UNIVERSITY OF CALIFORNIA MERCED
OFFICE OF STUDENT INVOLVEMENT

Student Organization Transition Guide Spring 2022

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** italicized items will be most helpful to you

Outgoing Officer Guide

Student Organization Officer Transition Meeting Outline

Before the newly elected officers of your organization officially assume their responsibilities, it is wise for the new and old offices to get together for a "transition meeting." Through such a meeting, the new officers will be able to learn from the experience of the outgoing officer and offer continuity and growth for the organization. A casual, open atmosphere should be encouraged so that the organization can benefit from an honest evaluation of the accomplishments and problems of the previous year. The following outline can help you run the transition meeting as smoothly as possible.

Meeting Length: 1-2 hrs. (as needed)
Participants: Outgoing officers, incoming officers, relevant advisors.

I. Welcome and Introductions
   A. Help participants get acquainted and establish the purpose of the meeting
   B. A short 5-10 minute icebreaker is recommended.
II. The Year In Review
   A. **Goals**: Review the group's goals from the previous year. What did we hope to accomplish? How well did we do on each goal? Which goals should be carried over into the next term? Which goals need to be changed? Which goals are no longer feasible
   B. **Programs and Activities:** Evaluate the activities of the group. How effective were the programs/events that we hosted? Did we have a good balance in our schedule of programs and activities? Were our programs and activities consistent with our goals? Which activities and programs do we want to repeat?
   C. **Membership**: Evaluate the number of members and their commitment. Do we have too many, too few, or just the right amount of members? Were our recruitment efforts successful? Are our members as actively involved as we want them to be? Were there chances for members to get involved in a meaningful way?

D. **Officers and Organizational Structure**: Evaluate officers and structure. Are officer roles and responsibilities clearly described? Did officers work as a team, or is there more teamwork needed? Is the time and effort required in each office comparable? Is there two-way communication between officers and members? How do the members feel about the officer?

E. Organizational Operations: Evaluate the fiances, communication, etc. Were the finances adequate for our group, and managed properly? Were meetings run effectively? Was their frequency adequate? Did the committee structure work? Did we have scheduling conflicts with other groups or activities?

F. **Faculty Involvement**: Evaluate both quality and quantity. Did our advisors provide the support we needed? Did we give our advisors and other faculty a chance to get involved? How could we improve faculty involvement?

G. **Public Image:** Evaluate how other groups perceive you. How do we see ourselves? Is this how "outsiders" see us? How can we enhance our image?

III. <u>Your Legacy to the New Officer Team</u>

A. What are the current strengths and weaknesses of the group?

B. What is the best advice you can give your successor?

C. What were three major challenges and accomplishments in your term.

IV. <u>Individual Officer Transition</u>

This can be held during the transition meeting OR at a separate time.

Have the incoming and outgoing officers meeting individually to discuss:

A. Responsibilities of the position, with a job description.

B. A timetable for completion of annual duties.

C. Unfinished projects

D. Important contacts and resource persons.

E. Mistakes that could have been avoided.

F. Advice for the incoming officer.

G. Any questions the incoming officer might have.

H. Where the outgoing officer can be reached with further questions

V. <u>Wrap-Up</u>

A. "Pass the gavel" in a semi-official ceremony and wish everyone luck! Provide an opportunity for informal socializing

Officer Handbook and Other Documents

Pass down a comprehensive handbook with all officer duties, documents, contact information, and other information to each individual incoming officer. This should cover all of the resources that the incoming officer will need during their term.

This handbook should include, but is not limited to:

1. University Mission Statement
2. Organizational Mission Statement
3. Organizational Constitution and Bylaws
4. Organizational Policies and Procedures
5. Governing Organization Constitution and Bylaws (if applicable) (PHC, IFC, etc.)
6. Contact list of important names and numbers
7. Officer Job Descriptions
8. Budget Information
9. Year-end Reports and Evaluations
10. Pertinent correspondence
11. Resource List
12. Organizational Calendar
13. Important forms
14. University Policy and Handbook
15. Organizational Goals - both met and unmet
16. Name and contact of outgoing officers
17. Unfinished project information
18. Organizational Goals
19. Specific Officer/Position Goals
20. Judicial Policies - Organizational and University
21. Agendas and Meeting Minutes
22. Committee Report

Outgoing Officer To Do List

1. Organize all notebooks and files
2. Finish any necessary correspondence (letters, emails, phone calls)
3. Prepare year-end report and evaluation
4. Develop action plan and timeline for new officer transition
   Including but not limited to:
   a. Necessary meetings attended and conducted by officer
   b. Important tasks
   c. Sharing tasks and duties with other group members
   d. Introductions to key people/relationship building
   e. One on one meetings and training
   f. Leadership training
5. Complete Outgoing Officer Information Sheet
6. Prepare/Update Officer Handbook

Outgoing Officer Worksheet

To be completed before transition meetings and training sessions.

Please think through and respond to the following questions regarding your responsibilities. This information will be helpful to your successor.

1. What I liked best about my job…
2. What I liked least about my job…
3. My main responsibility is…
4. This organization's main objective/goal is… (if many, name as many as you would like)
5. One thing I tried that didn't work out was… (detail why it did not work out)
6. One thing I wish I did, but did not was…
7. What I could have done to make the experience better was…
8. Obstacles to performing my job effectively were…
9. Resources that assisted me in handling my job were…

10. Things I wish I'd known before I took the job were…

11. Some problems or areas that need to be addressed within the next term are…

12. Things that need to be done by the incoming officer immediately…

One-on-One Meeting Handout

This handout will assist in officer transition by focusing upon past accomplishments and providing a critique of the year in office. This report should serve as a supplementary resource in planning for the new officer’s term.

Office: _______________________ Name:__________________________

Date:________________

1. List the officers/chairmen with whom you worked and the projects involved.

2. List specific accomplishments realized during your term in office and the reasons for their success.

3. List any problems or disappointments you encountered as part of your office and suggest ways of avoiding or correcting them.

4. List supplemental materials and sources of information you found most helpful. Include specific alumni or faculty contacts, university/college officers, community resources, etc.

5. Comment on the timetable applicable to your office. Give suggestions for increasing efficiency and effectiveness.

6. List any other suggestions you would feel helpful to your successor in carrying out the responsibilities of this position.

Source: NIC Retreat Workbook (verbatim, pg. 47

Outgoing Officer Term Summary Spreadsheet

Accomplishments	Barriers/Limitations	Resources	Solutions	Still To Be Done

Incoming Officer Guide

Your Role as a Student Leader

1. **Work on the morale of your group members**. Unless they feel good about their roles, your group members will not be as cooperative and productive as they could be.
2. **Expect any changes to be accepted gradually.** Sometimes we expect people to accept changes overnight that we have been thinking about for months. Remember that it is almost impossible to change people.
3. **Be available to help those who want your help.** When we attempt to force our ideas of assistance when it hasn't been solicited, we risk building resistance among our group.
4. **Let your group determine the group's purpose.** Unless group members have a say in what is to happen, their participation will be half-hearted at best.
5. **Emphasize the process of working through problems rather than the final result.** Your desired results may change as your group changes. An open channel of communication which involves all group members will help you incorporate these changes.
6. **Approach change through cooperative appraisal.** When change is based on evidence, it reduces the chances of a win-lose situation. The decision will be based on what is right, rather than who is right.
7. **Encourage brainstorming and creativity.** Provide feedback and support for new ideas and avoid penalizing for mistakes made for the sake of experimentation.
8. **Share decisions regarding policies and procedures.** By emphasizing how to solve problems, and involving your
9. **Recognize criticism as their first step individuals take in assuming responsibility.** Use criticism as a chance to solicit suggestions for improvement.
10. **Share the glory.** You cannot expect enthusiastic participation if you take all the credit.
11. **Have faith and confidence in the ability of your group.** People tend to live up to our expectations, be they high or low.
12. **Be sure your group has a common purpose.** Structure meetings so that issues of common interests are discussed with the whole group, and individual concerns are addressed at other times.

13. **Trust the motives of all group members.** Attend to every suggestion as a sincere one which deserves a sincere response.
14. **Don't set yourself up as infallible**. Be honest and admit when you lack an answer. Don't be afraid to be human.
15. **Be specific.** Communicate exactly what you expect and think.
16. **Be socially sensitive.** Avoid being witty or funny at the expense of group members.
17. **Use the inquiry method.** Use questions to get information and define issues
18. Be impartial. Play no favorites and give all group members an equal chance to participate.
19. **Promote group cohesiveness.** Make all group members feel as if they belong.
20. **Manage conflict, don't ignore it.** Bring conflict into the open, and concentrate on issues, behaviors, and facts rather than personalities.

Adapted from: Student Organizations' Handbook- The Wichita State University (1992-1993)

Incoming Officer's Transition Worksheet

Please think through and respond to the following questions regarding your responsibilities. This information will be helpful to your successor.

1. The responsibilities of my office are…

2. Things specific to the position I want to know about (forms, duties, etc.)...

3. My goals and objectives for this term…

4. Things I should do over summer/break…

5. Problems or areas that need my attention within the next year are…

6. One specific problem I anticipate to encounter this year is…

7. People (positions) that I should get to know…

8. Services that I need to know about…

9. Things I need to know about working with my advisor…

10. Other questions I want answered…

Incoming Officers "Goals, Dreams, and Priorities"

Would Like to Accomplish	Barriers/Limitations	Resources	Unknown Questions	Purpose

Retreat Planning Guide

Retreat Planning Tips

Resources:

Books:

- Brown, H. Jackson, Jr. - *Life's Little InstructionBook*
- Suess, Dr. - *Oh The Places You Will Go*
- Fulghum, Robert - *All I Really Need to Know I Learned in Kindergarten*
- McWilliams, Peter and Roger, John - *The Portable Live 101*

Locations

- rooms.ucmerced.edu
- Area Hotels
  - El Capitan Hotel
  - Marriott Courtyard
- Local alumni/resident homes

Agenda Important Items:

- Opening activity/icebreaker
- Meals and prep time to cook/clean up
- Both large and small group activities
- Unstructured time to allow thought growth and development
- Breaks
- Group interaction and discussion
- Sufficient time in case activities run over schedule
- Evaluation and Assessment

Steps for Planning Organizational Retreat

I. Assessment of Needs
   A. The assessment should be conducted by either the coordinator(s) of the retreat, member(s) of the planning committee, the president, or other officer(s) designated by planning committee
   B. Assessments will help identify concerns, needs and desired outcomes as well as the participant's preferred format for the program.
   C. The method of assessment should help determine what type of activities and programs should be used, the style of presentation, and to what extent the retreat will focus on the following:
      1. **Problem solving** - focusing on immediate problems of an organization
      2. **Competency model** - focusing on possibilities and desired outcomes
         a) Where are we now… where do we want to be?
   D. Methods of Assessment - Important to use advisor and/or facilitator in assessment process to get as much objective information as possible.
      1. Questionnaire
      2. Personal Interviews
      3. Combination of both questionnaire and interviews
      4. Observation

II. Setting Goals and Objectives of Retreat
   A. Objectives would be related to the needs identified in the assessment and focus on what the retreat is attempting to accomplish.
   B. Objectives should be broken down according to the types of learning to be achieved:
      1. Knowledge Learning - What information participants possess after the retreat. (ex. Constitution, policies, organizational goals, etc.)
      2. Skill Learning - What skills should participants possess after the retreat (ex. Time management, planning/programming skills, confrontation skills, etc.)
      3. Attitude Learning - What attitudes should participants possess after the retreat

III. Organization of Retreat Planning

A. This step involves determining the activities, content, and programs which will best accomplish the retreat objectives.
B. Select the topics and methods to be covered
   Facts to Consider:
   1. Will the topics and methods meet the objectives of the retreat?
   2. Are the topics consistent with the participants expectations, skills, and knowledge level?
   3. Are there resources, materials, and staff available for the topics and methods selected to be covered?
   4. Is there sufficient time and space available to the topics and methods selected to be covered?
C. Examples of possible methods and topics
   1. Team building exercises - Develop group cohesiveness
   2. Lecture - Education on organization's constitution and policies
   3. Role play - confrontation skills
   4. Brainstorming - Goal setting

IV. <u>Make Arrangements</u>

A. Logistics - This step of the planning process includes factors such as practical constraints of money, time and staff availability, physical space and equipment limitations, as well as size of the group involved.
B. Budgeting - This is a very critical component of the planning process. Budgeting should be taken into consideration throughout the entire planning process.
   <u>*Facts to Consider in the Budgeting Process*</u>:
   1. Facility cost
   2. Materials, copying, and equipment
   3. Refreshments and/or meals
   4. Certificates and recognition
   5. Outside presenters
   6. Travel
C. Selecting the Date and Time
   1. Needs and expectations of participants should be taken into consideration
   2. Must be sufficient time to achieve objects of retreat
   3. Notification of date and time should be set to allow participants sufficient time to make arrangement

D. Choose the Facility
    1. Area and space should be sufficient to conduct activities and program
    2. The climate of the facility should be conducive for the learning process of the retreat.
E. Designating Responsibilities - This step involves delegating planning responsibilities and selection of staff/members or outside individuals who will be presenting or facilitation events.
    1. Designate planning responsibilities to members of planning committee
    2. Request services from outside presenters for facilitators
    3. Preparation of activities/programs to be implemented by organizational members.
    4. Develop a checklist of tasks needed to be completed and by whom.
    5. Develop a step by step plan of action.

Time	**Activity**	**Objective**	**Responsibility**	**Equipment**
10-10:15	Open/Icebreaker	Developing positive attitudes.	John Smith	None
10:30-11	Goal Setting	Setting up for success for the upcoming term.	Jennifer Jones.	PDF Handouts
11-12	Lunch	Take a break from official business, another informal opportunity to build connections.	Betty Brown	Food

F. Promotion of Retreat - Essential to publicize the retreat and inform participants. Communicate the retreat agenda, goals, and importance of attending the retreat.

V. <u>Execution of Retreat Plans</u>

A. Setting up Process

1. Confirm responsibilities with the planning committee to make sure all tasks are completed.
2. Allow a sufficient amount of time to arrive ahead of beginning ime to set up and organize material, equipment, refreshments, etc.
3. Provide plan of action for all retreat organizers and presenters to refer to during the program

VI. <u>Evaluation</u>

A. Evaluation of the retreat should provide feedback on:

1. The planning process (by Planning Committee - done throughout retreat planning)
2. Each activity component of retreat (by Participants)
3. If the goals of retreat were met (by participants and planning committee)
4. Usefulness and applicability of activities to the organization (by participants and planning committee)

B. The phases of the evaluation process should involve the following steps

1. Organizational – made at initial step of the planning process (assessment)
2. In-Process – Throughout organization of planning responsibilities and implementation of retreat (done through verbal and survey methods)
3. Program Feedback – Immediately after retreat process (usually by survey method)
4. Follow-up – Done three to six months later to evaluate progress that has been made since the retreat

C. The different phases of the evaluation process can be compared to evaluate and assess if the goals of the retreat were met.

VII. Follow-Up

A. Thank you'd for planning committee and outside presenters/facilitator

B. Pay bills

C. Summarize evaluation results

D. Organize evaluation report to share with participants

E. Analysis of issues and ideas developed at retreat

1. How are ideas being implemented

2. If goals of organization are being met
3. Are skills (cognitive, behavioral, affective) being utilized within the organization
4. Use information from follow-up in the planning process for next retreat

VIII. <u>Other Factors to be Taken Into Consideration</u>

A. Allow sufficient time in the planning process
B. Establish Clear Retreat Goals – the more specific the goals and objectives the more explicit the design, with a better chance of meeting the needs of the group
C. Maintain Variety – vary the time, amount of risk, presentation, presenters, settings, and the type of interaction during the retreat
D. Be creative – this will create interest and facilitate further involvement and interaction of participants
E. Involve the group – it is important to involve the group in activities and programs. The more active the participants, the greater the interest and learning will be.
F. Allow for breaks
G. Participants will learn best when they can experience and practice
H. Learning can and should be fun
I. Individuals will take greater risks in group situations if the group is supportive
J. People seldom learn the first time – new ideas are learned while building on the old (sequencing and reinforcement)
K. Incorporate socializing into overall programs
L. Integrate interaction and recognition into retreat (provide certificates, awards for most presentations, etc.)
M. For more suggestions or ideas, seek the advice of professionals, mentors and/or advisors

Evaluation & Assessment Guide

Outgoing Executive Council Evaluation

1. Have we developed younger members who will prove to be exceptional and involved?

2. Will the membership be innovative and creative after we have left?

3. What programs or governing practices proved to be successful for us?

4. What was our greatest achievement as an executive council?

5. What was our greatest as an executive council?

6. Three goals we would have liked to accomplish:

7. Three goals we would like our successors to achieve/build on:

Officer/Chair Evaluation

This evaluation is to constructively evaluate student group officers/chairs to let you know what areas you are strong in and what areas you need to improve.

Name of Student to be Evaluated:______________________
Period of Evaluation:__________ through ________________

O = Outstanding | V = Very Good | G = Good | A = Adequate | P = Poor | NA = Not Applicable

I Feel the Officer/Chair:	O	V	G	A	P	NA
Shows a sense of direction regarding they job and knows what they are doing						
Has the ability to obtain and analyze facts and apply sound judgment.						
Is effective at organizing their work.						
Displays enthusiasm about their job.						
Shows a willingness to do more than asked.						
Communicates well with students.						
Communicates well with staff.						
Provides creative ideas and valuable suggestions.						
Follows through on the responsibilities assumed.						
Is on time form settings, etc.						
Motivates students to work effectively.						
Provides a good example of leadership for others						

Is objective in decision-making

Displays a sense of professionalism

Overall Effectiveness as an officer/chair

I think this officer's strengths are:

1.
2.
3.

I think this officer's areas of improvement are

1.
2.
3.

Overall rating of this officer: Outstanding | Very Good | Good | Adequate | Poor|

Additional comments regarding the performance of the officer and/or general suggestions.

Goal Setting Guide

Goal Setting

Considerations:
Are my goals consistent with my understanding of the purpose of the group? Will the members of my organization agree with my goal? Check with them. Am I being realistic? Can I accomplish my goals during my time in organization leadership?

Goals I want to accomplish during my term:

1. Projects
    a.
    b.
    c.
2. Process or manner in which we go about projects (i.e. involving people in decisions, having more members participate in meetings, having more interesting meetings, etc.
    a.
    b.
    c.

Where Can I Begin?

1. Which goals seem most important to me?

2. Do I have the skills necessary to accomplish my goal? Who else in my organization can help me? Are there outside resource people who might be able to help?

3. Is there anything I can do before tomorrow to help me reach my goal?

4. What can I accomplish next week?

5. What specifically can I do within one month to reach all my goals

WILL I DO IT?

Incoming Officer’s Key to the Future

Before you begin goal setting with the members of your organization, you may benefit personally by developing your own goals. The goals may vary in terms of being long or short in range. SOme things you may want to think about yourself might be: the tone you would like to create in your organization, programming ideas, personal growth, the people you will be working with, budgeting, leadership training, etc.

Begin your own goal setting now by brainstorming for possibilities of what you would like to be during the upcoming year.

List things you can do right away: (Be specific – how, when, where…)

1.
2.
3.

Things I want to get started on soon: (when?)

1.
2.
3.

How do I get started? Is there anything I can do before tomorrow? What specifically?

What can I realistically have accomplished one-week from today? One-month?

Working with your Advisor

The Role of the Advisor

Through the Advisor's Eyes:

- Resource Person
- Friend/Counselor
- Pick up the pieces when necessary
- Assist in planning
- Play devil's advocate
- Help set goals
- Help maintain direction and provide continuity
- Stimulate creativity and motivation
- Serve as a sounding board for students
- Facilitator for group process
- Be accessible

Through the Students' Eyes:

- Resource Person
- Positive reinforcement and support
- Constructive criticism
- Serve as liaison between organization and university
- Deal with legal and contractual matters
- Attend committee meetings
- Advise on specific University procedures
- Be available
- Discuss ideas, but don't dictate
- Support events by attending
- Play devil's advocate when needed
- Brainstorming
- Realize leaders are volunteers

Advisee/Advisor Relationships

1. The responsibility for building the relationship must be shared between advisor and student.
    a. View this relationship as a partnership
2. The relationship must be based upon open, direct communication.
    a. Share needs, responsibilities, and expectations with each other.
    b. Be prepared to negotiate
3. Both must recognize the other's various roles and responsibilities in/outside of their activities position.
    a. Know each other's commitments and let each other know their impact.
4. Both advisors/students are human beings who make mistakes, follow their own value systems, and work in individual, professional, personal styles.
    a. Accept, discuss, and learn from mistakes – and then move on.
5. Both advisors/students are continually growing, changing, and learning; each within their own unique stages of development. Challenge and support each other.

Gwost, M.A. (1982). Effective student and advisor relationships. Programming Magazine. Dec.

The Role of Your Organization's Faculty Advisor

What is your advisor supposed to be doing? Your advisor can be a valuable resource, if you know what you expect and how to communicate with them. Below is a list of roles that your advisor may take in working with your organization.

1. **Program Solving Agent:** Your advisor may be the impartial third party that helps you work through problems and conflict.
2. Counselor: You may find that your advisor is the type of person you can go to with your personal concerns.
3. **Information Resources Person:** Hopefully, your advisor has been around long enough to know some of the ins and outs of getting things done at ODU. Use their experience and expertise.
4. **Idea Resource Person:** Use your advisor to help discover new ideas when your creative juices dry up.
5. **Sounding Board:** If you want to try out a new idea on an impartial party before proposing it to the entire group, try it out on your advisor.
6. **Administration Liaison:** Roly on your advisor on who in the administration can help you with your projects.
7. **Organization's Representative:** Hopefully, your advisor will represent your concerns to the administrative "powers that be."
8. **Interpreter of University Policies and Procedures:** Rely on your advisors expertise.
9. **Analyzer of the Group Process:** Use your advisor as an observer if things in your organization seem to be stuck.
10. **Role Model:** A positive one, of course!
11. **Attendee/Participant at Events:** Be sure to keep your advisor informed so that they can at least put in an appearance to show support
12. **Continuity Provider:** Since the advisor is there from year to year as the student leaders change, they can provide a sense of the group's history.
13. **Educator/Trainer of Student Members:** Your advisor can help you plan the training that your group needs to successfully accomplish its mission
14. **Maintainer of Records:** Make sure that you give your advisor copies of all important documents so that they can be kept on file.
15. **Conflict Resolution Assistant:** Use your advisor as an impartial mediator.

16. **Financial Supervisor:** Use your advisor's experience with University procedures to help you keep on top of your organization's finances.
17. **Meeting Attender:** Be sure to inform your advisor of all meetings so that they can attend.
18. **Assistant in Evaluating the Organization:** Use your advisor as a resource to determine what you should be evaluating and when.
19. **Empowerer of Students:** Your advisor should be a valuable resource who helps your organization reach good decision

Adapted from: The Wichita State University's Student Organizations' Handbook (1992-1993)

Motivation

Ten Commandments for Student Leaders

1. Look upon all of it as a learning experience.
2. Mistakes are inevitable, you have to learn to live with them, and so do others.
3. Don't get caught up with global issues, such as remaking the whole University and outgunning the Trustees. Politics is the art of the possible, so pick some realistic goals and really go for them.
4. Try to strike up a friendship with the administration. They aren't really bad guis and you might have something to learn from them. Also, they are not automatic adversaries. Believe it or not, they like you and want to be helpful as you mature into real leaders.
5. The common good is terribly important. It means the common good for students, faculty, and the whole University community. You are part of it, so work for it.
6. Be honest, especially with yourselves. Integrity is the best quality of a leader.
7. Be open minded. No other attitude makes learning possible. As Winston Churchill said, "All complicated questions have simple answers. However, they are all wrong.
8. Be fair, even with grown-ups. Fairness will win them more than anything else.
9. Don't be cynical. A cynic accomplishes nothing. All of us have to be shocked by the injustices we face in life. Cynicism will never conquer them and attain justice.
10. This will probably sound silly, but my bottom line is laughter and love. It is important to be able to laugh at ourselves which means not to take ourselves too seriously, whether we are President or freshman. Somehow, laughter gets us through the most difficult of solutions, but love is important, too, because in a very real sense, we can't work together unless we respect and love each other, young and old

Taken from a letter from Rev. Theodore N. Hesburgh, C.S.C. President of Notre Dame dated 10/30/95.

How to Make an Impact as a Student Leader

1. Be a role model.
2. Confront unacceptable behavior.
3. Utilize training experience.
4. Find the “teachable moment.”
5. Be supportive of others.
6. Actions should reflect words - be consistent.
7. Develop expectations.
8. Present programs that are reflective of your values and organizational values.
9. Be consistent in your organizational promotions/advertisement
10. Structure experiences.
11. Lead discussion sessions on values and ethics.
12. Develop an organizational and/or personal code of ethics. Make a difference in all that you do!

NACA National Convention, February 1991