorship pairing is not helpful to social capital development because (1) it is mostly a one-to-one link between a group member and an outsider, (2) it draws the mentor out from the group, and (3) it challenges the group member's capabilities. In the first place, the one-to-one link or the otherwise small social network is inadequate to foster social capital. Most importantly, mentorship pairing is a divisive force to the group, as it reduces the mentor's commitment to the group. It accords with the balance principle of exchange theory, which states that commitment to an outside relationship impairs commitment to the internal exchange relationship concerned (Turner 1988). In the case of opportunity theory, mentorship pairing reduces the mentor's opportunity to interact with group members. Obviously, mentoring is challenging to the mentor as it siphons energy and time off from the mentor. This reduction of resources would weaken social capital and sustainability in the group. Moreover, the benefit of mentoring tends to depend on the training and supervision given to the mentor (Duncan and Magnuson 2004). Once the mentor becomes incapable of mentoring, his or her ability to create social capital through mentoring would be low.

Homogenizing grouping apparently limits the resources available for the group. According to resource theory, the deficit in resources would impede social capital development in the homogeneous group. Moreover, the homogeneous group tends to show lower willingness to interact with people outside the group (Triandis 1995). This is the problem of the collectivist culture. Apparently, when the group members find attachment to their group as socially sufficient and rewarding, they would not initiate interaction with people outside the group. This is congruent with the balance principle of exchange theory (Turner 1988).

The empowerment-type project and the ethnic minority project both tend to recruit members with fewer resources. In the empowerment-type project, the group members are disadvantaged people in need of help and empowerment. Similarly, the ethnic minority members of the minority project also tend to be lower in resource acquisition, due to lower social integration with the Chinese people. This inadequate social integration would also reduce the minority group members' opportunities to interact with the Chinese people.

9.4. Conclusion

The success factors found conducive to social capital development such as the professional practices of encouraging, acculturating, matching, anchoring, inputting to the community, and involving professionals of other agencies and businesspeople, and the group practice of democratic leadership all find support from international experience and theory. Similarly, the hindrance factors detected such as mentorship pairing and homogenizing grouping unfavorable to group sustainability and bridging, respectively, are compatible with some theoretical arguments. In addition, the observed advantages of the family-type projects over the empowerment-type and the ethnic minority projects in social capital development are theoretically reasonable. This integrated support by the present study, international

experience, and theory warrants the recommendation of promoting the aforementioned success factors, and taking care of the hindrance factors in policy and practice regarding the CIIF. Furthermore, the success factors emerging from international experience such as strength-building rather than providing treatment and needs assessment, mobilizing local resources, reorganizing opportunities, assuring reciprocity, and concentrating efforts on a manageable scope are all advisable. Notably, they are also consistent with suggestions arising from professionals in Hong Kong. In all, recommendations about the success factors and the hindrance factors are justifiable in the light of theories, including institutionalist or opportunity theory, incentive theory, exchange theory, resource theory, categorization theory, and coordinated balance theory. These theories offer their justifications in the following way.

Organizing opportunities. Institutional or opportunity theory maintains that arranging opportunities in which different people and parties could interact is crucial for social capital development. Creating bridges and linking people to other people and organizations, as in the practice of anchoring, would foster opportunities for social interaction. Nevertheless, anchoring group members to other organizations would help the most in terms of developing bridging social capital, but would impede development in bonding social capital. It reveals that different practices would contribute to different outcomes, and that the selection of the appropriate practice is crucial.

Providing incentives. Incentive theory argues that people need to find an incentive for the development of social capital. The introduction of the incentive can rely on project professionals, social workers, and other third-party people who do not constitute the social capital. In this connection, the professional or the third-party can encourage and persuade project participants to engage in social capital development. For instance, the professional can highlight the value of social capital development to the participants.

Matching for reciprocity. Exchange theory reasons that reciprocity in getting help and reward is essential in sustaining a social relationship. Matching people to help and receive help from others is the required means aimed to maximize rewards gained from both parties involved in the relationship. Complementary matching by matching the helper's strength to the receiver's weakness is crucial in ensuring that the receiver enjoys the help, and the helper realizes the meaning from that act of helping. More than this, complementary matching should operate in a reciprocal fashion, such that the helper can receive help from the receiver in turn. This endorses the emphasis of some project professionals on reciprocal complementary matching. For the aim of complementary matching, identifying people's strengths and building on those strengths is important. This reflects advocacy for strength building. However, identifying weaknesses and deficits are equally important, according to exchange theory. If people did not have any weaknesses, they would not treasure the help being given to them. As such, complementary matching also needs to pay attention to fulfilling people's needs, apart from building on their strengths.

Pooling resources. Resource theory states that resources are necessary to social capital development. Specifically, alternative forms of capital, including human capital and cultural capital, can transform themselves to social capital and vice versa. Mobilizing resources from the community, other agencies, and the business sector is important in enhancing such valuable pool of resources. Local resources can be most pertinent to local problems, and can facilitate social capital development due to their proximity to such problems. Inputs from other agencies and sectors also contribute substantially because they are not redundant resources which are already acquired. The pooling of resources is necessary to provide intensive input to social capital development. More importantly, resources pooling demonstrates its credit because of the economies of scale, as noted by project professionals. Recruiting a large pool of project participants, for instance, can multiply the benefit of the project. As regards project participants, parents and other family members with spare time

and social capital in the family, are important resources for further social capital development. On the other hand, disadvantaged people such as unemployed workers and ethnic minority people require empowerment before they can offer substantial input to social capital development. Notably, the ethnic minority people could benefit from acculturation regarding Chinese culture as this will enhance their cultural capital. In a broader sense, acculturating practice that makes people espouse the value of social capital development is a remarkable way to enhance people's cultural capital.

Acculturating common values. Dual process or social categorization theory proposes that when people categorize other people as their in-group members, they would lead dedicated commitment to social capital development with others. Acculturating values about mutual help and social capital development would be most effective when it fosters common values among different groups of people. Hence, project professionals would contribute greatly to social capital development by acculturating students, parents, and various groups of community residents. It aims to break boundaries among groups to facilitate the development of a more socially inclusive category. As noted by project professionals, furthermore, the humanist approach to accentuate the value of self-actualization is paramount in acculturation. Importantly, acculturation would effectively result from role modeling rather than sanctioning.

Coordinating in balance. Coordinated balance theory posits that project professionals and participants each have their strengths and unique contributions to the project. Thus, duplicating work between the two parties is not most satisfactory and helpful. The theory recognizes the distinction and autonomy of project participants, independent of professional intervention. As such, fostering the project participants' autonomy by encouraging and facilitating participants to be leaders is desirable. When participants realize their ownership of the endeavor to push for social capital development, they would be most committed to such an endeavor. In practice, project professionals need to consider the project participants' level of maturity in self-help and intimacy with the professionals. When the participants have low levels of maturity and intimacy, these professionals' encouraging, acculturating, and matching practices become valuable.

Just as the abovementioned strategies are recommended for projects and professionals as they try to develop social capital in the community, these strategies would also be relevant as far as inviting and funding NGOs and professionals for social capital development is concerned. Notably, the application of coordinated balance theory suggests that NGOs and professionals are autonomous bodies that have their preferred ways of working. Thus, support for or intervention into professional work is preferably in the form of coordinated balance. It is important to build mutual trust and social capital with NGOs and professionals. As such, the abovementioned concerns about strength building, promoting self-actualization, reciprocity, and complementary matching would work to motivate the commitment of NGOs and professionals. These concerns suggest that NGOs and professionals need to find meaning and rewards, as well as realize their strengths in their work in social capital development. They are not merely recipients of funding but can also contribute their strengths in return. The essential strategies involved are therefore encouraging, acculturating, and opportunity organizing rather than coercing, sanctioning, monitoring, and others smacking of distrust. As such, NGOs and professionals can join the endeavor of social capital development in a democratic way, having their voices respected.

9.5. Further Research

As the present study does not answer all questions evolving from social capital development, further research is clearly necessary to fulfill the uncompleted tasks. Such tasks include explaining the differential social capital development between the CIIF projects and the non-CIIF self-help groups, the role of social workers, and the input of the CIIF Secretariat,

as well as other ways to enhance the effectiveness of various professional practices.

The CIIF project group generally shows significantly lower social capital, sustainability, and capability than the non-CIIF self-help group. These disadvantages persist even after using statistical control for significant background characteristics and professional practices. Hence, the disadvantages are not simply attributable to differences in individual significant characteristics and practices. On the other hand, significant differences in the backgrounds and practices occur in a way that the CIIF project professional is less likely to have a nursing qualification and has less work experience in the job and in the agency, but he/she is more active in most professional practices. The CIIF project group was larger and more complex, but is less intimate with project professionals; the composition of its group members was younger, more likely to be a member of an ethnic minority group, unmarried, Protestant, lives in private rental housing or quarters, and relies on the assistance of another group member or project staff to complete the survey. Most notably, the CIIF project group shows less favorable outcomes despite greater effort made by the project professionals. As such, if the efforts were equally high in both the CIIF project group and the non-CIIF group, the disadvantage of the CIIF project group would be more salient. These findings indicate that the disadvantage is not attributable to higher or lower effort in professional practices. The disadvantage therefore is in need of further examination.

The possible causes of the disadvantages of the CIIF project group are primarily twofold, pertaining to the combinations of the background and practice characteristics examined, as well as the factors not included in the present study. The former possibility suggests combinations of factors rather than individual factors engendering conjoint effects on social capital and other outcomes. Notably, a conjoint effect is different and may be greater than the combination of the individual effects because the multiplicative product of these effects is always greater than their sum. For instance, the claim about intensity and resource concentration suggests that more experienced professionals working with a smaller group, as in the non-CIIF self-help group, can foster a larger stock of social capital. Conceivably, the combinations of more factors can make a bigger difference. When the non-CIIF group gathers all the advantages, its benefits to social capital development would phenomenally pile up.

The possible causes of the advantages of the non-CIIF self-help group which was not examined in the study include common goals and problems, voluntarism and spontaneity, and a long-term development perspective in the group. The presence of common goals is remarkably crucial for social capital development (Nelson et al. 2005) and self-help group formation (Steinberg 1997). It thereby represents a valuable resource or a form of cultural capital which is binding group members together for a concerted effort. As the non-CIIF self-help group tends to form in response to a common problem, the commonality or collective conscience of the group would be high. In addition, when the group member joins the group voluntarily, the member's commitment to the group and its activities would be high. In this connection, making a distinction between voluntary or spontaneous social capital formation and assisted formation activated by professionals is important (Dika and Singh 2002; Putnam 2001; Steinberg 1997). The autonomy or self-determination underlying the voluntary and spontaneous social capital formation may be responsible for the strength of this form of social capital. In general, self-determination is the determinant of vitality and responsibility (Beck and Beck-Gernsheim 2002; Peterson and Seligman 2004). Furthermore, the non-CIIF group may have a long-term developmental perspective because of its immunity to the short-term funding requirement. International experience has substantiated the importance of such a perspective for social capital development (Nelson et al. 2005). Conceivably, group members adhering to the perspective will have a persistent commitment in their developmental participation.

While the concentration of social workers in a project enhances group sustainability, it tends to hinder the development of bridging social capital and social cohesion with neighborhood members. These mixed impacts definitely require further research for clarification. Some possibilities may include the social workers' tendency to understate the strengths of clients (Leisering and Leibfried 1999), their kindness (Jones 1987) and thus their tendency to protect their clients excessively, and the tendency to be dogmatic and uncreative (Johnson 1974). In the United States, for instance, social workers are more committed to casework than community development (Figueira-McDonough 1995). As such, they may not perform their best in transforming their clients into participants and contributors to the community. Alternatively, the concentration of social workers may reveal the deficit in input from other professionals. The integration of inputs from different professions may generate the best results for social capital development.

Informing the CIIF Secretariat about the best way to provide its assistance in social capital development is another area for further research. With respect to coordinated balance theory, coercive and intrusive intervention into professional work would not be the best approach. NGOs and professionals clearly have their principled ways of conduct and can work autonomously (Lymbery 2001; Netting and Williams 1996). Facilitating professionals to exercise their own planned actions would be beneficial. At the very least, finding ways to mollify these professionals' scruples, grievances, and misunderstandings is in need of further investigation.

The specific ways that make professional practices more effective for social capital development decidedly require further research. Apart from the established success practices such as encouraging, acculturating, matching, anchoring, and community networking, those less effective practices such as mentorship pairing, homogenizing grouping, innovating, platform making, cooperating, arranging, reconciling, and transforming particularly need further investigation. Homogenizing especially requires intensive investigation because of its importance as reiterated by international experience and local professionals' comments. Moreover, additional good practices as identified by the non-CIIF professionals, including team spirit building, rejuvenating (i.e., enlisting new members), and targeting or scoping (i.e., defining the community and recruiting participants) deserve more examination.

Methods for further research will desirably take the form of longitudinal design, with and without experimental elements. The design is crucial for ascertaining changes due to policy and practice factors. Moreover, experimental design is necessary to isolate the impact of the causal factor which is concerned with the interference of extraneous factors. For instance, it can identify the impact of homogenizing by comparing groups formed according to the practice and those not formed by the practice.

Appendix: Survey Questionnaires

Project: _____

CIIF Self-help Groups Survey – Questionnaire for Professionals (2005.08.12)

The survey is conducted by the Chinese University of Hong Kong, aiming at understanding the conditions of self-help groups. All information is for data analysis only and is kept strictly confidential. Your personal data will certainly not be disclosed to other people, including the CIIF Secretariat. If you have any queries, please dial 26097514 to contact the Department of Social Work of the Chinese University of Hong Kong, Prof. Jacky Chau-kiu Cheung.

Thanks for your kind assistance.

Please mark as black on the appropriate “○”.

A. Please indicate, the intensity of the following situations between you and your group member in the past six months.

- | | | | |
|----|---|-------|---------|
| 1. | Number of group members six months ago | _____ | Persons |
| 2. | Number of group members three months ago | _____ | Persons |
| 3. | Number of group members now | _____ | Persons |
| 4. | Number of group members as a team leader at the same time | _____ | Persons |
| 5. | Total number of group members as a team leader | _____ | Persons |

1. Very little	2. Rather little	3. averag e	4. Rather a lot	5. Very much
-------------------	---------------------	----------------	--------------------	-----------------

- | | | | | | | |
|-----|--|---|---|---|---|---|
| 6. | Barrier of the intervention of professionals to group services | * | * | * | * | * |
| 7. | Maturity | * | * | * | * | * |
| 8. | Group members can decide the work independently | * | * | * | * | * |
| 9. | The need of the collaboration with professionals | * | * | * | * | * |
| 10. | Intensity of group members' participation | * | * | * | * | * |
| 11. | Complexity/diversification of the service | * | * | * | * | * |
| 12. | Members rely on the professionals' job assignment | * | * | * | * | * |
| 13. | Skill required for the services | * | * | * | * | * |

B. What degrees of the following services did you offer to groups in the past six months?

1. Very little	2. Rather little	3. averag e	4. Rather a lot	5. Very much
-------------------	---------------------	----------------	--------------------	-----------------

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 14. | Assigning jobs | * | * | * | * | * |
| 15. | Arranging activities for the cooperative | * | * | * | * | * |
| 16. | Allowing the equal participation of group members | * | * | * | * | * |
| 17. | Conducting field work or reach-out activities | * | * | * | * | * |
| 18. | Approving work | * | * | * | * | * |

19.	Arranging services based on groups' strength	*	*	*	*	*
20.	Sharing mutual help spirit to the community	*	*	*	*	*
21.	Cheering up group members' morale	*	*	*	*	*
22.	Arranging members to join with other organizations	*	*	*	*	*
23.	Giving innovative ideas to groups	*	*	*	*	*
24.	Raising funds from outside	*	*	*	*	*
25.	Changing group services or activities	*	*	*	*	*
26.	Designing working schedules	*	*	*	*	*
		1. Very little	2. Rather little	3. averag e	4. Rather a lot	5. Very much
27.	Promoting group service effectiveness through evaluation	*	*	*	*	*
28.	Mobilizing community support	*	*	*	*	*
29.	Arranging groups to join activities of other groups	*	*	*	*	*
30.	Evaluating the work progress of groups	*	*	*	*	*
31.	Negotiating with others for groups	*	*	*	*	*
32.	Promoting the support from neighborhood members	*	*	*	*	*
33.	Organizing services by separating the group into different teams	*	*	*	*	*
34.	Recording members' service performance	*	*	*	*	*
35.	Resolving conflict	*	*	*	*	*
36.	Asking for support from the business sector	*	*	*	*	*
37.	Serving as a bridge of communication	*	*	*	*	*
38.	Evaluating the performance of groups	*	*	*	*	*
39.	Promoting mutual help spirit in groups	*	*	*	*	*
40.	Providing resources to groups	*	*	*	*	*
41.	Satisfying group members' needs	*	*	*	*	*
42.	Arranging service receivers for groups	*	*	*	*	*
43.	Offering training	*	*	*	*	*
44.	Analyzing factors of group service effectiveness	*	*	*	*	*
45.	Leading	*	*	*	*	*
		1. Very little	2. Rather little	3. averag e	4. Rather a lot	5. Very much
46.	Promoting communication inside and outside groups	*	*	*	*	*
47.	Offering opportunities for realizing strength	*	*	*	*	*
48.	Calculating members' service efficiency	*	*	*	*	*
49.	Asking for members' opinions	*	*	*	*	*
50.	Improving individual members' service performance	*	*	*	*	*

51.	Setting goals	*	*	*	*	*
52.	Arranging people with the same background to join activities	*	*	*	*	*
53.	Giving awards	*	*	*	*	*
54.	Building up relationships among members	*	*	*	*	*
55.	Offering emotional support	*	*	*	*	*
56.	Giving supervision	*	*	*	*	*
57.	Promoting mutual help spirit among service recipients of groups	*	*	*	*	*
58.	Arranging friendship among people of the same background	*	*	*	*	*
59.	Designing innovative activities	*	*	*	*	*
60.	Promoting support from other professionals	*	*	*	*	*
61.	Closeness in the relationship with groups	*	*	*	*	*
62.	Arranging connections with other organizations for groups	*	*	*	*	*
63.	Monitoring group activities	*	*	*	*	*
64.	Providing professional advice	*	*	*	*	*
65.	Arranging for the cooperative	*	*	*	*	*
		1. Very little	2. Rather little	3. average	4. Rather a lot	5. Very much
66.	Giving punishment	*	*	*	*	*
67.	Arranging groups to join a network with other organizations	*	*	*	*	*
68.	Arranging mentor-protégé pairing	*	*	*	*	*
69.	Assigning specific jobs to individual group members	*	*	*	*	*
70.	Taking care of group members' personal problems	*	*	*	*	*
71.	Arranging communication among group members	*	*	*	*	*
C.	<i>To what extent did the CIIF Secretariat make the following interventions into your work in the past <u>six</u> months?</i>	1. Very little	2. Rather little	3. average	4. Rather a lot	5. Very much
72.	Offering material resources	*	*	*	*	*
73.	Giving criticism	*	*	*	*	*
74.	Setting work goals	*	*	*	*	*
75.	Offering human resources	*	*	*	*	*
76.	Praising	*	*	*	*	*
77.	Blocking the progress of work	*	*	*	*	*
78.	Giving support for interpersonal relationships	*	*	*	*	*
79.	Listening to opinions	*	*	*	*	*
80.	Monitoring work	*	*	*	*	*
81.	Giving constructive instructions	*	*	*	*	*
D.	<i>What do you think was the intensity of the</i>	1. Very	2. Rather	3. average	4. Rather	5. Very

<i>following situations about the groups in the latest month?</i>		little	little	e	a lot	much
82.	Members' agreeing with the mission of the group	*	*	*	*	*
83.	Regulations set up by the group	*	*	*	*	*
84.	Members' wish of attending group activities	*	*	*	*	*
85.	Looseness of the group	*	*	*	*	*
86.	Roles possessed by the group	*	*	*	*	*
87.	Members' distress caused by joining the group	*	*	*	*	*
88.	Members' making friends through joining group activities	*	*	*	*	*
89.	Work effectiveness of the group	*	*	*	*	*
90.	Members' knowledge increased by joining the group	*	*	*	*	*
91.	Financial problems (expenses exceeding income) in the group	*	*	*	*	*
92.	members' wish to leave the group	*	*	*	*	*
93.	Group facilities for members' use	*	*	*	*	*
94.	Members' working skills increased by joining the group.	*	*	*	*	*
95.	Operational adequacy of the group	*	*	*	*	*
96.	Members' satisfaction with joining the group	*	*	*	*	*
97.	Help to members from joining the group	*	*	*	*	*
98.	Division of labor in the group	*	*	*	*	*
99.	Member's use of group facilities	*	*	*	*	*
100.	Member's willingness of serve for the group	*	*	*	*	*
		1. Very little	2. Rather little	3. averag e	4. Rather a lot	5. Very much
101.	Resources of groups (including human, financial and material resources)	*	*	*	*	*
102.	Mistakes in the management of the group	*	*	*	*	*
E.	<i>What do you think did the neighborhood members you served have the following conditions in the latest month?</i>	1. Very little	2. Rather little	3. averag e	4. Rather a lot	5. Very much
103.	Wishing to move out from the community	*	*	*	*	*
104.	Serving the community for its improvement	*	*	*	*	*
105.	Helping others passionately	*	*	*	*	*
106.	Cooperating with government agencies (e.g., Police, Health Department)	*	*	*	*	*
107.	Being unsociable behaviorally	*	*	*	*	*
108.	Lacking supporting network	*	*	*	*	*
109.	Participating in community activities actively	*	*	*	*	*
110.	Having dissenting views	*	*	*	*	*

111. Being snobbish about the poor and cynical about the rich * * * * *

F. Background information

112. What is your educational attainment?
1. Certificate/ Diploma 2. Bachelor degree 3. Master degree 4. PHD 5. None of above

113. What are your specialties? (check all that apply)
1. Social Work 2. Medical 3. Nursing 4. Law 5. Education 6. Engineering

7. Accounting 8. Social Science 9. Others

114. What is your job status in this project?
1. Full time employee 2. Part-time employee 3. Volunteer

115. What is your position in the agency?
1. Project worker 2. Project supervisor 3. Staff of another post within the agency

4. Outside the agency

116. How long have you been in the captioned position? _____ Months

117. How long have you been in the agency? _____ Months

118. What is your age?
(1) under 20 (2) 20~24 (3) 25~29 (4) 30~34 (5) 35~39 (6) 40~44 (7) 45~49 (8) 50~54 (9) 55 or above

119. Gender 1. Male 2. Female

Project: _____ Group: _____

CIIF Self-help Groups Survey – Questionnaire for Members (2005.08.12)

The survey is conducted by the Chinese University of Hong Kong, aiming at understanding the conditions of self-help groups. All information is for data analysis only and is kept strictly confidential. Your personal data will certainly not be disclosed to other people, including the CIIF Secretariat. If you have any queries, please dial 26097514 to contact the Department of Social Work of the Chinese University of Hong Kong, Prof. Jacky Chau-kiu Cheung.
Thanks for your kind assistance.

Please mark as black on the appropriate “○”.

A · Please indicate the intensity of each of the following situations between you and your group members in the latest month.

		persons				
		1. Very little	2. Rather little	3. average	4. Rather a lot	5. Very much
1.	How many group members did you know?					
2.	How close was the relationship between group members and you?	*	*	*	*	*
3.	How close was the relationship among group members?	*	*	*	*	*
4.	How similar were the background among group members?	*	*	*	*	*
5.	How many group members did you help?			Persons		
6.	How frequent did you help your group members?	*	*	*	*	*
7.	How many group members helped you?			Persons		
8.	How much did you think that group members would help each other <u>in future</u> ?	*	*	*	*	*
9.	How frequent did group members help you?	*	*	*	*	*
10.	How much did group members help each other?	*	*	*	*	*
11.	To what extent did you believe that those who received your help would help you in return?	*	*	*	*	*
12.	To what extent did you rely on your group members?	*	*	*	*	*
13.	To what extent did you believe that those who did <u>not</u> receive your help would help you?	*	*	*	*	*
14.	To what extent did you believe that your group members would change their attitude toward you <u>in future</u> ?	*	*	*	*	*
15.	How many group members had tertiary education?			Persons		

		1. Very little	2. Rather little	3. average	4. Rather a lot	5. Very much
B.	<i>Please indicate the condition and intensity of each the following situations between you and your neighborhood <u>in the latest month</u>.</i>					
16.	How many neighborhood members (not involved in CIIF project) did you know?			Persons		
17.	How close was the relationship between you and your neighborhood members?	*	*	*	*	*
18.	How close was the relationship among the neighborhood members?	*	*	*	*	*
19.	How similar were the background among neighborhood members?	*	*	*	*	*
20.	How many neighborhood members did you help?			Persons		
21.	How frequent did you help your neighborhood members?	*	*	*	*	*

22.	How many neighborhood members help you?	_____	Persons					
23.	To what extent did you rely on your neighborhood members?	*	*	*	*	*		
24.	To what extent did you believe that those who received your help will help you in return?	*	*	*	*	*		
25.	How much did your neighborhood members help each other?	*	*	*	*	*		
		_____	Persons					
26.	How much did you think that the neighborhood members will help each other <u>in future</u> ?			*	*	*		
		1. Very	2. Rather	3. average	4. Rather	5. Very		
		little	little		a lot	much		
27.	How frequent did your neighborhood members help you?	*	*	*	*	*		
28.	To what extent did you believe that those neighborhood members who did <u>not</u> receive your help would help you?	*	*	*	*	*		
29.	How many neighborhood members had tertiary education?	_____	Persons					
30.	To what extent did you believe that your neighborhood members would change their attitude toward you <u>in future</u> ?	*	*	*	*	*		
C.	<i>Please indicate your condition <u>in the latest month</u>.</i>	1. Very	2. Rather	3. average	4. Rather	5. Very		
		little	little		a lot	much		
31.	How many roles did the group possess?	*	*	*	*	*		
32.	How much distress did joining the group make you?	*	*	*	*	*		
33.	How effective was the work of the group?	*	*	*	*	*		
34.	How much did you agree with the words and deeds of neighborhood members whom you did not know?	*	*	*	*	*		
35.	How willing were you to join the activities with those neighborhood members whom you did not know?	*	*	*	*	*		
36.	How much was the division of labor in the group? (different duties assigned to different group members) ?	*	*	*	*	*		
37.	How satisfied were you in joining the group?	*	*	*	*	*		
38.	To what extent did you increase your working skills by joining the group?	*	*	*	*	*		
39.	How much did you agree with the mission of the group?	*	*	*	*	*		
40.	How many friends did you make through attending group activities?	*	*	*	*	*		
41.	How willing were you to serve for the group?	*	*	*	*	*		
42.	What proportion of your friends were members of the group?	*	*	*	*	*		
43.	How reluctant were you to help neighborhood members whom you did not know?	*	*	*	*	*		
44.	How often did you use facilities of the group?	*	*	*	*	*		
45.	How frequent did you communicate with neighborhood members whom you did not know?	*	*	*	*	*		
46.	How adequate were the operation of the group?	*	*	*	*	*		
47.	How willing were you to leave the group?	*	*	*	*	*		
48.	How many resources did your group possess? (including human, financial and material resources)	*	*	*	*	*		
49.	How many facilities did the group provide for members' use?	*	*	*	*	*		
50.	How many regulations were set by the group?	*	*	*	*	*		
51.	How disliking were you for the neighborhood members	*	*	*	*	*		

	whom you did not know?										
52.	How willing were you to attend groups' activities?	*	*	*	*	*					
53.	To what extent did you increase knowledge by joining the group?	*	*	*	*	*					
54.	How loose was your group?	*	*	*	*	*					
55.	To what extent did the group suffer from financial problems? (expense exceeding income)	*	*	*	*	*					
56.	How helpful did you think in joining the self-help group?	*	*	*	*	*					
57.	How frequent did the group make mistakes in the management?	*	*	*	*	*					
58.	How often did you help those neighborhood members whom you did not know?	*	*	*	*	*					
59.	In the latest month, how many times did you attend activities of the group?	_____									
60.	In the latest month, how long on average did you participate in activities of the group?	_____	Minutes								
61.	In the time before three months ago, how many times on average did you participate in activities of the group per month?	_____									
62.	In the time before three months ago, how long on average did you participate in activities of the group per month?	_____	Minutes								
D.	<i>In the past <u>six</u> months, how much did project professionals do with you?</i>	<table border="1"><tr><td>1. Very little</td></tr></table>	1. Very little	<table border="1"><tr><td>2. Rather little</td></tr></table>	2. Rather little	<table border="1"><tr><td>3. average</td></tr></table>	3. average	<table border="1"><tr><td>4. Rather a lot</td></tr></table>	4. Rather a lot	<table border="1"><tr><td>5. Very much</td></tr></table>	5. Very much
1. Very little											
2. Rather little											
3. average											
4. Rather a lot											
5. Very much											
63.	Arranging services based on your strength	*	*	*	*	*					
64.	Resolving conflict	*	*	*	*	*					
65.	Sharing mutual help to you	*	*	*	*	*					
66.	Arranging friendship among the same background	*	*	*	*	*					
67.	Negotiating with others for you	*	*	*	*	*					
68.	Serving as a bridge of communication	*	*	*	*	*					
69.	Designing working schedules to you	*	*	*	*	*					
70.	Offering training	*	*	*	*	*					
71.	Arranging for communication between you and other group members	*	*	*	*	*					
72.	Providing resources to you	*	*	*	*	*					
73.	Arranging innovative activities for you	*	*	*	*	*					
74.	Setting goals for you	*	*	*	*	*					
75.	Arranging for you to join activities of the cooperative	*	*	*	*	*					
76.	Offering opportunities to realizing your strength	*	*	*	*	*					
77.	Promoting mutual help spirit among your service recipients	*	*	*	*	*					
78.	Arranging a mentor-protégé pairing to you	*	*	*	*	*					
79.	Offering emotional support	*	*	*	*	*					
80.	Arranging for you to connect with with other organizations	*	*	*	*	*					
81.	Arranging activities with similar backgrounds	*	*	*	*	*					
82.	Changing your services or activities in groups	*	*	*	*	*					
83.	Closeness in relationship between professionals and you	*	*	*	*	*					
84.	Arranging for you to join a network with other organizations	*	*	*	*	*					
85.	Arranging for you for the cooperative	*	*	*	*	*					

86.	Promoting communication inside and outside the group	*	*	*	*	*
87.	Arranging service receivers for you	*	*	*	*	*
88.	Arranging for you to join other groups' activities	*	*	*	*	*
89.	Arranging for you to join other organizations	*	*	*	*	*
90.	Giving you innovative ideas	*	*	*	*	*

E. In the past six months, how much of your services had the following qualities?

	1. Very little	2. Rather little	3. average	4. Rather a lot	5. Very much	
91.	Need for collaboration with professionals	*	*	*	*	*
92.	Complexity of the services	*	*	*	*	*
93.	Relying on professionals' job assignment	*	*	*	*	*
94.	Barriers of the intervention of professionals to groups services	*	*	*	*	*
95.	Skills required for the services	*	*	*	*	*

96. Deciding what to do by yourself

F. In the past three months, what was the intensity of the following situations?

	1. Very little	2. Rather little	3. average	4. Rather a lot	5. Very much	
97.	Trying hard to avoid facing problems	*	*	*	*	*
98.	Keeping trying to get things done	*	*	*	*	*
99.	Giving up your work before completion	*	*	*	*	*
100.	Solving problems successfully	*	*	*	*	*

G. Background information

101. Where do you live?
 (1) Hong Kong (2) Mainland (3) Others
 * * *
102. What is your Nationality?
 (1) Chinese (2) Non-Chinese
 * *
103. What is your religion?
 (1) None (2) Protestant (3) Catholic (4) Buddhist (5) Taoist (6) Others
 * * * * *
104. What is your employment status? (the latest employment status if not working now)
 (1) Employee (2) Employer (3) Self-employed (4) Long-term unemployed (5) Never working
 * * * * *

References

- Aldridge, Stephen, and David Halpern. 2002. *Social Capital. Performance & Innovation Unit*. London.
- Allik, Juri, and Anu Realo. 2004. "Individualism-collectivism and Social Capital." *Journal of Cross-Cultural Psychology* 35(1):29-49.
- Angelusz, Robert, and Robert Tardos. 2001. "Change and Stability in Social Network Resources: The Case of Hungary under Transformation." Pp.297-323 in *Social Capital: Theory and Research*, edited by Nan Lin, Karen Cook, and Ronald S. Burt. New York: Aldine de Gruyter.
- Beck, Ulrich, and Elisabeth Beck-Gernsheim. 2002. *Individualization: Institutionalized Individualism and Its Social and Political Consequences*. London: Sage.
- Ben-Ari, Adital Tirosh. 2002. "Dimensions and Predictors of Professional Involvement in Self-help Groups: A View from within." *Health & Social Work* 27(2):95-103.
- Berger, Schmitt Reina. 2002. "Considering Social Cohesion in Quality of Life Assessments: Concept and Measurement." *Social Indicators Research* 58:403-428.
- Brown, Kenneth G., and Megan W. Gerhardt. 2002. "Formative Evaluation: An Integrative Practice Model and Case Study." *Personnel Psychology* 55(5):951-983.
- Calsyn, Robert J., and Joel P. Winter. 1999. "Understanding and Controlling Response Bias in Needs Assessment Studies." *Evaluation Review* 23(4):399-417.
- Chan, Raymond Kwok-hong, Chau-kiu Cheung, and Ito Peng. 2004. "Social Capital and Its Relevance to the Japanese-Model Welfare Society." *International Journal of Social Welfare* (in press).
- Chen, Zhen Xiong, Anne S. Tsui, and Jiing-lih Farh. 2002. "Loyalty to Supervisor vs. Organizational Commitment: Relationships to Employee Performance in China." *Journal of Occupational and Organizational Psychology* 75:339-356.
- Chesler, Mark A. 1990. "The Dangers of Self-help Groups: Understanding and Challenging Professional's Views." Pp.301-324 in *Understanding the Self-help Organization: Frameworks and Findings*, edited by Thomas J. Powell. Thousand Oaks, CA: Sage.
- Cheung, Chau-kiu, and Kwan-kwong Leung. 2005. "Hong Kong People's Social Cohesion and Their Dissent to National Security Legislation." *International Journal of Contemporary Sociology* 42(2):344-364.
- Cheung, Chau-kiu, and Ngan-pun Ngai. 2004. "Humanist Approaches to Youth Development in the Summer Youth Program of Hong Kong." *Journal of Social Service Research*.
- Cheung, Chau-kiu, and Suk-ching Liu. 1997. "Impacts of Social Pressure and Social Support on Distress among Single Parents in China." *Journal of Divorce & Remarriage* 26(3/4):66-82.
- Cheung, Chau-kiu, and Suk-ching Liu. 2000. "Acculturation, Social Integration, and School Achievement among Low-ability Seventh Graders' School Achievement in Hong Kong." *International Journal of Adolescence and Youth* 8:81-108.
- Cheung, Chau-kiu. 2000. "Commitment to the Organization in Exchange for Support from the Organization." *Social Behavior and Personality* 28(2):125-140.
- CIIF. 2004. *Enhancing Social Capital: Performance and Reflections, 2002-2004*. Hong Kong: Health, Welfare and Food Bureau.
- Clary, E. Gil, and Mark Snyder. 1991. "A Functional Analysis of Altruism and Prosocial Behavior: The Case of Volunteerism." Pp.117-148 in *Prosocial Behavior*, edited by Margaret S. Clark. Newbury Park, CA: Sage.
- Cnaan, Ram A., and Toni A. Cascio. 1999. "Performance and Commitment: Issues in Management of Volunteers in Human Service Organization." *Administration in Social*

- Work* 24(3/4):1-38.
- Coleman, James S. 1988. "Social Capital in the Creation of Human Capital." *American Journal of Sociology* 94(Supplement):S95-S120.
- Collier, Paul. 2002. "Social Capital and Poverty: A Microeconomic Perspective." Pp.19-41 in *The Role of Social Capital in Development: An Empirical Assessment*, edited by Christiaan Grootaert and Thierry van Bastelaer. Cambridge, UK: Cambridge University Press.
- Cress, Daniel M., J. Miller McPherson. 1997. "Competition and Commitment in Voluntary Memberships: The Paradox of Persistence and Participation." *Sociological Perspectives* 40(1):61-79.
- Dayton-Johnson, Jeff. 2003. "Knitted Warmth: The Simple Analytics of Social Cohesion." *Journal of Socio-Economics* 32:623-645.
- Dika, Sandra L., and Kusum Singh. 2002. "Applications of Social Capital in Educational Literature: A Critical Synthesis." *Review of Educational Research* 72(1):31-60.
- Duncan, Greg J., and Katherine Magnuson. 2004. "Individual and Parent-based Intervention Strategies for Promoting Human Capital and Positive Behavior." Pp.93-135 in *Human Development across Lives and Generations: The Potential for Change*, edited by P. Lindsay Chase-Lansdale, Kathleen Kiernan and Ruth J. Friedman. Cambridge, UK: Cambridge University Press.
- Edwards, Bob, and Michael W. Foley. 1997. "Social Capital and the Political Economy of Our Discontent." *American Behavioral Scientist* 40(5):669-678.
- Elsbach, Kimbergly D., and Greg Elofson. 2000. "How the Packaging of Decision Explanations Affects Perceptions of Trustworthiness." *Academy of Management Journal* 43(1):80-89.
- Erickson, Bonnie. H. 2004. "The Distribution of Gendered Social Capital in Canada." Pp.27-50 in *Creation and Returns of Social Capital: A New Research Program*, edited by Henk Flap and Beate Volker. London: Routledge.
- Esser, Hartmut. 1993. "Response Set: Habit, Frame, or Rational Choice." Pp.293-314 in *New Directions in Attitude Measurement*, edited by Dagmar Krebs and Peter Schmidt. Berlin, Germany: Walter de Gruyter.
- Estes, Richard. 1997a. "Social Work, Social Development and Community Welfare Centers in International Perspective." *International Social Work* 40(1):43-55.
- Estes, Richard. 1997b. "Toward Sustainable Development: From Theory to Praxis." *Social Development Issues* 15(3):1-29.
- Figueira-McDonough, Josefina. 1995. "Community Organization and the Underclass: Exploring New Practice Directions." *Social Service Review* 69:57-84.
- Flap, Henk, and Beate Volker. 2001. "Goal Specific Social Capital and Job Satisfaction Effects of Different Types of Networks on Instrumental and Social Aspects of Work." *Social Networks* 23:297-320.
- Flap, Henk. 2004. "Creation and Returns of Social Capital." Pp.3-23 in *Creation and Returns of Social Capital: A New Research Program*, edited by Henk Flap and Beate Volker. London: Routledge.
- Foley, Michael W., and Bob Edwards. 1999. "Is It Time to Disinvest in Social Capital?" *Journal of Public Policy* 19(2):141-173.
- Forrest, Ray, and Ade Kearns. 2001. "Social Cohesion, Social Capital and the Neighborhood." *Urban Studies* 38(12):2125-2143.
- Fuchs, Ester R., Robert Y. Shapiro, and Lorraine C. Minnite. 2001. "Social Capital, Political Participation, and the Urban Community." Pp.290-324 in *Social Capital and Poor Communities*, edited by Susan Saegert, J. Phillip Thompson, and Mark R. Warren. New York: Russell Sage.

- Furnham, Drian. 1997. "The Half Full or Half Empty Glass: The Views of the Economic Optimist vs Pessimist." *Human Relations* 50(2):197-209.
- Glaser, George. 2001. "Reflections of a Social Work Practitioner: Bridging the 19th and 21st Centuries." *Research on Social Work Work Practice* 11(2):190-200.
- Glenwood Research. 2002. *Building Social Capital through Community Action: A Comparison of the Effectiveness of Two Methods of Building Social Capital to Affect Social Change to Benefit Low-income Populations*. Portland, ME: People Regional Opportunity Program.
- Grootaert, Christiaan, and Thierry van Bastelaer. 2002. *Understanding and Measuring Social Capital: A Multidisciplinary Tool for Practitioners*. Washington, DC: World Bank.
- Gugerty, Mary Kay, and Michael Kremer. 2002. "The Impact of Development Assistance on Social Capital: Evidence from Kenya." Pp.213-233 in *The Role of Social Capital in Development: An Empirical Assessment*, edited by Christiaan Grootaert and Thierry van Bastelaer. Cambridge, UK: Cambirdge University Press.
- Hadjistavropoulos, Thomas. 1996. "The Systematic Application of Ethical Codes in the Counseling of Persons Who Are Considering Euthanasia." *Journal of Social Issues* 52(2):169-188.
- Hawe, Penelope, and Alan Shiell. 2000. "Social Capital and Health Promotion: A Review." *Social Science & Medicine* 51:871-885.
- Hayes, Diane, & Ross, Catherine E. 1986. "Body and mind: The effect of exercise, overweight, and physical health on psychological well-being." *Journal of Health and Social Behavior* 27:387-400.
- Heckman, James J., and Lance Lochner. 2000. "Rethinking Education and Training Policy: Understanding the Sources of Skill Formation in a Modern Economy." Pp.47-83 in *Securing the Future: Investing in Children from Birth to College*, edited by Sheldon Danizer and Jane Waldfogel. New York: Russell Sage.
- Hirschman, Albert O. 1970. *Exit, Voice, and Loyalty: Responses to Decline in Firms, Organizations, and States*. Cambridge, MA: Harvard University Press.
- Hodson, Randy. 2001. *Dignity at Work*. Cambridge, UK: Campaign University Press.
- Hofferth, Sandra L., Johanne Boisjoly, and Greg J. Duncan. 1999. "The Development of Social Capital." *Rationality & Society* 11(1):79-110.
- Hong Kong Council of Social Service. 2003. *Youth in Hong Kong: A Statistical Profile 2002* (Appendix). Hong Kong: Policy Research and Advocacy, Hong Kong Council of Social Service.
- Hult, Carl, and Stefan Svallfors. 2002. "Production Regimes and Work Orientation: A Comparison of Sex Western Countries." *European Sociological Review* 18(3):315-331.
- Jenson, Jane. 2003. "New Routes to Social Cohesion? Citizenship and the Social Investment State." *Canadian Journal of Sociology* 28(1):77-99.
- Johnson, David L. 1974. "College Students' Scores on Torrance's Tests of Creative Thinking." *Psychological Reports* 35:65-66.
- Jones, Ray. 1987. *Like Distant Relative: Adolescents, Perceptions of Social Work and Social Workers*. Aldershot: Gower.
- Kanter, Rosabeth Moss. 1993. *Men and Women of the Corporation*. New York: BasicBooks.
- Kaplan, Matt. 1993. "Recruiting Senior Adult Volunteers for Intergenerational Programs: Willing to Create a Jump on the Bandwagon Effect." *Journal of Applied Gerontology* 12(1):71-82.
- King, Gillian, Debra Stewart, Susanne King, and Mary Law. 2000. "Organizational Characteristics and Issues Affecting the Longevity of Self-help Groups for Parents of Children with Special Needs." *Qualitative Health Research* 10(2):225-241.
- Kramer, Roderick M. 1999. "Trust and Distrust in Organizations: Emerging Perspectives,

- Enduring Questions." *Annual Review of Psychology* 50:569-598.
- Krishna, Anirudh, and Norman Uphoff. 2002. "Mapping and Measuring Social Capital through Assessment of Collective Action to Conserve and Develop Watersheds in Rajasthan, India." Pp.85-124 in *The Role of Social Capital in Development: An Empirical Assessment*, edited by Christiaan Grootaert and Thierry van Bastelaer. Cambridge, UK: Cambridge University Press.
- Leisering, Lutz, and Tephany Leibfried. 1999. *Time and Poverty in Western Welfare States: United Germany in Perspective*. Cambridge, UK: Cambridge University Press.
- Lichtenstein, Gregg A. 1999. "Building Social Capital: A New Strategy for Retaining and Revitalizing Inner-city Manufacturers." *Economic Development Commentary* 23(3).
- Lin, Nan, and Mary Dumin. 1986. "Access to Occupations through Social Ties." *Social Networks* 8:365-385.
- Lin, Nan. 2001. *Social Capital: A Theory of Social Structure and Action*. Cambridge, UL: Cambridge University Press.
- Linhorst, Donald M., and Anne Eckert. 2003. "Conditions for Empowering People with Severe Mental Illness." *Social Service Review* 77(2):279-305.
- Linhorst, Donald M., Gary Hamilton, Eric Young, and Anne Eckert. 2002. "Opportunities and Barriers to Empowering People with Severe Mental Illness through Participation in Treatment Planning." *Social Work* 47(4):425-434.
- Litwak, Eugene, and Henry J. Meyer. 1966. "A Balance Theory of Coordination between Bureaucratic Organizations and Community Primary Groups." *Administrative Science Quarterly* 11:31-58.
- Lymbery, Mark. 2001. "Social Work at the Crossroads." *British Journal of Social Work* 31:369-384.
- Maloutas, Thomas, and Marr Pantelidou Malouta. 2004. "The Glass Menagerie of Urban Governance and Social Cohesion: Concepts and Stakes / Concepts as Stakes." *International Journal of Urban & Regional Research* 28(2):449-465.
- Marcoulides, George A., Burhan F. Yavas, Zeynep Bilgin, and Cristina B. Gibson. 1998. "Reconciling Culturalist and Raationalist Approaches: Leadership in the United States and Turkey." *Thunderbird International Business Review* 40(6):563-583.
- Midlarsky, Elizabeth, and Eva Kahana. 1994. *Altruism in Late Life*. Thousand Oaks, CA: Sage.
- Mok, Bong-ho. 2001a. "Cancer Self-help Groups in China: A Study of Individual Change, Perceived Benefit and Community Impact." *Small Group Research* 32(2):115-132.
- Mok, Bong-ho. 2001b. "The Effectiveness of Self-help Groups in a Chinese Context." *Social Work with Groups* 24(2):69-89.
- Mok, Bong-ho. 2006. "Empowerment Effect of Self-help Group Participation in a Chinese Context." *Journal of Social Service Research* (In press).
- Mok, Bong-ho. 2004a. "Organizing Self-help Groups for Empowerment and Social Change: Findings and Insight from an Empirical Study in Hong Kong." *Journal of Community Practice* 13(1):49-67.
- Mok, Bong-ho. 2004b. "Self-help Group Participation and Empowerment in Hong Kong" *Journal of Sociology and Social Welfare* 31(3):153-168.
- Moody, Harry R. 1982. "Gerontological Social Work Practice in Long-term Care: Ethical Dilemmas in Long-term Care." *Journal of Gerontological Social Work*. 5(1-sup-2):97-111.
- Morrow, Virginia. 1999. "Conceptualising Social Capital in Relation to the Well-being of Children and Young People: A Critical Review." *Sociological Review* 47(4):744-765.
- Musick, Marc A. 2000. "Race and Formal Volunteering: The Differential Effects of Class and Religion." *Social Forces* 78(4):1539-1570.
- Myers, Jane E. 1999. "Adjusting to Role Loss and Leisure in Later Life." Pp.41-56 in

- Handbook of Counseling and Psychotherapy with Older Adults*, edited by Michael Duffy. New York: John Wiley & Sons.
- Narayan, Despa, and Michael F. Cassidy. 2001. "A Dimensional Approach to Measuring Social Capital: Development and Validation of a Social Capital Inventory." *Current Sociology* 49(2):59-102.
- Nelson, Geoffrey, S. Mark Pancer, Karen Hayward, and Ray Dev Peters. 2005. *Partnerships for Prevention: The Story of the Highfiled Community Enrichment Project*. Toronto, Canada: University of Toronto.
- Netting, F. Ellen, and Frank G. Williams. 1996. "Case Manager-Physician Collaboration: Implications for Professional Identity, Roles, and Relationships." *Health & Social Work* 21(3):216-224.
- Ngai, Seven Sek-yum. 2002. "Status Zero Youth and the Youth Pre-employment Training Programme in Hong Kong. Proceedings of the 30th Biennial Congress of the International Association of School of Social Work, Montpellier, France, July 15-18.
- Ngai, Steven Sek-yum. 2004. "Tackling Discrimination Against Ethnic Minorities: The Case of Post-Colonial Hong Kong." *Indian Journal of Social Work* (in press).
- Norris, Pippa. 1995. "May's Law of Curvilinear Disparity Revisited: Leaders, Officers, Members, and Voters in British Political Parties." *Party Politics* 1(1):29-47.
- O'Connell, Philip J. 2002. "Are They Working? Market Orientation and the Effectiveness of Active Labour-market Programmes in Ireland." *European Sociological Review* 18(1):65-83.
- Oesterle, Sabrina, Monica Kirkpatrick Johnson, and Jeylan T. Mortimer. 2004. "Volunteerism during the Transition to Adulthood: A Life Course Perspective." *Social Forces* 82(3):1123-1149.
- Offe, Claus, and Susanne Fuchs. 2002. "A Decline of Social Capital? The German Case." Pp.188-243 in *Democracies in Flux: The Evolution of Social Capital in Contemporary Society*, edited by Robert Putnam. New York: Oxford University Press.
- Opp, Karl-Dieter. 2001. "Social Networks and the Emergence of Protest Norms." Pp.234-273 in *Social Norms*, edited by Michael Hechter and Karl-Dieter Opp. New York: Russell Sage.
- Pargal, Sheoli, Daniel O. Gillian, and Mainul Hug. 2002. "Does Social Capital Increase Participation in Voluntary Solid Waste Management? Evidence from Dhaka, Bangladesh." Pp.188-209 in *The Role of Social Capital in Development: An Empirical Assessment*, edited by Christiaan Grootaert and Thierry van Bastelaer. Cambridge, UK: Cambridge University Press.
- Pargal, Sheoli, Daniel O. Gillian, and Mainul Hug. 2002. "Does Social Capital Increase Participation in Voluntary Solid Waste Management? Evidence from Dhaka, Bangladesh." Pp.188-209 in *The Role of Social Capital in Development: An Empirical Assessment*, edited by Christiaan Grootaert and Thierry van Bastelaer. Cambridge, UK: Cambridge University Press.
- Parkes, Louise P., Stephen Bochner, and Sherry K. Schneider. 2001. "Person-organisation Fit across Cultures: An Empirical Investigation of Individualism and Collectivism." *Applied Psychology* 50(1):81-108.
- Paxton, Will. 2003. "Progressive Asset-based Welfare." Pp.9-27 in *Equal Shares? Building a Progressive and Coherent Asset-based Welfare Policy*, edited by Will Paxton. Institute for Public Policy Research.
- Penner, Louis A., and Marcia A. Finkelstein. 1998. "Dispositional and Structural Determinants of Volunteerism." *Journal of Personality and Social Psychology* 74(2):525-537.
- Perkins, Kathleen, and Carolyn Tice. 1999. "Family Treatment of Older Adults Who Misuse Alcohol: A Strengths Perspective." *Journal of Gerontological Social Work* 31(3/4):169-

- Peterson, Christopher, and Martin E.P. Seligman. 2004. *Character Strengths and Virtues: A Handbook and Classification*. Washington, DC: American Psychological Association.
- Pilisuk, Marc, JoAnn McAllister, and Jack Rothman. 1996. "Coming Together for Action: The Challenge of Contemporary Grassroots Community Organizing." *Journal of Social Issues* 52(1):15-37.
- Portes, Alejandro. 1998. "Social Capital: Its Origins and Applications in Modern Sociology." *Annual Review of Sociology* 24:1-24.
- Pounder, J.S. 2002. "Public Accountability in Hong Kong Higher Education: Human Resource Management Applications of Assessing Organizational Effectiveness." *International Journal of Public Sector Management* 15(6/7):458-474.
- Putnam, Robert D. 2001. "Community-based Social Capital and Educational Performance." Pp.58-95 in *Making Good Citizens: Education and Civil Society*, edited by Diane Ravitch, and Joseph P. Viteritti. New Haven, CT: Yale University Press.
- Putnam, Robert. 2002. *Democracies in Flux: The Evolution of Social Capital in Contemporary Society*. New York: Oxford University Press.
- Reed, Paul B., and L. Kevin Selbee. 2000. "Distinguishing Characteristics of Active Volunteers in Canada." *Nonprofit & Voluntary Sector Quarterly* 29(4):471-592.
- Riedl, Arno, and Frans van Winden. 2004. "Information and the Creation and Return of Social Capital: An Experimental Study." Pp.77-103 in *Creation and Returns of Social Capital: A New Research Program*, edited by Henk Flap and Beate Volker. London: Routledge.
- Riessman, Frank, and David Carroll. 1995. *Redefining Self-help: Policy and Practice*. San Francisco, CA: Jossey-Bass.
- Ruef, Martin. 2002. "Unpacking the Liability of Aging: Toward a Socially-embedded Account of Organizational Disbanding." *Research in the Sociology of Organization* 19:195-228.
- Salzer, Mark S., Julian Rappaport, and Lisa Serge. 2001. "Mental Health Professionals Support of Self-help Groups." *Journal of Community & Applied Social Psychology* 11:1-10.
- Scheufele, Dietram, and Dhavan V. Shah. 2000. "Personality Strength and Social Capital." *Communication Research* 27(2):107-131.
- Shepherd, Matthew D., Mike Schenberg, Susan Slavich, Scott Wituk, Mary Warren, and Greg Meissen. 1999. "Continuum of Professional Involvement in Self-help Groups." *Journal of Community Psychology* 27(1):39-53.
- Sherraden, Michael. 1991. *Assets and the Poor: A New American Welfare Policy*. Armonk, NY: Sharpe.
- Siddiqui, Roomana N., and Janak Pandey. 2003. "Coping with Environmental Stressors by Urban Slum Dwellers." *Environment & Behavior* 35(5):589-604.
- Smith, Brenda, and David O'Flynn. 2000. "The Use of Qualitative Strategies in Participant and Emancipatory Research to Evaluate Disability Service Organizations." *European Journal of Work & Organizational Psychology* 9(4):515-525.
- Soidre, Tilu. 2004. "Unemployment Risks and Demands on Labour-market Flexibility: An Analysis of Attitudinal Patterns in Sweden." *International Journal of Social Welfare* 13:124-133.
- Statham, J. 2004. "Effective Services to Support Children in Special Circumstances." *Child: Care, Health & Development* 30(6):589-598.
- Steinberg, Dominique Moyse. 1997. *The Mutual-aid Approach to Working with Groups: Helping People Help Each Other*. Northvale, NJ: Jason Aronson.
- Stone, Wendy. 2001. *Measuring Social Capital: Towards a Theoretically Informed*

- Measurement Framework for Researching Social Capital in Family and Community Life.* Melbourne, Australia: Australia Institute of Family Studies.
- Triandis, Harry C. 1995. *Individualism and Collectivism*. Boulder, CO: Westview.
- Tubbs, Carolyn, Kevin M. Roy, and Linda M. Barton. 2005. "Family Ties: Constructing Family Time in Low-income Families." *Family Process* 44(1):77-91.
- Turner, Jonathan H. 1988. *A Theory of Social Interaction*. Stanford, CA: Stanford University Press.
- Uslaner, Eric M. 2002. *The Moral Foundations of Trust*. Cambridge, UK: Cambridge University Press.
- van Deth, Jan W. 2003. "Measuring Social Capital: Orthodox and Continuing Controversies." *International Journal of Social Research Methodology* 6(1):79-92.
- Vansteenkiste, Maarten, Willy Lens, Hans De Witte, and N.T. Feather. 2005. "Understanding Unemployed People's Job Search Behaviour, Unemployment Experience and Well-being: A Comparison of Expectancy-value Theory and Self-determination Theory." *British Journal of Social Psychology* 44:269-287.
- White, Deena. 2003. "Social Policy and Solidarity, Orphans of the New Model of Social Cohesion." *Canadian Journal of Sociology* 28(1):51-76.
- Wills, Thomas Ashby. 1987. "Help-seeking as a coping mechanism." In C. R. Snyder & Carol E. Ford (Eds.), *Coping with negative life events: Clinical and Social Psychology perspectives* (pp.19-50). New York: Plenum Press.
- Wilson, John, and Marc A. Musick. 1997a. "Who Cares? Toward an Integrated Theory of Volunteer Work." *American Sociological Review* 62:694-713.
- Wilson, John, and Marc A. Musick. 1997b. "Work and Volunteering: The Long Arm of the Job." *Social Forces* 76(1):251-272.
- Wilson, John, and Marc A. Musick. 1999a. "Attachment to Volunteering." *Sociological Forum* 14(2):243-272.
- Wilson, John. 2000. "Volunteering." *Annual Review of Sociology* 26:215-240.
- Wituk, Scott A., Matthew D. Shepherd, Mary Warren, and Greg Meissen. 2002. "Factors Contributing to the Survival of Self-help Groups." *American Journal of Community Psychology* 30(3):349-366.
- Wollebaek, Dag, and Per Selle. 2002. "Does Participation in Voluntary Associations Contribute to Social Capital? The Impact of Intensity, Scope, and Type." *Nonprofit & Voluntary Sector Quarterly* 31(1):32-61.
- Yuki, Masaki. 2003. "Intergroup Comparison versus Intragroup Relationships: A Cross-cultural Examination of Social Identity Theory in North American and East Asian Cultural Contexts." *Social Psychology Quarterly* 66(2):166-183.
- Zagorski, Krzysztof. 1999. "Egalitarianism, Perception of Conflicts, and Support for Transformation in Poland." Pp.190-217 in *The End of the Welfare State? Responses to State Retrenchment*, edited by Stefan Svallfors and Peter Taylor-Gooby. London: Routledge.
- Zhan, Min, Michael Sherraden, and Mark Schreiner. 2004. "Welfare Reciprocity and Savings Outcomes in Individual Development Accounts." *Social Work Research* 28(3):165-181.