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The University of Montana

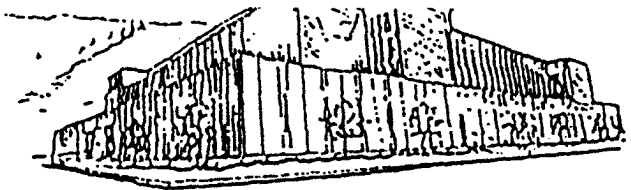
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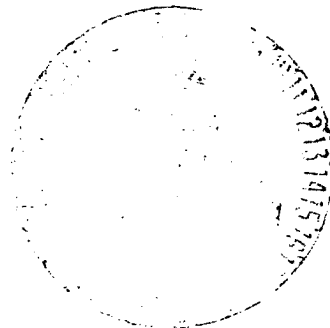
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**EVOLUTION OF THE
AMERICAN INDIAN BUSINESS LEADERS (AIBL)
PROGRAM**

by

Michelle D. Henderson

B.S., The University of Montana, 1991

presented in partial fulfillment of

the requirements for the degree of

Masters of Business Administration

The University of Montana

1995

Approved by:



Dr. Larry Gianchetta,
Chairperson



Dean, Graduate School

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Evolution of the American Indian Business Leaders (AIBL) Program (151 pp.)

Chair: Dr. Larry Gianchetta 

An American Indian Business Leadership (AIBL) program has been designed to support and promote the American Indian business student and/or entrepreneur. This paper will document the development of AIBL from its evolution to a national program design. It will discuss how the concept evolved, the people involved in its development, and its potential contribution to the development of American Indian tribal economic environments.

This paper will discuss the American Indians In Science and Engineering Society (AISES) program. AISES is a successful organization which promotes and supports Indian students in the math and science academic disciplines. Although AISES has attempted to include business students within its program objectives, it has not been able to meet this need sufficiently. Therefore, AISES has basically been used as a frame of reference for developing an organization for Indian business students. The ideas borrowed from AISES for the AIBL program will be addressed and documented.

A five stage development process used to design AIBL will be described. Stage one will define the concept and objectives. It will also illustrate how this concept has the potential to positively impact tribal economic development efforts. Stage two will describe the presentations made to exhibit support from external entities. Stage three will describe the methods used to generate student interest in this program. Stage four will delineate the strategies used to secure financial resources to operate this program at a national level. Stage five will explain the implementation process for chapter development, networking, internship development, job placement and promotional material.

This completed project will result in an AIBL program model. This model can conceivably be used to implement and establish a national program for American Indian business students and/or entrepreneurs. This program has the potential to ultimately assist American Indian people in building successful, culturally-appropriate businesses, subsequently assisting in tribal economic growth and stability.

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CHAPTER ONE
EVOLUTION OF AIBL's BASIC CONCEPT

The initial concept for an American Indian business leadership program evolved from a Tribal Leadership Conference which was held on the University of Montana's campus on November 18-20, 1993. This Conference was entitled, Senior Executive Education For American Indian Tribal Council Members, A Program in Strategic Planning and Policy Making for Economic Development. It was offered by The University of Montana's Native American Studies Program and The School of Business Administration, the Center for American Indian Economic Development, College of Business Administration, Northern Arizona University and the Harvard Project on American Indian Economic Development, John F. Kennedy School of Government, Harvard University. The participants were American Indian Tribal Council Members, representing the seven Indian reservations in Montana. Its purpose was to provide the Montana Tribal Leaders with senior executive education in public and private management for economic development on reservations.

This conference solicited four tribal council representatives from each of Montana's seven Indian reservations for a total of twenty-eight participants. Only

22 of the 28 invited attended this conference. However all seven of Montana's Indian reservations were represented.¹

This Conference opened with a Tribal Leadership day. Throughout this day Tribal Leaders were given the opportunity to interact with University of Montana students. Tribal leaders described the role and responsibilities involved in their leadership positions. Students had an unprecedented opportunity to meet and network with these tribal leaders. The Tribal Leadership Day consisted of panel discussions and classroom visits. Specifically, the tribal leaders, who made up the panels, were asked to address current tribal concerns regarding the role of tribal government, tribal politics, and the impact of the Bureau of Indian Affairs' reorganization efforts.

One panel member discussed the employment conditions on his reservation. He told the following story which supported the need to establish tribal member internship placement programs within tribal government organizations. This panel member told the audience that his tribe had recently advertised for a Personnel Manager position. The applicant pool included a tribal member and a non-Indian

¹National Executive Education Program for Native American Leadership Program Evaluation. November 18-20, 1993.

person. The tribal member applicant had just received a Masters in Business Administration degree, but had no practical experience in the personnel management arena. The non-Indian applicant had extensive experience in personnel management. The non-Indian applicant was selected based on experience. The concern this panel member conveyed was that tribes consistently tell their tribal members to acquire an education, but do not necessarily provide an avenue for them to move back to the reservation to use their education. He suggested that if an internship program had been established, the tribal member applicant would have received the necessary training to qualify for the Personnel Manager position. Specifically, this panel member said the tribal member applicant was in a catch twenty-two, he had the education, but no experience, and the applicant asked how was he supposed to get experience if the tribe wouldn't hire him." This panel member then emphasized the importance of tribal internship training for tribal members.²

The remaining two days of the Tribal Leadership Conference consisted of training and sessions for the Tribal

²Lucas, Merle, Fort Peck Tribal Council Member. Public Panel Presentation. November 18, 1993.

Leaders. These training sessions provided tribal leaders with educational tools and information to assist them in creating effective tribal policies to facilitate the development of successful organizational structures.

At the end of the conference the participants evaluated the effectiveness of the Tribal Leadership Executive Training. The issues discussed and areas examined in the training sessions were evaluated by fourteen of the twenty-two participants, representing a 64% response rate. Through this evaluation, participants provided feedback describing their own personal feelings concerning a tribe's commitment to tribal members. One participant suggested that a tribe could demonstrate its commitment to employing tribal members by, "putting the tribal members in place and giving them a chance." Furthermore, another participant stated, "A tribe shouldn't hire a manager without a personal commitment to his/her position."³

The training evaluation also asked participants to provide suggestions for improving the conference instructors' teaching method. Two responses were very key to the initial concept of the AIBL program. One participant specifically stated, "Internships, should be developed for

³National Executive Education Program For Native American Leadership. Program Evaluation, Case Specific Evaluation, Question 4. p. 4. November 18-20, 1993.

students in business, politics and planning majors."⁴
Another participant suggested the need for, "a Native American who has bridged the gap between culture and business principle."⁵

The initial concept of the American Indian Business Leaders (AIBL) program began to evolve from the dialogue generated at the Tribal Leadership Conference. At this point, AIBL's basic concept consisted of creating an avenue for students to return to the reservation to use their education to assist in vitalizing the economy. As suggested by the participants of the Tribal Leadership Conference, one way to facilitate this objective may be to develop tribal internship placement programs. The next chapter will describe how additional research helped support the development of AIBL's concept and objectives.

⁴National Executive Education Program for Native American Leadership. Program Evaluation, Question I. p. 5. November 18-20, 1993.

⁵Ibid.

CHAPTER TWO
A CLASH OF CULTURES

The Tribal Leadership Conference initiated the American Indian Business Leadership (AIBL) concept. This chapter will provide additional information which helped contribute to the development of AIBL's concept and objectives. In essence, the following information illustrates how the American Indian culture impacts business.

The American Indian Business Leadership (AIBL) concept was further defined based on information gathered from a recently published article entitled, Family Business Ideal Vehicle For Indian Business Success?. The authors, Steve Robinson and Stephen Hogan, indicate that American Indian cultural issues must be addressed in the world of business. As one tribal leader suggested previously, there is a need for American Indian people who can "bridge the gap between culture and business principle."⁶ In their article, Robinson and Hogan recognize that there is a significant difference between how American Indian people and how mainstream society define successful business due to the differences in their value systems. This article demonstrates that Indian culture does impact Indian businesses. The authors indicate there are two different cultural value systems in place which Indian and non-Indian

⁶Ibid.

people must recognize and deal with. More specifically the authors stipulate that there are two different business success models; the Anglo Model and the American Indian Model. The authors call these two business success models "A Clash of Cultures."⁷

These two models exhibit behavior patterns which are consistent with the two culture's value systems. The following is an excerpt from this article which illustrates the fundamental differences the authors found between these two cultures.

"A CLASH OF CULTURES"	
Anglo Business Vs. Indian Business	
<u>ANGLO MODEL</u>	<u>INDIAN MODEL</u>
• Prizes Competitiveness	• Prizes Cooperation
• Personal Goals Important	• Group Goals Important
• Emphasis on Future	• Emphasis on Present
• Control of Others Important	• Self-Control Important
• Concerned With Facts	• Emotional Relationships Vital
• Agressive and Assertive	• Patient and Tolerant
• Driven Toward Material Success	• Materialism Less Important
• Achievement Oriented	• Contentment Oriented
MT Bus. Qrtly/Wnt'r93/Steve Robinson & Stephen Hogan	

⁷Robinson, Steve, and Stephen Hogan. "Family Business Ideal Vehicle For Indian Business Success?" Montana Business Quarterly, Vol. 31, Number 4 (Winter 1994), p. 2.

Robinson and Hogan recognize that these two models are "extreme simplifications of remarkably complex behavior patterns."⁸ They also state that "even if overly simplified, the two models serve the purpose of highlighting possible differences important to business management."⁹ The authors explain that American Indian people are essentially socially driven whereas dominate society is material and/or wealth driven. This is a key to recognizing that the dominate society model is not one that can simply be implemented and used successfully within a tribal economic environment. For instance the authors state that, "According to a 1990 BIA report (Report 1990), Indian businesses adopting Anglo model have succeeded at only one-tenth the average rate for all new American business start-ups."¹⁰ Robinson and Hogan suggest that the Anglo model be modified to meet the specific needs of and promote successful American Indian business development.

Based on this cultural perspective, AIBL's concept was further defined. It now includes an objective to encourage its members to merge these two value systems. Thus AIBL

⁸Ibid. p. 3.

⁹Ibid.

¹⁰Ibid. p. 4.

members may obtain the best of two worlds in developing successful culturally-appropriate businesses. Culturally-appropriate businesses as used here may be defined as, those businesses that will not harm the American Indian culture or destroy American Indian natural resources. Two examples of these types of businesses may include liquor establishments and mining companies. Liquor establishments have had a negative impact on the American Indian culture for hundreds of years and thus are not viewed as "culturally-appropriate". Mining companies may be viewed by some as culturally inappropriate because of the degradation of the land's natural resources.

Once AIBL's concept began to evolve, additional information was gathered to assist in the design of AIBL's program. The American Indians In Science and Engineering Society (AISES) is a national program which supports Indian students in the science and engineering discipline. AISES was examined to determine if any of its objectives could be modified to meet the needs of developing an AIBL program. The following chapter will examine the AISES program. It will discuss the ideas borrowed from AISES to develop AIBL's program.

CHAPTER THREE

THE AMERICAN INDIANS IN SCIENCE AND ENGINEER (AISES) AS A PROGRAM MODEL

The American Indians in Science and Engineering Society (AISES) is a national organization which currently exists to support and promote Indian students in the science and engineering discipline. AISES was examined to assist in the design of the American Indian Business Leadership model. AISES was analyzed for two reasons. It serves to demonstrate that although a national Indian student organization is not a new idea, it is one that could conceivably be implemented for Indian business students. Furthermore, many of its objectives could essentially be modified and applied to meet the needs of AIBL members.

The American Indians in Science and Engineering Society (AISES), was "formed in April 1977 by a small group of dedicated American Indian scientists and engineers who had gathered in Windrock, Arkansas."¹¹ AISES's primary objective is to "increase the number of American Indian scientists and engineers in the U.S. and to develop technologically informed leaders within the Indian

¹¹American Indian Science and Engineering Society, 15 Years of Growth, Progress, Contribution, 1992 Annual Report, The AISES Story (Boulder, Colorado, 1992), 1.

community."¹² AISES recognizes the importance of the natural resources found on American Indian lands. Thus, it attempts to increase the number of Indian people in the science and engineering fields to assist in the appropriate development of these natural resources. In its first decade of existence, AISES had compiled a financial base "with over \$750,000 in income; it had over 850 members, 40 college chapters, a professional staff and a large group of individual, foundation, corporate, and government supporters."¹³ These numbers serve to support the premise that AISES is a successful program operating at the national level.

A literary review indicates that AISES is a very large American Indian student based organization. AISES's 1992 Annual Report stipulates that the AISES organization has, "over 2,000 members, receives over \$2 million in income from a variety of sources, has 89 College, two Professional and one International chapters." The report also indicates that, "in 1992 AISES awarded almost \$400,000 in scholarships to 250 individuals, helped nearly 100 students find career

¹²Ibid.

¹³Ibid.

positions, had 450 students participate in the American Indian National Science Fair, and sent four students to the International Science Fair, two of whom were winners."¹⁴ AISES reports that the end results of all of their programs currently in existence, more than meet their goals and objectives. For example, AISES indicates that "over 80% of AISES students graduate from college!" AISES also stipulates that this 80% figure is "higher than the national average, and many times the average for American Indian students, who have historically experienced a drop out rate of over 80%."¹⁵ These statistics demonstrate that AISES is successful in meeting the needs of its members.

It should be recognized that the AISES Pathways Program, (internship placement program) does include business students. Although the Executive Director of AISES, Norbert Hill, indicated that an American Indian business student organization is needed. He stated that even though the Indian business student is included in the AISES program, it is not structured for that purpose. Thus

¹⁴Ibid.

¹⁵Ibid.

according to Mr. Hill, AISES has not been able to address the Indian business students' needs as well as they would like.¹⁶

Some of the ideas borrowed from AISES for the development of AIBL include, but are not limited to, sponsoring a national Indian business student conference, providing Indian business students with access to scholarships, formulating college chapters, pre-college programs, an internship placement program and a quarterly publication.

The following chapters will document the five stage development process of the AIBL program. It will essentially describe the methods and strategies used to design the AIBL program.

¹⁶Norbert Hill. AISES, Executive Director. Telephone conversation, June 2, 1993.

CHAPTER FOUR
INTRODUCTION TO
THE FIVE STAGES OF DEVELOPMENT

The subsequent chapters will document the five stages of development used to design an American Indian business leadership (AIBL) model. Stage one will essentially define AIBL's concept and objectives and demonstrate how this program will tie directly into tribal economic development. Stage two will describe the presentations used to determine whether or not AIBL's objectives are viewed as viable by external entities. Stage three will describe the methods used to generate student interest in the AIBL program. Stage four will delineate the strategies used to secure financial resources to operate this program at a national level. Stage five will explain how chapters, networking systems, internship placement opportunities, scholarship opportunities and promotional material will be developed and implemented.

CHAPTER FIVE

STAGE ONE

AIBL's CONCEPT AND OBJECTIVES

Stage one transpired directly following the Tribal Executive Leadership Conference. It was initially designed to meet the concerns our tribal leaders relayed during this conference. The tribal leaders indicated that there is a need for not only educated tribal members to assist with building tribal economies, but there is also a need for experienced tribal members as well. A conceivable solution to meet this expressed need would be to develop a tribal internship placement program.

Based on a literary review, internship programs are a conceivable solution. The October, 1994 issue of the Training and Development magazine published an article entitled, "On Choices and Choosing." This article provided research evidence on the importance of internship programs from a variety of studies. Two researchers, Carlos Peisher and David Ganiel, conducted a study on the benefits of internships for students and employers. Essentially, 111 students were placed in internship programs with a multitude of different companies. These were three month internship placements and the study had two objectives. First, the researchers wanted to find out if internships increased a

students opportunity to obtain employment. Second, the study aimed to find out if internships provided students with practical experience to compliment their academic studies.

In meeting objective one, the results from the study indicated that the internship experience did increase a students chance for employment. Fifty-three of the interns obtained full-time employment with the company for which they interned. The remaining 36 obtained employment with other companies once they completed their internship training. The researchers concluded that, "By participating in the internships, interns gained the types of knowledge, skills, and experience that provided them with a choice of employment."¹⁷

To meet objective two, the researchers wanted to find out if the internships, "gave participants practical knowledge in addition to theory."¹⁸ The researchers surveyed the participants of the program and received 49 student and 43 employer responses. The researchers indicated that the, "results indicate strong agreement among respondents that the internships enabled participants to apply the

¹⁷Morris, Linda. "On Choices and Choosng." Training and Development, October, 1994, 61.

¹⁸Ibid.

theoretical knowledge learned during the courses and that the internships allowed them to acquire additional practical knowledge as well."¹⁹

Another magazine, Small Business Reports, published an article entitled, "Hiring Student Interns." Author Rochelle K. Kaplan discusses the benefits of an internship program. She specifically states, "In a survey of 624 firms by the College Placement Council, 35 percent said interns were their best source of full-time employees".²⁰ In addressing employer internship benefits, Kaplan also states,

"In exchange, you get more qualified hands on board and a chance to tap into new ideas in your field, since interns often bring the latest in theoretical learning and research to the job."²¹

Another study, conducted by Gary B. McCombes and Larry D. VanSyckle, relayed the success of an accounting internship program. In their study, McCombes and VanSyckle surveyed employers of accounting firms from throughout the United States. They also surveyed accounting educators at nationally recognized universities and students from a large

¹⁹Ibid.

²⁰Kaplan, Rochelle K, "Hiring Student Interns," Small Business Reports, May, 1994, 9.

²¹Ibid.

university in the Midwest. The goal was to survey attitudes and perceptions of accounting internships. A sum of the results indicate,

"Survey respondents reported that the principal advantages of having an internship program in place was that it enhance and facilitated their recruiting efforts." Interns also provide, "extra help to fill employment needs, improved public relations, lower cost than regular employees and the ability to train before hiring."²²

The results also revealed that students benefited from the accounting internships also. As indicated by the following excerpt,

"While benefits are accruing to the employer, accounting students are also gaining maturity through exposure to the business world and learning valuable lessons during an internship. For example, interns often gain practical experience in such areas as estimation and judgement, topics not fully presented in most text books. Human relations in the work environment is another non-textbook area where students' skills are normally improved."²³

Tribal Governments, like many government institutions, may not have the financial resources to monetarily compensate a student intern. In her article, "Marketing

²²McCombes Gary B. and Larry D. VanSyckle, " Accounting Internships: A Win-Win Arrangement," The National Public Accountant, May, 1994, 21.

²³Ibid.

Academic Internships In The Public Sector," Justine Bell suggests, "one option to alleviate public sector staff work is the introduction of energetic and creative apprentices as academic interns."²⁴ In essence, throughout her article Bell suggests employing a student intern in exchange for academic credit received through their higher education institution. Bell believes this is a viable solution for those entities who do not have the financial resources to secure student interns. Bell contends,

"Academic interns need not be compensated with the monies that municipalities now a days don't have. They are compensated nonetheless, in other substantial ways Academic interns receive credit toward completion of their degree requirements, valuable work experience, plus the chance to learn first hand the inner working of public service. Additionally, they are afforded the opportunity to observe aspects of the public policy process. Above all, interns will be exposed to a wide range of governmental needs such as the need for capable public servants; innovative leadership; persons who model ethical behavior and the need for additional revenue."²⁵

Basically, the Tribal Leaders at the Tribal Leadership Conference indicated a strong interest in developing an

²⁴Bell, Justine, "Marketing Academic Internships In The Public Sector," Public Personnel Management, 23, no. 3 (fall 1994): 481-486.

²⁵Ibid.

internship program. As the previous citations document, the tribes, as employers, can reap a multitude of potential benefits from hiring student interns. In turn, the students also have a multitude of potential benefits to gain from an internship experience.

Although, in order to create a tribal internship placement program, there had to be a group of interested internship prospects. One way to identify student internship prospects was to organize a Indian business student group. Thus, an American Indian Business student group was organized on the University of Montana's campus in January of 1994. The next segment will describe how this Indian business student group was organized.

INITIAL STUDENT INVOLVEMENT - CHARTER MEMBER ACTIVITIES

A letter (see Appendix A) was mailed to all American Indian business students at the University of Montana on January 5, 1994. A list of American Indian business students and their addresses was provided by the Native American Studies program. The first organizational meeting was scheduled and ensued on January 28, 1994. Twelve people attended the first meeting (see Appendix A for the

list of Charter members). After initial discussion, the group decided that there was enough interest to establish a new American Indian business student organization on The University of Montana's campus. A representative from this new student group approached the Dean of the Business School, Dr. Larry Gianchetta, requesting that he serve as this group's faculty advisor. Dr. Gianchetta agreed to operate in this capacity, which exemplified the support and importance of this new student group's purpose.

The second meeting was held on February 1, 1994. A name was adopted, the objectives were clarified and officers were elected. The name adopted by this group of students was the American Indian Business Leaders (AIBL). A Charter explaining AIBL's objectives, purpose and Executive Officer position descriptions was designed by AIBL members. AIBL's objectives as stated in the Charter are as follows:

1. Provide a forum for discussion and support for current American Indian business students.
2. Provide Mentoring and support to new American Indian business students.
3. Creating an awareness of the Masters in Business Administration degree requirements and assisting students in applying for business graduate school.
4. Networking with regional tribes in ascertaining summer internship placement opportunities for American Indian business students.

5. Networking with local business organizations in ascertaining summer internship placement opportunities for American Indian business students.
6. Coordinating activities geared toward recruiting and/or providing information to other Indian students interested in pursuing a business degree.
7. Networking with Tribal Colleges to provide Tribal College students with The University of Montana, School of Business Administration information and to create a forum for exchanging business activity ideas AIBL will support and promote. Assist any Tribal College student, interested in pursuing a business degree, with the transition of moving from a community college into a university system.
8. Networking with other University of Montana affiliated institutions and Montana State University and its affiliated institutions, in designing an effective forum for exchanging business activity ideas AIBL will support and promote.
9. Creating a networking system with other business organizations, local and state-wide, designed to promote the American Indian business student.
10. The American Indian Business Leaders (AIBL) is a student organization which assist in promoting cultural integrity and expression by and on behalf of the American Indian students attending the University of Montana. AIBL will work closely with other student organizations in promoting diversity and unity.

At this second meeting, the students decided that there would be seven executive officer positions. These positions consisted of a President, an Executive-Vice President, a Vice-President of Budget/Finance, a Vice-President of

Marketing, a Vice-President of Public Relations, a Vice-President of Fundraising and a Parliamentarian. The students, under the advice provided by Dean, Larry Gianchetta, decided that seven executive officer positions would serve to two purposes, simultaneously. Seven positions would spread the responsibility for AIBL's activities over a broader base. They would also serve to provide more students with practical experience in meeting the responsibilities of their executive officer positions. The importance of functioning as an AIBL officer (leader) is also supported by an article in the Journal of American Indian Education in which the author stipulates:

"Many white students gain recognition of leadership abilities by having experience as class officers or chairpersons of various student organizations. Indians and other minorities may have not have had the time nor the desire for these activities. Rather, they often have more non-traditional experiences, such as within their churches, or with local youth groups outside the educational setting, or with various other community services. Minority students may not understand how to list or otherwise show their accumulation of knowledge or skills."²⁶

Therefore AIBL, as an Indian student group, has the potential to provide Indian business students with an

²⁶Hornett, Danielle, "The Role of Faculty in Cultural Awareness and Retention of American Indian College Students, Journal of American Indian Education, October, 1989, 15.

opportunity to acquire or develop leadership skills. As indicated in the previous article excerpt, this is an opportunity that may not have been realized elsewhere.

AIBL members documented its purpose and executive officer position descriptions in a written Charter (see AIBL Charter in Appendix A). Subsequently, a few AIBL members began to investigate what needed to be done in order to be recognized as a student group affiliated with The University of Montana. The week prior to AIBL's third meeting, a few AIBL members approached two members of the Association of Students of The University of Montana (ASUM) to gather the necessary information needed to begin the ASUM student group recognition process.

The ASUM Senators gave the AIBL members an application form to complete and indicated that the recognition process normally takes place during the fall term of each academic school year. Consequently, the ASUM Senators informed the AIBL members that they may not be recognized until Fall semester of 1994. Although the ASUM Senators advised AIBL members to seek recognition regardless. They indicated that if the ASUM Senate, as a whole, felt that AIBL's reason for seeking late recognition was admissible, AIBL might be recognized as an official University of Montana student

group. The application form along with AIBL's Charter was submitted to ASUM for recognition on February 3, 1994. AIBL was officially recognized by the ASUM Student Senate on February 8, 1994. Upon recognition, AIBL members were informed that lobbying for ASUM financial support would begin at the end of February. AIBL submitted a projected budget of expenses for the next fiscal year and subsequently scheduled a presentation to justify the budget projection at a ASUM Senate Meeting on February 23, 1994. AIBL's President, Vice-President of Budget/Finance and Vice-President of Public Relations presented AIBL's budget justifications in front of the ASUM Student Senate on the evening of February 23, 1994. AIBL secured financial support from ASUM through its presentation and senator lobbying efforts. These funds were allocated for use beginning Fall semester, 1994.

At this point, AIBL is an officially recognized University of Montana student group. The next segment will discuss the process AIBL members went through to identify and selected a logo. It will also address the development of AIBL's brochure, including it's logo and content design.

THE LOGO/BROCHURE DESIGN AND DEVELOPMENT

One of AIBL's activities for Spring Semester consisted of designing and adopting a logo. AIBL searched for a logo which would merge the Indian business concept with mainstream society's business concept. AIBL members adopted the backside of the Indian head nickel signifying the buffalo with four feathers attached to the nickel with the letters A.I.B.L. The idea of using the front side of the nickel, which portrays the head of an American Indian man, was discussed and eliminated based on the premise that it was too gender specific. AIBL members wanted a logo which represented all American Indian people and felt that the buffalo served this purpose. This logo exemplified mainstream society's concept of business as it was a form of money and the buffalo represented the American Indian's spirit of value.

The spirit of value placed on the buffalo by American Indian people is supported and exemplified in several written works. Emmett Murphy discussed how the Sioux valued and viewed the buffalo in his book, The Genius of Sitting Bull where he contended that, "the buffalo skull, or

any other part of the animal, contained the power of Tatanka, the Buffalo deity, which represented the forces of generosity, industry and successful hunting."²⁷ Thomas E. Mails indicated that, "No other animal gave so much to a people (the American Indian) as the great, shaggy buffalo. Its name was given to Indian children so they would be hardy and reach maturity quickly. Social organizations were named after it, and medicine men called upon the powers of the 'Spirit Buffalo' to help them perform their rituals successfully."²⁸ Mails also indicated that Indian leaders sometimes used it to symbolize, "strength and prosperity".²⁹ It's Mail's contention that the buffalo represented Plains Indian life as he concludes, "If God was the creator and overseer of life, if the morning star, moon, and Mother Earth combined their talents to give birth and hope to the Indian, if the sun was the dispatcher of wisdom and warmth, then the buffalo was the tangible and immediate proof of them all, for out of the buffalo came almost everything

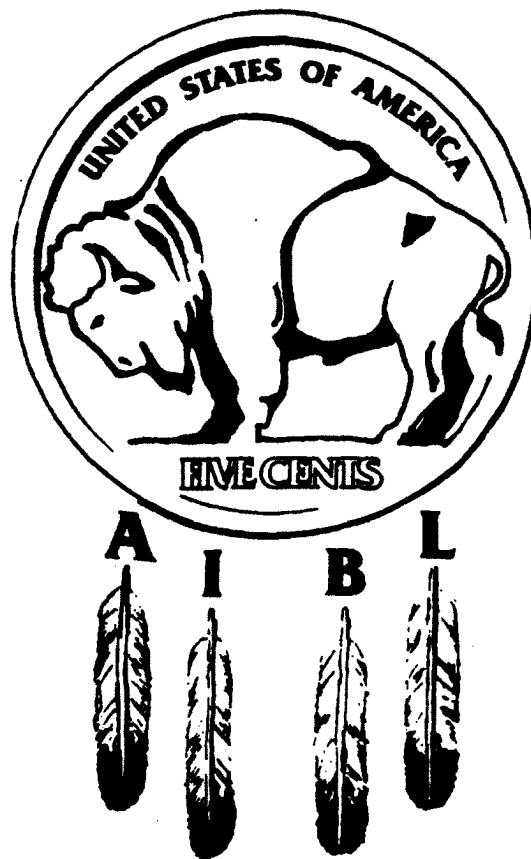
²⁷Emmett C. Murphy, The Genius of Sitting Bull (New Jersey: Prentice Hall, 1993), 127.

²⁸Thomas E. Mails, The Mystic Warriors of the Plains (New York: Doubleday & Company, Inc., 1972), 10.

²⁹Ibid.

necessary to daily life"³⁰ Therefore, AIBL's logo represents the American Indian peoples strength and prosperity and mainstream society's value of money in the business world.

AIBL's logo idea was presented to the University of Montana's graphic artist, Niel Wiegert. Mr. Wiegert drew the logo according to AIBL members' specifications. The following illustration depicts AIBL's logo.



³⁰Ibid, 188.

With the content information provided by AIBL members, Mr. Wiegert designed AIBL's brochure layout. The information in the brochure is comprised of seven sections. It includes an introduction which reads:

"The American Indian Business Leaders (AIBL) is a student organization designed to promote and support the American Indian student in business. Future trends dictate a rise in the need for educated American Indian people to assist with tribal economic development planning and strategic implementation. AIBL's primary focus is to utilize its student foundation to assist tribal economic development through an emphasis in maintaining culturally appropriate American Indian business development."³¹

The introduction is followed by AIBL's objectives which are the same as those listed in the AIBL's Charter, which were previously documented. The third section indicates AIBL's desire to work with Tribal Community Colleges. This section states:

"AIBL is designed to work with Tribal Colleges to promote tribal economic development business activities for American Indian business students through:

- * Providing recruitment information to students transferring to the University System (e.g., credit transfers, housing, financial aid, etc)
- * Coordinating conferences focused on Tribal Economic Development planning and small business development.

³¹The American Indian Business Leaders Brochure. Designed by the University of Montana AIBL Chapter and layout design provided by Niel Weigert, University of Montana Graphics, 1994.

- * Coordinating an Annual Business Academic Challenge to promote culturally appropriate American Indian enterprise."³²

This section is to inform Tribal College personnel and students that there is a support system in place at the University level to assist tribal college students with the transition from a community college to a university system. This support system is comprised of current students at the University level who belong to the University's AIBL chapter. As exemplified by an article in the Journal of American Indian Education, "The Role of Faculty in Cultural Awareness and Retention of American Indian College Students," this type of support system is conducive to a students ability to survive and succeed within a university system. For instance, in addressing racism, the author stipulates:

"The university system as a whole is seen as a maze and is not understood by many minorities. Financial aids offices, in particular, are often practitioners of racism in that minorities generally know less about how the process works than White students. The same holds true for registration and advising. Even in the late 1980's, American Indian students on today's campuses are first-generation college people with little family experience or support to draw from in their efforts to function appropriately. All of this acts to interfere with academic progress. In class, Indian students may

³²Ibid.

appear disinterested or unable to do the work when, in reality, lack of interaction may be due to very real, very heavy concerns with out-of-class issues."³³

Therefore, AIBL members at the university level will assist Tribal College students with transitional concerns such as, introducing them to appropriate University administrators who can determine which community college credits will transfer and why. AIBL members will also help Tribal College transfer students identify who they need to talk with at the University who can help them with their financial aid and housing concerns. Furthermore, AIBL members can help provide new students with process information on academic advising, extra-curricular activities (e.g., intramural sports), child care, health care, community, and other support services that are available to them as University students.

The second objective listed under the Tribal College section, "Coordinating Conferences focused on tribal economic development planning and small business development," was included to provide an avenue for networking purposes. These types of conferences can be

³³Hornett, Danielle. The Role of Faculty in Cultural Awareness and Retention of American Indian College Students, Journal of American Indian Education, October 1989. p. 14.

designed by Tribal College students or by University students.

The primary objective for this activity is to provide a forum for students to examine current trends in tribal economic development planning and small business development in different geographic areas. For example, a Fort Belknap Tribal Community College (FBCC) AIBL Chapter could sponsor a Tribal Economic Development Conference. The FBCC AIBL Chapter could invite community members and AIBL Chapters from surrounding higher educational institutions. It could essentially provide Fort Belknap tribal economic information statistics such as total population, land base, crime rate, employment, income and education information, etc. It could then inform the participants of this conference as to what the current economic and small business development trends are in its community. For instance, the students could bring in Tribal Planners who could inform participants on what the tribal government is doing and what they plan to do in the area of tribal economic or business development. Tribal College personnel could inform the participants on what impact education is having in the area of employment and what new or innovated educational programs are in place for student, unemployed individuals and/or business owners.

The basic premise behind a Tribal Economic Conference, held in different geographic areas, is to disseminate information and create a forum for discussion among the different entities that are needed to make tribal economic development work. These entities include Tribal Government Officials, Tribal College personnel, college students, community members and business owners.

The third objective under the Tribal College section of AIBL's brochure, "Coordinating an Annual Academic Challenge", is to promote tribal economic development at the student level. The Academic Challenge will encourage AIBL Chapters from different higher education institutions to compete on small business development activities. Student teams will compete on the development and presentation of business plans, marketing plans, acquisition for capital plans, human resource development plans for proposed or established reservation based businesses. These business competition plans will be judged by Indian entrepreneurs, corporate sponsors, tribal leaders, Tribal College and University personnel. These judges will be selected based on their ability to provide the student competitors with realistic feedback on the practical feasibility of implementing their business plans.

The idea behind the Academic Challenge is to get students to look at their tribal economies and investigate what types of reservation based businesses will work. This Academic Challenge has the potential to not only reinforce the premise that Indian student have a vested interest in developing their tribal economies for future generations, but it will also give them an opportunity to develop the business skills they are learning in school.

The fourth section of AIBL's brochure relays AIBL's interest in soliciting internship placement for its members. This section reads:

"AIBL is comprised primarily of business students seeking practical experience to compliment their academic studies. To accomplish this objective, AIBL members are interested in obtaining internship placement opportunities with:

- * Tribal Governments
- * Tribal Colleges
- * American Indian Owned Businesses
- * Corporate/Private Businesses
- * Federal and State Governments
- * Other Non-Profit Agencies"³⁴

AIBL's program is designed to promote its members through ascertaining internship opportunities with all of the entities previously listed. Internship work experience is

³⁴Ibid.

viewed as a avenue which will allow AIBL members to apply the business theory they are learning in school to practical business operations. Authors, R. Wayne Mondy and Robert M. Noe III, support this premise in their book, Human Resource Management. This textbook was written to be used to teach human resource management at the university and college level. In this book the authors address the definition of internships. Within this definition they stipulate,

"during the internship, the student gets to view business practices firsthand. At the same time, the intern contributes to the firm by performing needed tasks. Through this relationship, a student can determine whether a company would be a desirable employer. Similarly, the firm can make a sound judgement regarding the candidates qualifications. Internships provide opportunities for students to bridge the gap from business theory to practice. Internships have also provided useful in moving minorities into the workforce."³⁵

Internship experience also has the potential of providing AIBL members a broader perspective as to what types of businesses may or may not be viable within a tribal economic environment. For instance, a student may intern for an insurance firm. Through this experience, he/she has

³⁵Mondy, R. Wayne and Robert M. Noe III, "Internships," Human Resource Management, 1993 ed.

the opportunity to learn the concepts, practical insurance applications and the customer service base that this insurance firm utilizes. This student could conceivably take his/her insurance work experience, look at his/her own tribal community and investigate if this type of business could serve the needs of his/her community.

Students can also benefit from internships through two possible avenues of compensation. One, a student could be compensated with an income which he/she could use to pay for school related expenses, such as food, housing, transportation, etc. Two, a student could be compensated with academic credit which could assist him/her in completing his/her degree requirements. Whether an intern receives money, academic credit, or both, he/she benefits from the compensation, as well as the experience.

The fifth section of AIBL's brochure relay's AIBL's Statement of Commitment which reads:

"Our survival as American Indian people is determined in part by our tribal economic environments. We believe the stronger our tribal infrastructures, the stronger all American Indian people will be, socially, politically, and most of all culturally. We are committed to supporting and promoting the American Indian student in business, who will ultimately assist in eliminating our oppressed tribal economic environments through designing and implementing effective, culturally appropriate American Indian Businesses."³⁶

³⁶Ibid.

This statement of commitment was developed to merge AIBL's mission to support the American Indian business student with tribal economic development efforts.

The sixth section of the brochure was designed to recognize AIBL's current officers and their tribal affiliation, to demonstrate the diversity of students involved in an AIBL Chapter. It also identifies AIBL's advisor, as a marketing tool, to demonstrate that AIBL is recognized and supported as a student group by its higher educational institution's business program.

The seventh section of the brochure provides AIBL's address for any organization which may want to solicit AIBL members for internship opportunities or for assistance in organizing an AIBL Chapter. A copy of the initial brochure design is provided in Appendix A.

Corresponding to AIBL's objective to develop business networking relationships, AIBL also had business cards, illustrating its logo design, printed for each AIBL member. These business cards have the students name and either state their officer position or simply say member. They include, AIBL's School of Business Administration address, a general AIBL telephone number and their home telephone number.

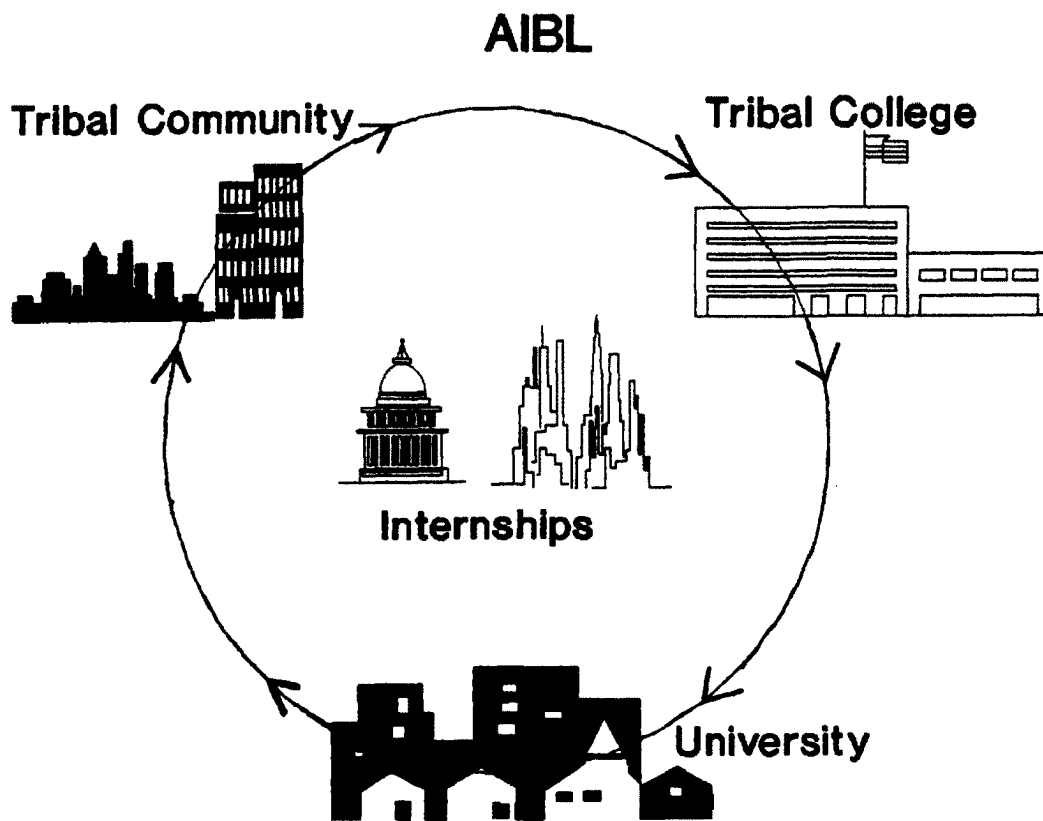
The idea behind the business cards is to assist AIBL members with networking activities. Having these business cards will save AIBL members from having to write their names, addresses, and telephone numbers on scratch paper for professional individuals with which they come into contact. A business card also gives an AIBL member the presence of credibility in terms of being professional. A copy of the 1993-94 President's business card is also provided in Appendix A for reference.

In essence, AIBL members have developed a logo which represents them from both an Indian perspective and from the Anglo business perspective. They have developed a brochure to help them market their objectives and themselves as business people. AIBL's initial organizational foundation has been created. The next section will provide an overview of AIBL's basic concept. It essentially represents the focus of AIBL's organizational foundation.

AIBL'S BASIC CONCEPT DEFINED

AIBL's basic concept is based on the information generated in the previous text. The primary objective of the American Indian Business Leaders is to support and

promote the American Indian business student and entrepreneur. With its primary objective in mind, AIBL's basic concept is depicted in the following illustration.



The illustration represents a circle. The journey begins with a tribal community. The large building under the

tribal community heading represents a high school. As depicted in the basic concept illustration, a student will go from high school to a tribal college and/or university to pursue a higher education in business.

Once a student enters an institute of higher education, he/she will become involved in an AIBL Chapter activities designed to promote tribal economic development. These activities include networking, internship experience, and/or assisting local business people with business related activities. These business related activities may include marketing analysis, management development, business research, small business development, etc. As stated earlier, these students have the potential to gain invaluable experience through internship placements with tribal, corporate, state or government entities.

The idea is for the student to use their education and internship experience to return to the tribal community to develop successful businesses to promote tribal economic development. As AIBL members, students have an opportunity to develop a broader perspective as to where their business skills may be readily utilized for the benefit of their tribal community.

The overall goal is to provide AIBL members practical

work experience which will compliment their academic studies. An educated student with experience subsequently has the potential to positively impact his/her tribal economies. It is also conceivable that this experience will help students develop successful small businesses within a tribal economy.

A student's journey is complete when they have traveled this conceptual circle back to their tribal communities. As AIBL members, Indian business students and/or entrepreneurs have an opportunity to return to their tribal communities as educated professionals. This whole concept is designed to ultimately assist in efforts promoting tribal economic development.

AIBL's concept has been defined, its objectives have been created, a organizational foundation formed. The next step was to identify external support for the program. The following section describes how external interest was generated for AIBL's program.

CHAPTER SIX
STAGE TWO
CREATING AN EXTERNAL INTEREST

In order for an AIBL program design to be implemented it was logical to determine the level of interest and support by the people who would be affected and involved with AIBL's activities. Several formal and informal presentations were made to various groups of organizations and people to obtain feedback about AIBL's concept and objectives. This chapter will provide a synopsis of the each AIBL presentation in chronological order. A summary of the feedback received from each will also be provided.

Due to the large number of people in some presentation audiences, feedback is based on a general recollection of the statements made in a discussion format. Many statements could not be documented specifically to names and verbatim comments. The recollection of these general statements will be verified (footnoted) by individuals who assisted in the presentation of AIBL's concepts or who heard the same statements and agreed with the recollection of events.

MONTANA INDIAN MANUFACTURERS NETWORK

On Monday, April 4, 1994, AIBL's President contacted the Director of the Montana Indian Manufacturers Network (MIMN), Leonard Smith, to request him to do a presentation to inform the University of Montana's AIBL Chapter on what the MIMN was all about. Leonard Smith, Director of MIMN, Delbert White, Procurement Officer for Fort Belknap Industries (network member), and Randy Pemberton, from the Montana State University's University Technical Assistance Program (UTAP), visited the University of Montana on Friday, April 15, 1994. They gave AIBL members information on what the MIMN was and who it served. Basically, the Montana Indian Manufacturers Network is a newly established Indian support organization developed to coordinate and assist Indian owned and operated manufacturing businesses in Montana. As stated in their brochure, "The Montana Indian Manufacturers Network was formed to cooperatively utilize existing capabilities to manufacture products." MIMN serves nine American Indian owned and operated manufacturers in Montana including, Great Divide Manufacturing, West Electronics and A&S Tribal Industries based on the Fort Peck Indian reservation, Fort Belknap Industries based on the

Fort Belknap Indian reservation, Blackfeet Writing Company based on the Blackfeet Indian reservation, Northern Cheyenne Industries based on the Northern Cheyenne Indian reservation, Rocky Boy Manufacturing Inc. based on the Rocky Boy Indian reservation, S&K Electronics based on the Salish and Kootenai reservation, and ISC Distributors, Inc. based out of Bozeman, Montana. MIMN serves its members by marketing their products, attracting investors and contractors, and locating business partnerships to ultimately achieve the manufacturers, growth and success. Ultimately, networking with the MIMN and Leonard Smith represents many different avenues of opportunity for AIBL members.

Since this presentation, AIBL is working with Leonard Smith in developing a Cooperative Internship program. Once developed, this program will serve to meet the MIMN members' needs and benefit AIBL members. AIBL and MIMN have also been working on developing an Executive Exchange Program for the MIMN members. The idea behind this program is to solicit external corporate executive management expertise to advise or manage a network member's operations for a period of one year. During this one year period, an AIBL member would intern with this corporate executive to learn

practical, successful management strategies. Upon completing the Executive Exchange Program, the corporate executive, the student and the MIMN member will have benefited from the experience. The Executive and his/her company would benefit from the experience of working with an Indian owned, reservation based firm. By working on the reservation, this individual has the potential to experience the Indian culture and observe the positive or negative impact the culture has on running a business. Once the executive returns to his/her company, he/she can essentially share this experience with corporate management. This has the possibility of having a positive impact on a corporations cultural diversity efforts.

The MIMN member will benefit in two areas, from having gained the management expertise from the corporate executive. The MIMN member's management team has the potential to use this external expertise to develop its human resource, financial and organizational structure. Thus, a MIMN member could conceivably extract business methods which work in dominate society and incorporate those methods to support their own management style to obtain the best of two different value systems. A MIMN member could also benefit from the training an AIBL intern would receive

because this intern may subsequently serve as a future manager for the business.

The student intern would also benefit from the experience. An AIBL intern could conceivably learn and experience practical, hands-on, management skills. The intern could essentially incorporate these learned skills into the cultural role and standards they live by. Currently, the Cooperative Internship Program and the Executive Exchange Program are both in the developmental stages and have not yet been implemented.

TRIBAL COLLEGE INVOLVEMENT AND SUPPORT

One of AIBL's primary functions is to solicit support from and network with the twenty-nine Tribal Colleges located throughout the United States. As indicated earlier, in the discussion of the brochure design, at the University level AIBL will assist tribal college students with the transitional concerns of transferring into a university system. One of AIBL's goals is also to work with Tribal Colleges to coordinate an Annual Business Conference and Academic Challenge. In order to meet these objectives, AIBL members searched for an avenue to solicit Tribal College support.

On April 28, 1994, a core tribal college planning team met at the Holiday Inn in Missoula, Montana. The meeting was to discuss an upcoming American Tribal College Conference entitled the, "Next Generation of Leaders, Impacting Indian Business Development." The core team members in attendance were, Dr. Joseph McDonald, President of Salish and Kootenai College, Dave Archambault, President of Standing Rock Tribal College, Michele Landsdowne, Director of the Northwest Indian College's Business Assistance Center, and Bob Vangooten, Activities Coordinator for Salish and Kootenai College. AIBL's concept was presented to these individuals. AIBL's impact on tribal economic development and the role it could play within Tribal College Business Assistance Centers was discussed. In general, the core team planners thought AIBL's concept was a good idea and thought it had a great deal of potential. The core team requested that AIBL's concept be presented to the participants of the upcoming Tribal College Conference.

During this initial meeting, President Archambault discussed AIBL's potential to go to the national level, similar to the American Indian's in Science and Engineering (AISES) program. This discussion ended with an agreement

between the President of AIBL and President Archambault to examine developing AIBL into a national program.

Subsequently, AIBL's first formal presentation was made on July 8, 1994. AIBL's concept was presented to representatives from fifteen of the twenty-nine tribal colleges at the "Next Generation of Leaders, Impacting Indian Business Development Tribal College Conference held at the Kwa Tuk Nuk Resort in Polson, Montana. Also in attendance were representatives from the state, federal and tribal government.

A draft of AIBL's brochure was handed out and described to the audience. The presentation was made using overheads describing AIBL's evolution, objectives, and mission. All fifteen Tribal College representatives were excited about the potential of AIBL's mission. The feedback received after AIBL's presentation was overwhelming positive (see Appendix B for a copy of the Tribal College Conference Agenda and participants.) The initial responses from the participants was not recorded at the time of this conference. The conference notes on the Next Generation of Leaders Conference, written by Michele Landsdowne, documents the general support received from the conference

participant's for AIBL's concept. The notes indicate,

"As a group, we decided to give this new AIBL project our support and include a program update in our next conference. Dave Archambault, of Standing Rock College, has submitted a funding proposal to ANA (Administration for Native Americans) under the auspices of AIHEC (American Indians in Higher Education Committee). We should be hearing soon about the results of that request."³⁷

These conference notes also provide feedback from the group as to what the next conference should include for discussion and development. Included in this list is a statement which reads, "We need to continue planning with AIBL."³⁸

One individual in attendance, who represented the Montana Department of Transportation, was very supportive of AIBL's objective to establish summer internship placement opportunities for AIBL members. She indicated that the Montana Department of Transportation may be interested in developing an internship placement program. She also indicated that AIBL and the Montana Department of

³⁷Michele Landsdowne. American Tribal College Conference. Ford Foundation: Next Generation of Leaders. Tribal Colleges Assisting Sustainable Development, July 5-10, 1994. Conference Notes, received on October 28, 1994, 17.

³⁸Ibid, 20.

Transportation needed to follow-up on the idea of working together in the near future.³⁹ One of the individuals made the suggestion that AIBL present its concepts and objectives at the National Indian Education Association (NIEA) Conference to disseminate this information to other Indian educators.⁴⁰ Essentially, these statements indicate the support for AIBL's progressive and continued involvement with the Tribal Colleges.

MONTANA DEPARTMENT OF TRANSPORTATION PRESENTATION

As follow-up to the discussion with the individual from the Montana Department of Transportation at the Tribal College Conference, Dr. Larry Gianchetta and AIBL's President met with the Civil Rights Chief, Raymond Brown and the Federal Highway Administration's Rights of Way Officer, Merlin Voegele. AIBL's concept and idea for a Tribal Business Plan Competition was presented to these two individuals on July 29, 1994. Both Mr. Brown and Mr.

³⁹Hammerbacker, Misty. Montana Department of Transportation. July 8, 1994.

⁴⁰Franda Flyingman, Haskell Junior College Representative. July 9, 1994.

Voegele liked the idea and asked how they could support this initiative. AIBL's President requested financial support to be used for prize money for AIBL's Tribal Business Plan Competition. A draft of AIBL's Tribal Business Plan Competition was given to both Mr. Brown and Mr. Voegele. They indicated that they would discuss it and look at where they might get some funds for this purpose. A meeting between AIBL's President, Mr. Brown and Mr. Voegele was then scheduled to take place a week later in Helena, Montana.

As scheduled, AIBL's President met with Mr. Brown and Mr. Voegele on August 3, 1994, at the Montana Department of Transportation Headquarters in Helena, Montana. The draft of the Tribal Business Plan Competition was discussed with recommendations from both Mr. Brown and Mr. Voegele on how some information could be changed and also include a third transportation category for competition which the Montana Department of Transportation would support with a commitment of \$2,000 for prize money. AIBL's President indicated it should not be a problem to revise the Tribal Business Plan Competition Guidelines to include a third category. Mr. Brown requested a formal proposal outlining the discussion that took place and requesting \$2,000 for prize money for a

Transportation category. For reference purposes, this formal proposal is included in Appendix C.

NREL BOARD OF DIRECTORS PRESENTATION

AIBL presented its basic concept at a Northern Regional Educational Laboratory's Research and Development Program for Indian Education Policy (NREL) Board meeting in Portland, Oregon on July 16, 1994. The NREL Board provides direction on Indian education issues to the Northern Regional Educational Laboratories which serves the states of Montana, Oregon, Washington and Idaho. A board member had relayed to the AIBL President in June of 1994 that the NREL Board was looking at American Indian business development issues and its correlation with Indian education. This board member suggested that AIBL might want to look at putting together a book of American Indian Business Leaders to serve as role models for American Indian business students.⁴¹ AIBL's President thought this was an excellent activity in which AIBL could promote and coordinate. AIBL's President mailed a request to Patrick Weaselhead, NREL

⁴¹Wetsit, Deborah. NREL Board Member. Interview on June 10, 1994.

Program Director, requesting to be on the July meeting agenda. AIBL's concept and objectives was presented to the NREL Board members who consisted of, Patrick Weaselhead, Program Director, Dr. Willard Bill, Board Chair, Ms. Robin Butterfield, Mr. Jim Egawa, Ms. Patsy Marin, Dr. Murton McCluskey, Mr. Bob Parsley, Equity Division Administrator and Indian Education Specialist for the State of Montana, Dr. Deborah Wetsit, Assistant Professor in Guidance and Counseling at the University of Montana, Mr. Bryan Samuels, Ms. Norrine Smokey-Smith, and Dr. Shirley Spencer.

The NREL Board was receptive and supportive of AIBL's concept and objectives. One Board member suggested that AIBL's concept be relayed to the Bureau of Indian Affairs, Office of Indian Education (OIE), to coordinate efforts between the two organizations. This presentation allowed AIBL the opportunity to promote and disseminate information about AIBL to elite Indian educators not only in Montana, but also in Oregon, Washington and Idaho.

STATE OF MONTANA - COORDINATOR OF INDIAN AFFAIRS

On August 24, 1994, AIBL's President met with the Montana Coordinator for Indian Affairs, Kathleen Fleury, in

Helena Montana to disseminate information on AIBL at the State level. Ms. Fleury was receptive and supportive of AIBL's concept and encouraged its efforts to go to the national level. She also indicated that she would informally let Montana's Governor, Marc Racicot, know about this new program. She also suggested that there was a possibility in creating internship opportunities for American Indian business students with the State of Montana. This networking activity led to an opportunity for AIBL to present its concepts and objectives at the 45th Annual Governors' Interstate Indian Council Conference to be held September 11-17, 1994.

45th ANNUAL GOVERNORS' INTERSTATE COUNCIL CONFERENCE

Kathleen Fleury, Montana State Coordinator for Indian Affairs requested the University of Montana's AIBL Chapter to present its concept and objectives at the 45th Annual Governors' Interstate Indian Council Conference on Wednesday, September 14, 1994 at the Kwa Tuk Nuk Resort in Polson, Montana. This conference gave AIBL members a unique opportunity to present to and network with the Heads of State, Tribal Government leaders and conference

participants. Seven AIBL members and AIBL's advisor, Dr. Larry Gianchetta, Dean, of the University of Montana's School of Business Administration, attended this conference. AIBL's President gave the initial presentation, outlining AIBL's concept and objectives. Each AIBL member in attendance was then recognized and introduced by tribal affiliation, academic major, year in school and prospective career objectives. AIBL's advisor, Dr. Larry Gianchetta was also introduced and recognized for his support and encouragement and to demonstrate the credibility the University of Montana's School of Business Administration gave to AIBL's objectives.

After the initial presentation, AIBL members were given an opportunity to network with conference participants. This was the first formal opportunity AIBL members had to give out their newly acquired business cards.

NATIONAL INDIAN EDUCATION CONFERENCE PRESENTATION

On July 9, 1994, a Tribal College Conference attendee, Franda Flyingman, suggested that AIBL give a workshop on its concepts at the National Indian Education Association (NIEA) Conference to be held in St. Paul, Minnesota, in October.

AIBL's President coordinated this workshop presentation in August of 1994.

NIEA was organized in 1969 "to give American Indians and Alaska Natives a national voice in their efforts to improve education for Indian children throughout the country, to place control of Indian education in the hands of Indian people, and to make education a positive force in Indian lives and communities."⁴² The year 1994 commemorates NIEA's twenty-fifth year as its Silver Anniversary Year. NIEA sponsors an annual convention to bring Indian educators together to discuss common problems and issues in Indian education. NIEA's brochure stipulates, "The NIEA annual convention is usually the largest Indian meeting in the U.S. It definitely is the largest Indian education meeting, with 3,000 or more attending. The convention brings together Indian leaders and educators from throughout the U.S., as well as Canada, to discuss Indian education issues; to share concerns, ideas and solutions; and to work together to address national Indian education problems."⁴³

AIBL contacted NIEA's national headquarters to submit a

⁴²National Indian Education Association. Silver Anniversary Brochure, 1969 - 1994. NIEA, Washington, D.C., 20006. p. 1.

⁴³Ibid. p. 3.

proposal to do a workshop at NIEA's 1994 convention. AIBL was required to submit an application which included a statement indicating what its workshop was all about in 100 words or less, and resumes of workshop presenters. AIBL submitted the following individuals as prospective presenters for AIBL's NIEA workshop; Dr. Larry Gianchetta, Dean of the University of Montana's School of Business Administration, Dave Archambault, President of Standing Rock Tribal College based out of Fort Yates, North Dakota and Michelle Henderson, President of the University of Montana's AIBL Chapter. The proposal statement AIBL submitted to NIEA to request a workshop reads as follows:

"Future trends dictate a rise in the need for educated Indian people to assist with tribal economic development planning and strategic implementation. AIBL is a student based organization designed to promote and support the Indian student in business. AIBL's primary focus is to reach Indian students at the K-12, tribal college, and university levels. AIBL is designed to stimulate student interest in pursuing a business education to ultimately assist in the area of tribal economic development. This workshop will discuss AIBL's concept, objectives, business program development and academic competition."

NIEA accepted AIBL's workshop proposal and scheduled AIBL to present its concept on October 17, 1994. Dr. Gianchetta, Mr. Archambault and Ms. Henderson presented AIBL's concept to approximately thirty individuals on the

afternoon of October 17.

The dynamics of the discussion was interesting and stimulating. One of the questions asked by an audience member was AIBL's definition of "culturally appropriate businesses." AIBL presenters defined culturally appropriate businesses as those businesses that would not harm the American Indian culture or destroy American Indian's natural resources.

Another audience member commented that most non-Indian businesses do not like to deal with the Tribal Government legislation which would ultimately control the legalities concerning credit collections if a non-Indian business were to operate within Tribal Government jurisdiction. This individual asked what AIBL's response to this issue was. AIBL President responded by saying that AIBL's concept was to create a reservation based economy that was not dependent on non-Indian owned businesses. Its mission is to generate a self-sufficient reservation based economy by supporting the development of Indian owned and operated business. Succeeding AIBL's presentation at NIEA, two American Indian business student approached AIBL's President. They both commented on the positive impact this program could have if implemented at their universities. One individual,

Shannon Avery, is a business student at Moorhead University in Moorhead, Minnesota. She commented that she was currently the President of Moorhead's Student Senate and felt like the American Indian business student was underrepresented within the Moorhead University System. She expressed an interest in starting an AIBL Chapter at Moorhead University and requested additional information be sent to her. Another individual, Crystal Johnson, is a American Indian business student attending The University of California, Berkeley, in Oakland, California. She also liked the AIBL's concept and expressed an interest in beginning an AIBL Chapter at UC, Berkeley. AIBL's President agreed to send additional information on how to start an AIBL Chapter in November, 1994.⁴⁴

MONTANA/WYOMING TRIBAL CHAIRMAN'S ASSOCIATION PRESENTATION

AIBL members examined avenues to provide the Tribal Councils in their general geographic area (e.g., Montana) with information on AIBL's mission. The purpose was to identify whether or not Tribal Governments would support its objectives. AIBL members also wanted to establish positive

⁴⁴Ibid.

networking relationships with tribal leaders. AIBL members did not have the convenience of time because of their academic studies. Furthermore, AIBL lacked the financial resources needed to travel to each reservation in Montana to present its concept and objectives. It was suggested by a community member that AIBL do a presentation at the next Montana/Wyoming Tribal Chairman's Association meeting. The Montana/Wyoming Tribal Chairman's Association membership consists of Tribal Chairpersons representative of the seven Montana Indian reservations, two Wyoming reservations and a representative from the Little Shell Band of Chippewas. AIBL members viewed this as a perfect opportunity to present AIBL's concept and objectives to tribal leaders. This would also be an opportunity to ask the tribal leaders to carry AIBL's concept back to their own individual Tribal Council members. This opportunity to present was even more exciting because AIBL members could conceivably present to Tribes outside of Montana, (e.g., those Tribal Chairpersons representing the Wyoming Tribes) which would further its efforts at the national level. A call was made to the Chairperson of this Association, Mickey Pablo, in Pablo, Montana in September of 1994. His administrative assistant indicated that they did not meet on a regularly scheduled

basis and she would let AIBL members know when Mr. Pablo scheduled the next meeting. On October 17, 1994, Mr. Pablo's Administrative Assistant left a message indicating that AIBL was scheduled to present for the Montana/Wyoming Tribal Chairman's Association on October 24, 1994, in Billings, Montana.

AIBL's concept was presented to the Montana/Wyoming Tribal Chairman's Association on October 24, 1994. The tribal leaders in attendance at this meeting were, Mickey Pablo who is the Confederated Salish and Kootenai's Chairman and Chairman of the Association, John Sunchild, Rocky Boy's Tribal Chairperson, Harland Mount, Fort Belknap's Tribal Chairperson, Earl Old Person, Chairman of the Blackfeet Tribe, and Clara Spotted Elk, Vice-Chair of the Northern Cheyenne Business Council.⁴⁵

Although, not all the members of this Association were present, AIBL program received very supportive responses for its mission and its objectives. One individual indicated that it was a good program and his tribe would support

⁴⁵Shawl, Terri, Tribal Chair Association Administrative Assistant. Information provided by telephone on October 31, 1994.

AIBL's efforts.⁴⁶ Another participant cautioned that although it was a good program and concept, AIBL members needed to be patient because it takes time to develop a program such as this. Another person asked if the tribal colleges were involved in planning AIBL's efforts to go to the national level. The Tribal Colleges' involvement was then discussed.⁴⁷ Another individual asked if AIBL would be involved in training and/or assisting current Indian business owners in becoming better managers.⁴⁸ AIBL's President responded by indicating one of AIBL's activities was to work with the Tribal College's Tribal Business Assistance Centers. However, The Business Assistance Centers would ultimately be responsible for providing the technical assistance needed by current Indian business owners.

AIBL's President concluded the presentation by indicating that AIBL members would be in contact with each Tribe in the near future. A cordial request was made asking

⁴⁶Mount Harland. Feedback at Tribal Chairman's Association. October 24, 1994.

⁴⁷Old Person, Earl, Blackfeet Tribal Chair Person, Tribal Chairman's Association. October 24, 1994.

⁴⁸Spotted Elk, Clara, Vice-Chairperson, Northern Cheyenne Business Council. Discussion, Tribal Chairman's Association meeting. October 24, 1994.

each tribal representative to take this information back to their respective Tribal Business Councils. AIBL members plan to follow-up with each Tribe represented at this meeting. To the extent that AIBL's financial resources will allow, members will also inform other Tribes in Montana and with a regional geographic area about AIBL. The overall goal was to begin establishing an avenue for AIBL members to return to the reservation to assist in stimulating the economy.

The information in this chapter was documented to illustrate to what extent AIBL's concept and objectives were disseminated to generate an external interest. The primary reason for AIBL's presentations was to determine if AIBL would be perceived as a viable program by Tribal Colleges, Tribal Leaders, Indian Educators, potential employers, and others who might be involved in working with AIBL. The information provided in this chapter documents the support and encouragement received from people and organizations who will conceivably be involved with and/or benefit from AIBL. Therefore, it is safe to assume that AIBL is viewed as a viable program by external entities.

The next chapter will illustrate some ideas for generating student interest in AIBL's program. The ideas

include AIBL programs for K-12, college and university students. These programs are not all inclusive and are only ideas which may or may not be viable.

CHAPTER SEVEN

STAGE THREE

GENERATING STUDENT INTEREST

There are number of different academic and social activities in which students from K-12 to the University levels can be involved. These activities are essentially designed to promote American Indian business and tribal economic development. The ideas presented in this chapter are not all inclusive. In reality, they more than likely will need to be modified to adapt to each particular academic institution's mission and business development goals. The objective for each activity described is to stimulate student interest in business. Furthermore, these activities are designed to compel students to examine their own tribal economies.

STIMULATING GRADE SCHOOL STUDENT INTEREST (K-8)

A program designed to stimulate grade school student interest would be based on a point system. For instance, a grade school student would receive points based on turning in homework assignments on time, following directions, scoring well on an exam, etc. These points would be used to purchase school supplies from a school's own supply resource

store, developed specifically for this program's purpose. Through this program, a grade school student's positive behavior would be reinforced. Points earned would be used to purchase items rewarding their behavior. Students would also have the responsibility of calculating how many points it would take to purchase an item which would reinforce their analytical abilities. Teachers and/or administrators can also use imitation money so students could also learn monetary calculations and concepts.

As the students progress to grades six through eight, students can work in these supply stores. Thus, with an advisors help, these students would be learning how to calculate and give appropriate change, how to inventory items, and manage the school supply store.

Financial resources for operating this type of program would be secured through grant allocations provided by AIBL's national program. Any educational institution interested in this program would have the responsibility to initiate and write the grant proposal to secure this financial assistance.

Grade school students (K-8) could also be involved in an academic competition which corresponds to their respective academic ability. Students could compete in areas such as drawing comprehensive maps of their

reservations, identifying the amount and kinds of natural resources, the number of enrolled tribal members, the number of Indian owned versus non-Indian owned businesses, etc. Furthermore, students could also engage in an essay competition. Essays could describe the role of tribal government, the number of jobs provided by the tribe versus those provided by private industry. The academic competition would be designed and coordinated by AIBL's National Program. AIBL would provide the guidelines and incentive for competition such as prize money and/or awards for the students.

TRIBAL ACADEMIC COMPETITIONS - COLLEGE/UNIVERSITY STUDENTS

A Business Competition designed for tribal college and university Indian students could be implemented to generate student interest. This business competition is modeled after the University of Montana's (UM) Entrepreneurship Club's Business Plan Competition.

The UM's Entrepreneurship Club (E-Club) has an Annual Business Plan Competition. Students from various universities and community colleges are invited to compete. These students submit business plans for an established or

proposed business and compete for prize money. The UM E-Club solicits corporate sponsors and identifies judges for this local event. AIBL received permission to use the UM's Business Plan Competition model from its founders and UM E-Club members. Thus, AIBL members designed a Tribal Business Plan Competition.⁴⁹ The founders of the UM's Business Plan Competition thought AIBL's efforts to generate Indian student interest was a great idea. In the past the UM E-Club had tried to solicit tribal college student involvement, but to no avail. Thus, a Tribal Business Plan Competition, sponsored by AIBL, was viewed as an avenue to get the Tribal Colleges involved.⁵⁰ The founders of the UM E-Club's Business Plan Competition also decided that those selected as finalists in the Tribal Business Plan Competition could subsequently compete in the E-Club's Annual Business Plan Competition.⁵¹ In essence, the tribal college students determined to be AIBL competition finalists will also be given the opportunity to compete in the E-

⁴⁹Dr. Larry Gianchetta. Received permission from Ken Thuerbach, Business Plan Competition Founder, and Michelle Henderson received permission from Dennis Fraser, E-Club Member.

⁵⁰Dr. Larry Gianchetta. Dean of the School of Business Administration. Follow-up conversation after permission was granted, July, 1994.

⁵¹Ibid.

Club's competition. In order to meet this objective, the E-Club agreed to help AIBL review the Tribal business plans submitted. This will ensure that those plans submitted for AIBL's competition will correspond to the E-Club's competition requirements.

AIBL's Tribal Business Plan Competition is somewhat different from the E-Club's competition in that it has three categories. The third category is sponsored by the Montana Department of Transportation. AIBL's Tribal Business Plan Competition guidelines are as follows:

ELIGIBILITY:

Enrolled students or AIBL Chapters at a Tribal College, Community College or University are eligible; however, no student may submit more than one entry, either as a group, or as an individual. The deadline for submitting business plans: 12:00 Noon, April 1, 1995.

ENTRY REQUIREMENTS:

Each submission must include the attached entry form. Submit plans to: American Indian Business Leaders, School of Business Administration, The University of Montana, Missoula, MT 59812.

Entrants must submit one unbound copy of the business plan. Copies will not be returned. The author(s) will retain all rights to the plan regarding its use at all times prior to and following the competition. Contents of the plan will be held strictly confidential.

The Business Plan must focus primarily on a proposed or actual small business operated on an Indian reservation. The plan must not only include all elements of a business plan, but also demonstrate how it will enhance or improve the affected tribal economy.

Although there is no compulsory format for business plan outlines, entrants are encouraged to follow the outline in the book, *The Montana Entrepreneur's Guide*, written by Dr. Paul Larson. If you need a copy, complimentary copies are available from AIBL.

JUDGING:

The contest will be divided into three categories:

- A) Plans where the author will start the business himself/herself
- B) Plans where the authors are not the business founders.
- C) In addition to the two categories, the Montana Department of Transportation and the Federal Highway Administration, co-sponsors of this competition, will offer additional cash prizes for first, second and third places for those plans in the transportation related industry, such as highway construction, tourism, transportation planning, or consulting.

The judges will include American Indian entrepreneurs, tribal college and tribal government personnel, and corporate/government sponsors. The primary criterion for evaluation will be the plan's feasibility. The winning plans will be those that contain the most attractive investment possibilities, the highest potential for capital gains, and the best promise of actual implementation.

JUDGING GUIDELINES:

- A) A Pre-judging process will be used as an elimination process to identify the top business plans in the competition for final judging and presentation
- B) The Pre-judging team will be comprised of the UM's Entrepreneurship Club's Executive Officers and AIBL's Executive Officers.
- C) Those eliminated from final competition will be contacted with the appropriate feedback. Those competitors who make it to the final round will also be contacted with the appropriate information.

- D) Finalists will be required to attend the Academic Challenge to make a verbal presentation of their business plans to the judges and an audience.
- E) The written presentation of the finalist's business plans will be 40% of the competition and the verbal presentation will comprise 60% of the competition.
- F) Finalists will be allowed 20 minutes to make their verbal presentation with approximately 10 minutes for the actual presentation and approximately 10 minutes for questions from the judges and the audience.

PRIZES:

Cash prizes will be awarded in each category. In the case of a winning plan written by a group, prizes will be divided among the team.

The First Annual Tribal Business Plan Competition is scheduled to take place on the University of Montana's Campus in the Spring of 1995. Prize money will be raised. The money will then be allocated for each category as determined by AIBL members.

The Tribal Business Plan Competition will be used as a model for future Academic Business Competitions in different business discipline areas. Other competition ideas generated include, but are not limited to, a Marketing Plan Competition, a Capital Resource Acquisition Plan, a Human Resource Development Plan, and a Total Quality Management Plan. Future academic competitions will be required to

focus on a proposed or an established business within a tribal economy. They will also be judged by Indian entrepreneurs, corporate sponsors, tribal leaders, tribal college and university personnel.

The premise behind the Tribal Business Plan Competition and the other business competition ideas is to get students to look at their tribal economies. Through this exercise, students have an opportunity to investigate what types of businesses will work within their tribal economic environment. This activity will not only reinforce the premise that Indian students have a vested interest in developing their tribal economies for future generations, but it will also give students an opportunity to develop the business skills they are learning in school. Essentially, this is a business activity which will promote and support tribal economic development efforts. It has the potential of educating the participants (e.g., students, judges, corporate sponsors, etc.) and the audience alike, on tribal economic development issues.

HIGH SCHOOL ACADEMIC COMPETITIONS

The university/college academic competition can be used as a model for high school levels to generate student interest. This is also a way to encourage the development of AIBL High School Chapters. The same principal and methods will be used to get high school students involved.

The high school business competition activities can be designed on a smaller scale in relation to the college/university competitions. For instance, they might compete in writing and presenting essays. The essays could center on a different theme each year. For instance one year might focus on tribal economic issues, such as the unemployment rates. Students could conceivably document reasons for high reservation unemployment compared to the national average.

High school students could also develop a marketing plan on a smaller scale. For instance, they could concentrate on only one section of a marketing plan, like product advertising, (e.g., student teams could compete on the best advertisement through different marketing channels, like a radio, television, billboard, etc.).

The high school business competition might possibly be

designed to take place on an annual basis at the Annual American Indians Business Leaders Conference.

High school students could conceivably get involved in fundraising and budgeting activities to support their participation at the AIBL conference. This activity would teach and reinforce practical business skills.

AN ANNUAL CAREER FAIR

Another avenue for generating student interest in AIBL would be the opportunity to participate in an annual Career Fair. AIBL's Career Fair is designed to create internship opportunities for American Indian business students. It is modeled after the University of Montana's Annual Career Fair.

AIBL members will begin preparing for the Career Fair in January of each year. They will engage in activities such as developing an appropriate resume, learning how to dress for an interview, learning interviewing techniques, learning how to write cover letters and how to follow-up after the interview. They will also learn how to interview prospective employers to make sure they are making the right career move. These activities will be taught by a Community

College's or University's Career Service program, if one exists. If one does not exist, AIBL will solicit experts in each area to attend AIBL meetings to teach these skills, such as a human resource instructor or local State Job Service career counselor. Once these activities are complete, AIBL members will be ready to present themselves in a professional manner at an Annual Career Fair. A career fair such as this would be coordinated by the National AIBL program to be held in conjunction with an annual National AIBL conference.

Any and all interested corporations, state, local and federal government entities will be invited to attend this Career Fair. They generally will be required to pay a fee to set up their booths. This fee correspond to the overhead costs associated with the Career Fair portion of the National AIBL Conference.

Career Fair participants who are not familiar with the Indian culture will be encouraged to attend a training session entitled, "Cross- Cultural Employment Issues." This training session will be designed to provide businesses with understanding on how the American Indian culture may impact the interview, hiring process and perception of employee performance. This training will be designed and provided by

Indian professionals who specialize in human resource management and the employment process. These experts will be aware of the implications surrounding the employment of people who come from different cultures, specifically American Indian people. This training session will be designed to help prospective employers recognize and understand how the Indian culture may impact the employment process.

This training also has the potential to instill confidence in prospective student employees. Students who apply for positions with Career Fair participants, who go through the cross-cultural training, may have a better opportunity to succeed in their positions. The training is designed to promote cultural sensitivity and promote greater understanding in the workplace. Thus, students who secure a position with these prospective employers will conceivably not have to separate themselves from or be ashamed of their cultural values.

Examples of prospective Career Fair participants include, but are in no way limited to, Native American Insurance Company, First American Marketing Company, Farmers Insurance Group, State Farm Insurance, Internal Revenue Service, KMART, Target, Financial Banks and Institutions,

Shopko, Wal-Mart, USDA Farmers Home Administration, USDI, Bureau of Indian Affairs, Indian Health Service, National Park Service, Nike, DAD Davidson, Resort Hotels and Casinos, Health Insurance Companies, Car Dealerships, Museum Owners, Construction and Lumber Companies, Fortune 500 Companies, Federal/State Department of Transportation, the Montana Indian Manufacturers Network members, and Indian owned and operated businesses, etc. It will essentially be the responsibility of AIBL's National Program to solicit business participation and coordinate this Annual Career Fair.

GENERATING INTEREST BY PROVIDING SCHOLARSHIP RESOURCES

AIBL's program can conceivably generate student interest in its program by providing its members with scholarship resources. AIBL's National Program has the potential to act as a clearing house for a multitude of academic and personal achievement scholarships to help Indian business students pay for their education.

Some of the scholarship information already collected include scholarships from the National Advisory Council on Indian Education (NACIE) and the Alabama Indian Affairs

Commission (AIAC), Sources of Financial Aid Available to American Indian Students, published by Indian Resource Development, and the Indian Fellowship Program, sponsored by the U.S. Department of Education. The scholarships which pertain specifically to Indian business students will be given priority. Business specific scholarships will be disseminated to interested Indian business students, before they are made available to students in other academic disciplines. Additional scholarship information will also be kept on file for students in other academic disciplines who are involved with AIBL. In addition, AIBL will also attempt to secure scholarships from corporate foundations who are in pursuit of cultural diversity.

AIBL will compile these scholarships and maintain a computerized data base file. This file will serve to assist AIBL in keeping its members informed on scholarship sources available. This data base will be updated on a quarterly basis. AIBL will also publish a list of scholarship recipients in its National AIBL Magazine to document the success of this program and to inform others on the financial resources available.

As stated in NACIE's Scholarship Field Guide, "The biggest obstacle in obtaining financial aid information is

knowing where to look." The AIAC further recognizes that, "Contrary to what you might have heard, financial aid for Indian students who wish to attend colleges or post-secondary vocational training is limited." AIBL's Scholarship Program will attempt to eliminate both of the problems described by NACIE and AIAC. AIBL will attempt to identify the broadest, most comprehensive list of scholarships sources available to Indian students. These sources will be disseminated from one central location, thus students will know where to look.

In essence all of the student programs discussed in the previous text have the potential for generating student interest in AIBL. These are ideas that are only conceivably viable. Until financial resources can be secured there is no way to determine or project the success of these programs. The next chapter documents what has been done to secure the financial resources needed to develop AIBL at the national level.

CHAPTER EIGHT

STAGE FOUR

SECURING THE FINANCIAL RESOURCES NEEDED TO GO NATIONAL

In order for AIBL's program to be an ultimate success, financial resources are needed to implement its objectives. The following information documents what has transpired to secure the financial resources needed to implement AIBL at the national level. It also provides ideas on how AIBL's national organization could operate on a self-sufficient basis, once it has evolved to the national level.

AIBL's President has been working with Dave Archambault, President of Standing Rock Tribal College, to secure program planning funds. On June 10, 1994, Dave Archambault left a message for the AIBL's President to collect all the ideas generated for the development of AIBL at the national level. On June 13, 1994, he requested, via telephone, that this information be forwarded to him. He also requested information on what types of activities in which Tribal College AIBL Chapters might be involved. Mr. Archambault also indicated that he had met with the American Indians In Higher Education Committee (AIHEC). He relayed that the AIHEC members endorsed AIBL's concept and agreed to serve as the Board of Directors for a national AIBL

organization. Specifically he said that,

"On June 2, 1994, I spoke with AIHEC Executive Committee on a conference phone call when I asked them to approve a request to seek for supplemental funding to the current Interagency agreement established with ANA. They approved and I wrote up the enclosed agreement."⁵²

The agreement Mr. Archambault was writing was a proposal to submit to the Administration for Native Americans (ANA) to solicit planning funds to take AIBL to the national level. He indicated that the funds he was attempting to secure were a long shot because they would be in addition to funding that AIHEC had already received from ANA for developing their own infrastructure. He stated that this proposal would include three planning budgets for \$50,000, \$75,000 and \$100,000, respectively (see initial proposal submitted to ANA in Appendix D).⁵³

The information requested by President Archambault was mailed to him on June 14, 1994. It included the current AIBL Charter, the brochure design and Chapter activities discussed previously. Mr. Archambault also encouraged AIBL's President to request letters from people who

⁵²Archambault, Dave, President of Standing Rock Tribal College. Fax transmittal comment received on October 31, 1994.

⁵³Conversation with Dave Archambault, President of Standing Rock Tribal College, Fort Yates, North Dakota. June 13, 1994.

supported AIBL's concept and objectives and who believed in AIBL's potential to progress to the national level. Appendix E contains the letters received from these individuals documenting their support. As these letters were received they were forwarded on to Mr. Archambault for him to support his funding request.

President Archambault, Dr. Joseph McDonald, President of Salish Kootenai College, and Marge Perez, President AIHEC, met with Gary Niles Kimble, Commissioner of the Administration for Native Americans (ANA), on October 13, 1994, to discuss the proposal Mr. Archambault submitted to ANA for planning funds. Mr. Kimble was in full support of AIBL's concept and objectives and suggested that an inter-agency agreement be written to fund AIBL nationally. He suggested that an inter-agency agreement between the Bureau of Indian Affairs, Departments of Energy and Defense, the Chamber of Commerce and AIHEC be designed to solicit funds not for planning purposes, but to go full force and take the program to the national level.⁵⁴ To date, the funds to go national have not been appropriated. However, it is anticipated planning funds needed to develop a national

⁵⁴Archambault, Dave. Information received from telephone conversation on October 12, 1994.

organization will be received in 1995.

Once the planning funds for AIBL have been obtained, it is anticipated that AIBL's National Director will secure additional financial operating resources. Additional funding may be acquired through writing and submitting grant proposals to private foundations, such as the Ford Foundation, Kellogg Foundation, Kauffman Foundation, etc. Funding may also be acquired through corporate sponsors interested in expanding their cultural diversity base, such as Nike, AT&T, International Business Machines (IBM), First Bank System, Exxon, Continental Corporation, General Electric, Proctor & Gamble, Mobil, GTE, Motorola, Johnson & Johnson, Microsoft, Hewlett-Packard, Chrysler, US West, Bankamerica, Dun & Bradstreet, General Mills, Texas Instruments, H&R Block, etc.⁵⁵

AIBL may design a self-sufficient financial base through three additional potential avenues. One avenue would be to sell memberships to corporations, foundations and government agencies that wish to be a member of AIBL's National Organization. Membership could be categorized

⁵⁵Business Week. "The Business Week 1000, America's Most Valuable Companies." March 28, 1994. p. 80-127.

using animals which are a part of the American Indian culture. Each member would belong to a specific animal group based on the amount of membership fee paid. For example, the following table outlines a potential membership guideline:

<u>MEMBERSHIP CATEGORY</u>	<u>MEMBERSHIP YEARS</u>	<u>MEMBERSHIP FEE</u>
Eagle	Lifetime Membership	\$5,000 plus
Buffalo	Five Year Membership	\$2,500 - \$5,000
Bear	Three Year Membership	\$1,000 - \$2,500
Horse	One year Membership	\$500 - \$1,000
Coyote	Student Membership	Indian head nickel

AIBL memberships, with the exception of the student membership will include the following:

- * AIBL's Annual Report
- * Subscription to AIBL's quarterly magazine
- * AIBL Membership Plaque
- * A Jacket depicting AIBL's logo
- * A hat/shirt pin or set of earrings depicting AIBL's logo

AIBL's student membership will include the following:

- * AIBL Membership Plaque
- * Scholarship sources
- * Access to internship placement opportunities
- * Subscription to AIBL's quarterly magazine

Another financial resource avenue AIBL may pursue would be that of selling AIBL merchandise and books. In essence, AIBL would operate its own merchandise outlet. Merchandise would include posters, jewelry, jackets, hats, t-shirts, sweat-shirts, coffee cups, book bags, stationary, envelopes, etc. AIBL also has the potential of promoting and selling books written by American Indian people about business and tribal economic development issues to earn a small profit. AIBL's Director in collaboration with its Marketing Director and/or Publishing Director would need to design an AIBL merchandise catalog to disseminate products for consumption.

AIBL's National Magazine can also assist in generating a profit which can also be used to support other operational areas. Specifically, corporate advertising prices will be designed to cover publishing costs and to generate a small profit.

Corporations wishing to advertising their businesses or services or those who wish to hire American Indian interns will be solicited for this purpose. AIBL will also open its advertisement program to organizations who wish to advertise conferences, seminars and training sessions.

Articles for AIBL's magazine will be written primarily by and for American Indian business people. Students will

also be given the opportunity to submit articles documenting research or providing information on current business activities happening in their part of the country.

The Membership Fees, Merchandise Outlet, and AIBL Magazine are viable avenues for generating operating capital for AIBL's national organization. These ideas are not all inclusive and will be modified to the extent needed to make them work. More self-sufficient funding ideas will more than likely be generated as AIBL's national program evolves.

As stated previously, the planning funds to develop AIBL's national program have not been secured to date. Once monies have been secured and allocated, AIBL can implement its national objectives. The next chapter will provide a brief synopsis of what AIBL members have accomplished to date. It will also outline objectives which need to be accomplished to elevate AIBL's program to the national level.

CHAPTER NINE
STAGE FIVE
IMPLEMENTING THE AIBL PROGRAM

This chapter will provide an overview of what has been done to implement AIBL at the national level. It will also serve as a working guideline as to what needs to be accomplished to establish a national AIBL program. The activities AIBL members have been involved with from January, 1994 to December 1994 at the University of Montana are outlined below.

1. Established Charter (see Appendix A)
2. Organized UM AIBL Chapter (Currently 15 active members, see names attached in Appendix A)
3. Received ASUM Recognition and ASUM funding for the 1994-95 academic year.
4. Adopted a logo and designed a brochure (see attached brochure in Appendix A).
5. Networked with Tribal Colleges, specifically working with Salish Kootenai Tribal College, Dr. Joe McDonald and Michele Landsdowne and Standing Rock Tribal College, Dave Archambault, to develop AIBL at the national level and incorporate its concepts and design Chapters at the Tribal College level. AIBL's national organization will be under the auspices of the American Indians In Higher Education Committee (AIHEC). The national program will be designed and modeled after the American Indian In Science and Engineering (AISES) program.

6. Disseminated AIBL's concept and objectives at the following meetings or to the following people:
- Montana/Federal Department of Transportation** - Raymond Brown, MTD Civil Rights Chief. Secured \$2,000 for AIBL's Tribal Business Plan Competition.
 - Montana Indian Manufacturers Network (MIMN)** - Leonard Smith, Director. To establish an Internship Program and Executive Loan Program.
 - Tribal College Conference** (15 of the 29 Tribal Colleges were in attendance).
 - Northwest Regional Education Laboratories Board** - Portland, Oregon. Consists of American Indian educators who oversee the development of Indian education issues for the Northwest Regional Laboratories geographical area.
 - Interstate Governors Conference** - Kathleen Fluery, Montana State Indian Affairs Coordinator asked AIBL to present to an audience of Tribal Leaders and State officials from across the country, including some Washington, D.C. officials.
 - National Indian Education Conference** - Dean Larry Gianchetta, Dave Archambault and Michelle Henderson presented AIBL to approximately 30 Indian educators from across the nation. It is the largest Indian conference in the country.
 - University of Montana's School of Business's Business Advisory Council** - Provided information with respect to what AIBL is all about and what it plans to do in the Spring of 1995, including the AIBL Conference, Tribal Business Plan Competition, and Career Fair.
7. Designed a Tribal Business Plan Competition, modeled after the University of Montana's Entrepreneurship Club's Annual Business Plan Competition. The plan is to invite all twenty-nine tribal colleges and other newly organized AIBL Chapters at the community college and university levels to participate in this Tribal Business Plan Competition. Student teams from each

college will submit a business plan for a proposed or an established business within a tribal economy. These business plans will be judged by Indian entrepreneurs, corporate sponsors, tribal leaders, tribal college and University Personnel. The idea behind this competition is to get students to look at their tribal economies and investigate what types of businesses will work. This competition will not only reinforce the premise that Indian students have a vested interest in developing their economies for future generations, but it will also give them an opportunity to develop the business skill they are learning in school.

8. Currently making preparations to develop a Career Fair which will take place during AIBL's Conference next spring. AIBL will invite corporations, tribal governments, and state/federal government entities who are interested in providing internship opportunities to AIBL members to attend this conference. This Career Fair will be organized by an AIBL member.

9. In accordance with AIBL's efforts to go to the national level AIBL Chapter guidelines have been developed (see Appendix D for Chapter Guidelines). The Salish Kootenai Tribal College has started the first AIBL Chapter and the University of North Dakota has started the second one. The University of New Mexico, California State University, and Moorhead State University and Dull Knife Memorial College have inquired as to how they may start an AIBL Chapter.

10. UM AIBL members are currently involved with fundraising efforts which include a raffle, a pie-in-the-face contest, locating grant monies to fund the AIBL Tribal Business Plan Competition and Conference, a membership drive, and purchasing AIBL jackets with AIBL's logo design.

The ultimate objective is to engage in the following implementation activities so that AIBL may be established at the national level by the end of 1995. These activities provide a working guideline for implementation purposes.

1. AIBL's Conference: Coordinating the logistics for AIBL's Conference which will be held on the University of Montana's campus, April 26, 27, 28, 1995. Includes working with scheduling and University catering for one reception, two luncheons and one dinner.
2. AIBL Conference Speakers: Soliciting speakers for AIBL's conference which involves contacting potential speakers and requesting what expenses AIBL will incur, including travel, per diem and lodging. Locating a host hotel. Designing the conference schedule as to when the speakers will speak, defining who and what panel discussions will involve. Integrating the Tribal Business Plan Competition into the conference and the Career Fair.
3. Tribal Business Plan Competition: Designing the competition requirements and dissemination this information to all 29 tribal colleges and coordinating appropriate follow-up. Identifying Corporate sponsors and judges which includes disseminating information such as their role in the competition and the information about the Conference through letters and telephone calls and appropriate follow-up. It will also require organized coordination with the UM Entrepreneur's Club to make sure that any business plans accepted for the final competition round will meet the requirements of the E-Club's competition so that these finalists may also compete in their Annual Business Plan Competition. Trips to several of the Montana Tribal Colleges may be involved to disseminate some of this information to Tribal College students.

4. **Career Fair:** One AIBL member will coordinate this effort and it will be the AIBL Conference Coordinator's responsibility to work with this individual to coordinate all the logistical information and make sure the activity fits appropriately within the overall conference format. This individual will also solicit an "expert" to design and coordinate a Cross-cultural Employment Issues training for the Career Fair participants. This responsibility includes identifying an Indian owned consulting company, identifying the financial resources and equipment needed for this company to provide the training.
5. **Press Releases:** These need to be designed to reach a multitude of audiences to disseminate AIBL's concept and objectives. They will also be required to promote AIBL's conference and audience participation. In addition to submitting articles to the Associated Press, the following press sources have also been identified for press release information:

Tribal College Journal (A national Indian educators journal)

The Montana Business Quarterly

Business Alert (A First Nations Publication)

The University of Montana's School of Business Newsletter

Others as identified.

6. Design an Internship Program in coordination with the University of Montana's Career Services and a multitude of corporations. Design specific program requirements and identify opportunities with Tribal Governments and Indian owned businesses.
7. Design an Executive Loan Program to be implemented first with the Montana Indian Manufacturers Network (MIMN) and then involve tribal governments and other Indian business in this program. This program centers around the idea of identifying corporations who are interested in expanding their cultural diversity efforts and who will agree to loan a management executive to a Indian owned business so that this business will receive their expertise. This program

will also require an AIBL member to serve as an intern under this executive to compliment their academic studies and to learn from the executives expertise. This program will have three objectives:

- (a) Provide the Corporate Executive and corporation with an inside perspective to and experience with the American Indian culture to increase a greater understanding and help the corporation's diversity efforts.
- (b) The Indian owned business will benefit from the Corporate Executives management expertise and by using an AIBL intern will have a prospective management official who has learned from this expertise and also has the cultural background to create a management style that will work for an Indian owned, reservation based company.
- (c) The AIBL intern will have an opportunity to learn from the Executive and apply the business skill they are learning in school. This also has the potential of providing the student with an opportunity to work for their own or another tribal community to support tribal economic development efforts.

This program design will require establishing program requirements, soliciting Indian businesses as well as corporate and student involvement.

- 8. Continue to coordinate and work with the Tribal Colleges to develop additional AIBL Chapters to promote AIBL's efforts to go national.
- 9. Design an application form to disseminate to all twenty-nine tribal colleges and charge a nominal fee of one Indian head nickel for Chapter recognition. Chapters that are officially recognized will be sent AIBL Certificates of recognition and indoctrination, to be signed by the President of the American Indians for Higher Education Committee (AIHEC).

10. Design AIBL letterhead, envelopes and other materials needed to operate at the national level. This will include designing a national brochure, jackets, canned press releases, etc.
11. With the assistance from the Tribal Colleges, AIHEC, President Archambault, and Dean Larry Gianchetta, design a national AIBL magazine to be modeled after AISES's Winds of Change magazine. The publication will advertise Indian owned businesses and corporations interested in American Indian interns. It will contain articles which disseminate AIBL Chapter activities, news on Indian business and tribal economic development efforts from across the nation. This will include layout, printing, identifying funding resources, acquiring subscriptions costs, compiling a mailing list.
12. Identify scholarship and internship opportunities for American Indian business students. Essentially developing a data base of these scholarships and internship opportunities. AIBL will act as a national clearing house for scholarships and internship opportunities for American Indian business students.
13. Networking with, becoming affiliated with, and disseminating AIBL's concept and objectives to American Indian organizations such as the National Indian Business Association, The First Nations Institute, First American Marketing Association, The National Center For Economic Development, The National Indian Education Association, etc.
14. Continue to work with the Tribal Colleges, President Dave Archambault and Dean, Larry Gianchetta in an effort to establish AIBL at the national level.
15. Overseeing the activities and evolution of the University of Montana's Chartering AIBL Chapter and keeping a record of their activities, evaluating the benefits the students received from AIBL, such as number of internship placements, number of those who return back to their tribal communities to work, and those who have received scholarships, etc. Essentially evaluating the program from its beginning to its implementation at the national level.

16. Write letters to the following to follow-up and solicit feedback on the administrative items discussed during AIBL's presentation, including internship programs, chapter development and participation in AIBL's first annual conference.
 - * The Montana/Wyoming Tribal Chairman's Association
 - * The twenty-nine tribal colleges
 - * The University of Montana's School of Business's Advisory Council

17. All of the activities listed above will requiring identifying and soliciting financial resources to be implemented. This activity will be in addition to the grant proposals written to solicit funding to support First Annual AIBL Conference.

CHAPTER TEN

CONCLUSION

This paper has essentially provided a model for the development of a national American Indian Business Leadership (AIBL) program. It is anticipated that this model will be used and modified in any way deemed necessary to implement a national AIBL organization.

In essence, Colorado's Senator Ben Knighthorse Campbell's words illuminate the essence of the American Indian Business Leader's program. Senator Campbell stated, "The great dream of most of the 2 million Indians in the United States is to walk in both worlds, to participate in mainstream society and yet preserve their traditional tribal cultures. Education and economic self-sufficiency offer the best hope of making that dream come true."⁵⁶ AIBL is an educational program which is directly tied to tribal economic self-sufficiency. Furthermore, it has the potential to assist in making the "dream of walking in two worlds" a true reality for American Indian business students and/or entrepreneurs.

⁵⁶Ben Nighthorse Campbell, Indians Dream of Walking In Two Worlds. American Indian College Fund, 1992.

APPENDIX A**LETTER MAILED TO UM INDIAN BUSINESS STUDENTS**

January 5, 1994

Students Address

Dear (students name),

I am a graduate student at the University of Montana pursuing a Master's in Business Administration. I obtained the names and addresses of all the American Indian students registered as business majors, from the Native American Studies program.

There are forty-four American Indian students majoring in business at the University of Montana, including yourself. I am writing to find out if you would be interested in participating in an American Indian Business Association. This association would be similar to other student groups on campus. Its purpose will be defined by all the students interested in participating.

Some of the ideas generated already include, providing a forum for discussion and support for current Indian business students. Identifying students who may be interested in doing internships for Montana Tribes and other business organizations during the summer breaks. Coordinating projects geared toward recruiting and/or providing information to other Indian students interested in pursuing a business degree. Creating a networking system designed to promote the Indian student in business.

The Dean of the Business School, Dr. Larry Gianchetta, has given full support to an American Indian Business Association. In order to establish an association such as this, a charter, by laws and constitution will have to be created. Furthermore, paper work will need to be processed in order to be recognized by the Associated Students of The University of Montana (ASUM). This will allow the American Indian Business Association to lobby for funds to support any activities it wishes to pursue.

-2-

However, before anything can be done, it has to be determined that there are enough Indian students in business interested in establishing an association such as this. I have scheduled a meeting to be held in the basement of the **Natie American Studies building on Friday, January 28, at 4:00 p.m.** If you are interested in participating in the American Indian Business Association and cannot attend this meeting, please call me at 243-4879 (work) or 542-0158 (home). There is an answering machine at both numbers, so if I am not in, please leave a number where I can contact you. Thank you.

Sincerely,

/s/ Michelle Henderson

Michelle Henderson
UM, MBA Graduate Student

APPENDIX A
AMERICAN INDIAN BUSINESS LEADERS (AIBL)
CHARTERING MEMBERS
January - May, 1994

Michelle Henderson	Assiniboine
Shawn Olson-Crawford	Assiniboine
Deane Demery	Lakota Sioux
David Vandal	Sioux
Terri Long Fox	Gros Ventre
Debbie Tatsey	Blackfeet
Joni Lamb-Kickingwoman	Gros Ventre
Tony Prairie Bear	Northern Cheyenne
Tahnee Beartusk	Northern Cheyenne
Raymond Montoya	Blackfeet
Gerad Boyer	Blackfeet
John Halliday	Warm Springs/Muckleshoot
Bob Blumhagen	
Jerry Buffington	

APPENDIX A
AIBL's CHARTER

STATEMENT OF PURPOSE
AMERICAN INDIAN BUSINESS LEADERS

-> AIBL <-

The American Indian Business Leaders will hold elections each Spring. The **Officers** consist of a President, an Executive Vice-President, Vice-President, Budget and Finance, Vice-President, Marketing, Vice-President, Public Relations, Vice-President, Fundraising, a Secretary and a Parliamentarian. If the Secretary resigns, the remaining officers can vote to either hold a separate election to fill the vacancy or to appoint an interim officer. The standard approach will be to "appoint" an officer in the interest of saving time. If the President resigns, the Executive Vice-President will succeed the President's position. If a Vice-President resigns, the Secretary will be given the option to become a Vice-President or choose to have an interim officer appointed. If the Parliamentarian resigns, the remaining executive officers will appoint a Parliamentarian.

OFFICIAL POSITION DESCRIPTION AND DUTIES:**PRESIDENT:**

1. **MEETINGS:** Schedules regular meetings. Prepares an agenda prior to each meeting. Maintains order, giving priority to a full and generous discussion of agenda items.
2. **COMMITTEES:** The President may exercise full authority, in conjunction with other executive officers, in selecting and approving committees.
3. **BUSINESS ACTIVITIES:** Facilitates and organizes various AIBL activities. Works closely with Vice-Presidents and assists where ever possible in supporting the activities of their positions.
4. **ASUM RESPONSIBILITIES:** Attends budget and finance meetings of ASUM to assist the Vice-President of Budget and Finance in advocating on behalf of AIBL.
5. **OTHER ACTIVITIES:** Works with the executive officers of other student groups on campus, Tribes, Tribal Colleges and the Business Community in the interest of promoting diversity.

EXECUTIVE VICE-PRESIDENT:

1. **MEETINGS:** In the absence of the President, calls the meetings to order, resides over meetings following an agenda provided by the President and maintains order giving priority to a full and generous discussion of agenda items.
2. **COMMITTEES:** Participates in the selection of committees in conjunction with other executive offers.
3. **BUSINESS ACTIVITIES:** Assists President in facilitating and organizing the various activities undertaken by AIBL. Works closely with all executive officers wherever possible to assist in support the activities of their positions. Advises the President on new business activities the President may be unaware of. Responsible for initiating the direction of all AIBL's previously discussed activities in the absence of the President.

4. ASUM RESPONSIBILITIES: Attends budget and finance meetings of ASUM to assist the Vice-President of Budget and Finance in advocating on behalf of AIBL.

5. OTHER ACTIVITIES: Works with the executive offers of other student groups on campus, Tribes, Tribal Colleges and the Business Community in the interest of diversity.

VICE-PRESIDENT, BUDGET AND FINANCE:

1. MEETINGS: First to chair meetings in the absence of the Executive Vice-President.

2. BUDGET/FINANCE ACTIVITIES: Responsible for maintaining an accurate financial record for all funding raised, assigned by ASUM and/or received from other sources. Responsible for submitting a report on all financial activities on a semi-annual basis.

3. ASUM RESPONSIBILITIES: Responsible for obtaining the date and time of the ASUM budget and financing meetings and reporting this information to the members of AIBL. Completes ASUM budget packet each Spring in conjunction with other executive officers. Responsible for submitting the budget packet to ASUM each Spring before the deadline. Responsible for being the official spokesperson at ASUM budget and finance meetings to advocate on behalf of AIBL. Works with Minority Affairs Coordinator in maintaining an accurate record public record of AIBL's expenditures. Responsible for assuring any debts incurred are paid in an expedient manner. Keeps an accurate accounting ledger of all AIBL's financial activity. Compiles an annual report on debt expenditures, account balances, and/or any outstanding debts.

5. OTHER ACTIVITIES: Works with the executive officers of other student groups on campus, Tribes, Tribal Colleges and the Business Community in the interest of promoting diversity.

VICE-PRESIDENT, MARKETING:

1. **MEETINGS:** Responsible for designing and/or creating meeting advertisements to be used in promoting AIBL's activities. Second to chair meetings in absence of the Executive Vice-President and Vice-President of Budget.
2. **BUSINESS ACTIVITIES:** Responsible for marketing and promoting AIBL's objectives. This includes, but is not limited to designing and/or creating posters, brochures and/or flyers to be used in promoting AIBL's activities. Responsible for creating and maintaining an updated record of all members' skills and abilities (vitas). Responsible for marketing AIBL's objectives with Tribes, Tribal Colleges and business affiliated organizations.
3. **ASUM RESPONSIBILITIES:** Attends budget and finance meetings of ASUM to assist in advocating on behalf of AIBL.
4. **OTHER ACTIVITIES:** Works with the executive officers of other student groups on campus, Tribes, Tribal Colleges and the Business Community in the interest of promoting diversity.

VICE-PRESIDENT, PUBLIC RELATIONS:

1. **MEETINGS:** Responsible for advertising the date, time and place of scheduled AIBL meetings through flyers, Kiamin advertisements, etc. Third to chair meetings in absence of the Executive Vice-President, and Vice-President, Marketing.
2. **BUSINESS ACTIVITIES:** Responsible for creating an effective networking system with other student groups on campus, with the Tribes, Tribal Colleges, Missoula Indian Center, and business community. Maintains a record of all persons outside AIBL who are contacted in connection with AIBL's activities. Works closely with Vice-President of Marketing to assist in promoting AIBL's objectives and activities.

3. ASUM RESPONSIBILITIES: Attends budget and finance meetings of ASUM to assist in advocating on behalf of AIBL.

4. OTHER ACTIVITIES: Works with the executive officers of other student groups on campus, Tribes, Tribal Colleges and the Business Community in the interest of promoting diversity.

VICE-PRESIDENT, FUNDRAISING:

1. MEETINGS: Keeps an accurate record of all ideas submitted and pursued for fundraising activities during meetings. Third to chair meetings in the absence of Executive Vice-President and the Vice-President, Public Affairs.

2. BUSINESS ACTIVITIES: Responsible for maintaining a record of all fundraising activities submitted and pursued by AIBL. Identifies which fundraising suggestions are viable with respect to time, facilities, equipment and/or supplies needed. Responsible for locating additional sources of funding outside ASUM. In conjunction with other executive officers writes grant proposals to support AIBL's activities. Coordinates AIBL's participation in the annual University phon-a-thon. Assists Vice-President of Budget and Finance in maintaining an accurate record of funds obtained through fundraising activities.

3. ASUM RESPONSIBILITIES: Attends budget and finance meetings of ASUM to assist in advocating on behalf of AIBL.

4. OTHER ACTIVITIES: Works with the executive officers of other student groups on campus, Tribes, Tribal Colleges and the Business Community in the interest of promoting diversity.

SECRETARY:

1. MEETINGS: Responsible for keeping minutes of AIBL's meetings and transcribing prior meeting's minutes before each preceding meeting. Maintains official membership list. Makes the minutes and records available to members upon request. Have on hand at each meeting a list of all existing committees and their members. Maintains a file on all AIBL's reports.

2. **BUSINESS ACTIVITIES:** Responsible for maintaining the AIBL's general business records, including but not limited to the budget, marketing, public affairs and fundraising reports. Coordinates Spring election and reports results.

3. **ASUM RESPONSIBILITIES:** Attends ASUM meetings with other executive officers to advocate on behalf of the Association. Keeps an accurate record of AIBL's ASUM meeting activities.

4. **OTHER ACTIVITIES:** Works with the executive officers of other student groups on campus, Tribes, Tribal Colleges and the Business Community in the interest of promoting diversity.

PARLIAMENTARIAN:

1. **MEETINGS:** Responsible for assisting the President in maintaining order making sure the meetings run in a smooth orderly manner. Introduces new members and/or visitors.

2. **BUSINESS ACTIVITIES:** Responsible for insuring that AIBL is in compliance with all campus security regulations preceding any AIBL sponsored event on campus.

3. **OTHER RESPONSIBILITIES:** Has the authority, when delegated by the President, to notify security if any student member is consistently disruptive in any meeting or Association sponsored activity on campus.

4. **OTHER ACTIVITIES:** Works with the executive officers of other student groups on campus, Tribes, Tribal Colleges and the Business Community in the interest of promoting diversity.

MEMBERSHIP GUIDELINES:

The American Indian Business Leader's membership is open to all students on the campus, regardless of major. All Charter Members inherit voting privileges and the right to hold an executive position. Additional members will earn voting privileges when they have attended at least four AIBL meetings. All new members must actively participate in AIBL for a minimum of one semester before they can run for and/or hold an executive officer position.

ATTENDANCE:

If an executive officer of AIBL misses four unexcused absences, the remaining officers shall give written notice citing the absences and inquire about interest. If the AWOL executive officer does not respond, the remaining officers can vote to remove him/her and appoint an interim executive officer.

POLICY ON DUES AND FINANCIAL OBLIGATIONS:

The American Indian Business Leaders shall not charge dues to members. The executive officers of AIBL will work in conjunction with the Minority Affairs Coordinator in making budget decisions. Subsequent to any AIBL sponsored activities, the Vice-President of Budget and Finance shall file a written report to AIBL relaying an accurate, specific record of any debts incurred, bills paid, outstanding debts, and remaining balance in ASUM or other accounts.

EXPULSION PROCEDURES REGARDING GROUP MEMBERS:

Any student attending duly called meetings of AIBL shall abide by Roberts Rules of Order. If any member is disruptive, abusive or distracting in a manner that is deemed disorderly conduct, the President can ask them to leave the meeting or maintain silence throughout the rest of the meeting. If the student refuses to leave or comply with the President's request, the Parliamentarian has the authority to notify campus security to remove the student. The executive officers will then file a written report with ASUM.

AMENDMENTS:

Any provision of AIBL's Statement of Purpose can be amended, in a duly called meeting, by a majority of the students present who hold voting power.

UNIVERSITY OF MONTANA'S DRUG AND ALCOHOL CERTIFICATION:

The American Indian Business Leaders hereby agrees to comply with the campus policy as set forth in the University of Montana's Drug and Alcohol Code.

MEMBERS:

A list of charter members is attached. The American Indian Business Leader's membership list will be updated annually for record keeping purposes.

OBJECTIVES:

1. Provide a forum for discussion and support for current American Indian students majoring in Business.
2. Provide mentoring and support to new American Indian students majoring in Business.
3. Creating awareness of the Masters in Business Administration degree requirements and assisting students in applying for Business graduate school.
4. Networking with Regional Tribes in ascertaining summer internship placement opportunities for American Indian students in Business.
5. Networking with local business organizations in ascertaining summer internship placement opportunities for American Indian students in Business.
6. Coordinating activities geared toward recruiting and/or providing information to other Indian students interested in pursuing a business degree.
7. Networking with Tribal Colleges to provide Tribal College students with The University of Montana, School of Business information and to create a forum for exchanging business activity ideas AIBL will support and promote. Assist any Tribal College student, interested in pursuing a Business degree, with the transition of moving from a community college to a University system.
8. Networking with other University of Montana affiliated institutions and Montana State University and its affiliated institutions, in designing an effective forum for exchanging business activity ideas AIBL will support and promote.

9. Creating a networking system with other business organizations, local and state-wide, designed to promote the Indian student in Business.
10. The American Indian Business Leaders is a student organization which will assist in promoting cultural integrity and expression by and on behalf of the American Indian students attending the University of Montana. AIBL will work closely with other student organizations in promoting diversity and unity.

AFFILIATION:

The American Indian Business Leaders will be affiliated with American Indian Tribes, Tribal Colleges, the Montana University system and the Missoula Indian Center in organizing and supporting the Association's business activities.

**AMERICAN INDIAN BUSINESS LEADERS (AIBL)
ACTIVE MEMBERS LIST**

Michelle Henderson	Assiniboine
Shawn Olson-Crawford	Assiniboine
Terri Long Fox	Gros Ventre
David Vandal	Sioux
Joni Lamb-Kickingwoman	Gros Ventre
Ray Montoya	Blackfeet
John Halliday	Warm Springs/Muckleshoot
Ron Garvais	Sioux
Bernice Gray	Assiniboine
Lynette Bordeaux	Gros Ventre
Jennifer Stiffarm	Gros Ventre
Larry Antelope	Northern Arapaho
Cynthia Antelope	Sioux
Jason Fraser	
Reyna Sylvester	Flathead

AIBL meets every Thursday from 4-6pm in the basement of the Native American Studies Building.

AIBL's 1993-94 Executive Officer List

President	Michelle Henderson (Assiniboine)
Executive Vice President	Ray Montoya (Blackfeet)
VP, Budget & Finance	David Vondel (Sioux)
VP, Marketing	Vacant
VP, Public Affairs	Terry Long Fox (Gros Venture)
VP, Fundraising	Shawn Crawford (Assiniboine)
Parliamentarian (Warm Springs/Muckleshoot)	John Halliday

The Secretary duties are the responsibility of the Executive Vice-President.

APPENDIX A
AIBL's BROCHURE DESIGN

FRONT OF BROCHURE



FIRST PANEL

The American Indian Business Leaders (AIBL) is a student organization designed to promote and support the American Indian student in business. Future trends dictate a rise in the need for educated American Indian people to assist with tribal economic development planning and strategic implementation. AIBL's primary focus is to utilize its student foundation to assist tribal economic development through an emphasis in maintaining culturally appropriate American Indian business development.

AIBL's Objectives

- Provide a forum for discussion and support for current American Indian students in business
- Mentoring American Indian students wishing to pursue a degree in business
- Recruiting American Indian students interested in business at the high school and community college level
- Networking with Tribal Colleges creating a forum for exchanging business activity ideas AIBL will support and promote.
- Assisting Tribal College students with the transition of moving from a community college to a University system.
- Networking with Regional Tribes in ascertaining summer internship placement opportunities for American Indian business students
- Networking with Regional Tribes to provide technical assistance in the area of business development
- Create a networking system with Regional business organizations designed to promote the American Indian in business

SECOND PANEL

AIBL is designed to work with Tribal Colleges to promote tribal economic development business activities for American Indian business students through:

- Providing recruitment information to students transferring to the University System (e.g., credit transfers, housing, financial aid, etc.)
- Coordinating conferences focused on Tribal Economic Development planning and small business development
- Coordinating an Annual Business Academic Challenge to promote culturally appropriate American Indian enterprise

AIBL is comprised primarily of business students seeking practical experience to compliment their academic studies. To accomplish this objective, AIBL members are interested in obtaining internship placement opportunities with:

- Tribal Governments
- Tribal Colleges
- American Indian Owned Businesses
- Corporate/Private Businesses
- Federal and State Governments
- Other Non-Profit Agencies

THIRD PANEL**Statement of Commitment**

Our survival as American Indian people is determined in part by our tribal economic environments. We believe the stronger our tribal infrastructures, the stronger all American Indian people will be, socially, politically, and most of all culturally. We are committed to supporting and promoting the American Indian student in business, who will ultimately assist in eliminating our oppressed tribal economic environments through designing and implementing effective, culturally appropriate American Indian Businesses.

**American Indian Business Leaders
1993•94 Officers**

PRESIDENT	Michelle Henderson (Assiniboine)
EXECUTIVE VICE-PRESIDENT	Ray Montoya (Blackfeet)
VP. BUDGET/FINANCE	David Vondel (Sioux)
VP. MARKETING	Deanne Demery (Sioux)
VP. PUBLIC RELATIONS	Terri Long Fox (Gros Venture)
VP. FUNDRAISING	Shawn Olson-Crawford (Assiniboine)
PARLIAMENTARIAN	John Halliday (Warm Springs/Muckleshoot)
ADVISOR	Larry Gianchetta, Dean School of Business Administration

FOURTH PANEL

If you would like to organize an AIBL chapter or
utilize AIBL services, please contact:

American Indian Business Leaders (AIBL)

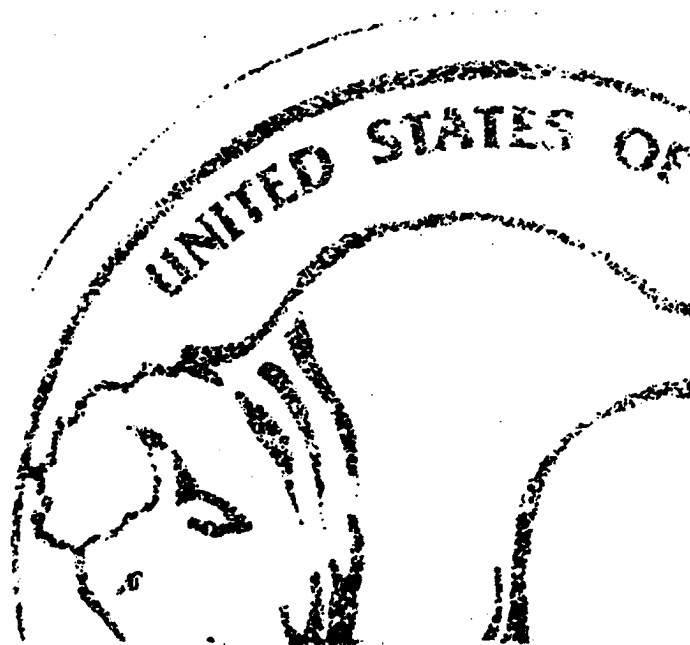
Attention:

Michelle Henderson, President
School of Business Administration
The University of Montana
Missoula, Montana 59812-1216

PHONE: (406) 243-4879

FAX: (406) 243-2086

Special thanks to The University of Montana's Native
American Studies Program and the School of Business
Administration for making this brochure possible.



APPENDIX A

EXAMPLE OF AN AIBL BUSINESS CARD



APPENDIX B**TRIBAL COLLEGE CONFERENCE AGENDA****NEXT GENERATION OF LEADERS
IMPACTING INDIAN BUSINESS DEVELOPMENT****AMERICAN TRIBAL COLLEGE CONFERENCE**

JULY 5-10, 1994
KWA TAK NUK INN
POLSON, MONTANA

JULY 5: Travel to conference: Registration

JULY 6: IMPACTING TRIBAL ECONOMIC DEVELOPMENT

8:00	Welcome	Dr. David Arschambault, President, Standing Rock College
8:30	Economics on Reservations	Dr. Tom Powers, University of Montana
9:30	Manager As Warrior	Tom Allen, Management Consultant
12:00	Lunch	
1:00	Planning Sessions: Tribal College Impacts on Economic Development	Facilitators: Tom Allen, David Arschambault, Joe McDonald

JULY 7: ACCESSING BUSINESS ASSISTANCE RESOURCES

8:00	Welcome	Tom Redder, SBA Region VIII Director
8:30	BIA Business Assistance	Del Neuhart, BIA Credit and Finance, Portland Area Office
9:00	SBA Business Assistance	Jo Alice Mospan, SBA Montana Region Director
10:00	Economic Research Centers	Dr. Charles Pace, Economist and Tribal Consultant
10:30	Indian Business Assistance	Anson Arviso, National Center
11:00	The Banker's Perspective	Doug Holst, West One Bank; Raynelle Diehl, U.S. Bank
12:00	Lunch	
1:00	Planning Sessions: Accessing Business Resources	Facilitators: Michele Lansdowne, Aurolyn Stwyer, Andrea Smith

JULY 8: THE NEW BUSINESS CURRICULUM: MEETING TRIBAL NEEDS

8:00	Welcome	Peggy Nagle, President, Stone Child College
8:30	Entrepreneurism Curriculum	David Leavitt, SBA; Michele Lansdowne, NWIC
	Cultural Tourism; Hospitality	David Leavitt, SBA; Michele Lansdowne, NWIC
	Economic Development Trends	David Leavitt, SBA
	Microlending	David Leavitt, SBA
10:00	Assisting Minority Businesses	Ray Brown, Montana Dept. of Transportation
11:00	Youth Entrepreneurship	David Leavitt, SBA
	Junior Achievement	Doug Holst, West One Bank
11:30	American Indian Business Leaders	Michelle Henderson, University of Montana
12:00	Lunch	
1:00	Planning Sessions: Business Curriculum	Facilitators: Michele Lansdowne, David Leavitt, Doug Holst

JULY 9: TRIBAL BUSINESS ASSISTANCE CENTERS

8:00 **Welcome** Joe McDonald, President, Salish Kootenai College

8:30 **Tribal Business Assistance Centers**

Panel:

Michele Lansdowne, Northwest Indian College

Peggy Nagle, Stone Child College

Luanne Belcourt, Stone Child College

Gail Small, Native Action

Charles Jackson, Warm Springs Planning Dept.

Andrea Smith, Makah Planning Dept.

Aurolyn Stwyer, National Center

11:00 **Planning Session:**

Developing a Business Center

Facilitators:

Michele Lansdowne, Peggy Nagle, Luanne Belcourt

12:00 **Lunch and Social Activities**

JULY 10: Travel From Conference

APPENDIX B

TRIBAL COLLEGE CONFERENCE

"NEXT GENERATION OF LEADERS,

IMPACTING INDIAN BUSINESS DEVELOPMENT"

PARTICIPANT LIST

Steve Kozak Route 2 PO Box 2326 A Hayward, WI 54843	Thomas Condon PO Box 271 Fort Yates, ND 58538	Franda Flyingman 224 Sharon Dr. Lawrence, KS 66049
Jewel Hawk PO Box 651 Route 1 Box Elder, MT 59521	John Behler 3315 University Dr. Bismark, ND 58504	Maureen A. Dionne PO Box 184 Peplar, MT 59255
Erich Longie PO Box 76 Fort Totten, ND 58335	Dr. Merril Berg PO Box 269 Fort Totten, ND 58335	Quincee Baker PO Box 788 New Town, ND 58763
Betty Hamley PO Box 1835 Belcourt, ND 58316	David Small 2256 Ave. C Billings, MT 59101	Michele Lansdowne PO Box 117 Pablo, MT 59855
Beth Boyd 2522 Kwina Rd. Bellingham, WA 98226	Rene Frank PO Box 370 Crow Agency, MT 59022	Linda Shelton 2101 14th St. Cloquet, MN 55720
Chele King 2101 14th St. Cloquet, MN 55720	Lisa Bryan HCR PO Box 15 Parmelee, SD 59566	Monica Annis PO Box 220 Eagle Butte, SSD 57625
Ramona Horn PO Box 159 Harlem, MT 59526	Julie Doney PO Box 159 Harlem, MT 59526	Donald McCabe PO Box 849 Crowpoint, NM 87313
Mark Hamley PO Box 340 Belcourt, ND 58316	Ed Cattrell PO Box 98 Lame Deer, MT 59043	Jesse M. Clairmont 3315 University Dr. Bismark, ND 58504

APPENDIX C

PROPOSAL SUBMITTED TO

THE MONTANA DEPARTMENT OF TRANSPORTATION



School of Business Administration
The University of Montana
Missoula, Montana 59812-1216
(406) 243-4831
(406) 243-2086 FAX

September 22, 1994

Ray Brown, Chief
Civil Rights Bureau
2701 Prospect Avenue
P.O. Box 201001
Helena, Montana 59620-1001

Dear Mr. Brown:

I am writing to you on behalf of the American Indian Business Leaders (AIBL), which is a student group located on the University of Montana's campus in Missoula, Montana. Our group's primary purpose is to support and promote the American Indian entrepreneur. Enclosed please find a brochure indicating our mission and objectives.

AIBL was organized in January of 1994. We are very concerned about the oppressed economic and social conditions our tribes face. In order to promote tribal economic development, we are sponsoring an American Indian Business Leaders Conference to take place at the end of April in 1995. This Conference will include a Tribal Business Plan Competition. This business plan competition is modeled after the University of Montana Entrepreneurship Club's Annual Business Plan Competition.

The idea behind this competition is to get American Indian students interested in developing small businesses within their tribal economies. As a University student group, we recognize that American Indian students have a vested interest in finding ways to develop their tribal economies to create a better way of life for their families and future generations. This competition will target Tribal Colleges and AIBL Chapters organized at other community colleges and universities.

We are aware the Montana Department of Transportation and the Federal Highway Administration has been involved in supporting the development of Indian owned transportation businesses, in the areas of highway construction, tourism, transportation planning and/or consulting. We believe that this competition could assist your efforts in this area as well as meet our objectives.

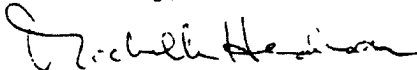
-2-

Therefore, we are writing to request financial support in the amount of \$2,000.00 from the Montana Department of Transportation and the Federal Highway Administration for this Tribal Business Plan Competition. Please see the enclosed information regarding the business plan competition's requirements, judging criteria, etc. We propose that if you agree to finance us, the \$2,000.00 will be used as prize money for a category specifically dedicated to business plans written for a transportation related industry.

We would also like to take this opportunity to invite you or a member of your sponsoring agency to participate in the capacity of a judge for the competition. AIBL is also planning to do a mini-career fair during this American Indian Business Leaders Conference for organizations who are interested in recruiting American Indian student interns. Thus, we would like to invite the Montana Department of Transportation and the Federal Highway Administration to set up a booth during the Conference to provide information to students on internship opportunities with your agency.

If you have any questions or concerns, please feel free to contact me at (406) 243-4879. On behalf of AIBL, I would like to thank you for considering our request. We look forward to hearing from you.

Sincerely,



Michelle Henderson
President, AIBL

enclosure(s)

cc: Dean, Larry Gianchetta
School of Business Administration

**AMERICAN INDIAN BUSINESS LEADERS (AIBL)
FIRST ANNUAL ACADEMIC CHALLENGE
TRIBAL BUSINESS PLAN COMPETITION**

ELIGIBILITY:

Enrolled students or AIBL Chapters at a Tribal College, Community College or University are eligible; however, no student may submit more than one entry, either as a group, or as an individual. The deadline for submitting business plans: 12:00 Noon, March 15, 1995.

ENTRY REQUIREMENTS:

Each submission must include the attached entry form. Submit plans to: American Indian Business Leaders, School of Business Administration, The University of Montana, Missoula, MT 59812.

Entrants must submit one unbound copy of the business plan. Copies will not be returned. The author(s) will retain all rights to the plan regarding its use at all times prior to and following the competition. Contents of the plan will be held strictly confidential.

The Business Plan must focus primarily on a proposed or actual small business operated on an Indian reservation. The plan must not only include all business plan elements, but also demonstrate how it will enhance or improve the affected tribal economy.

Although there is no compulsory format for business plan outlines, entrants are encouraged to follow the outline in the book, *The Montana Entrepreneur's Guide*, written by Dr. Paul Larson. If you need a copy, complimentary copies are available from AIBL.

JUDGING:

The contest will be divided into three categories:

- A) Plans where the author will start the business himself/herself
- B) Plans where the authors are not the business founders.
- C) In addition to the two categories, the Montana Department of Transportation and the Federal Highway Administration, co-sponsors of this competition, will offer additional cash prizes for first, second and third places for those plans in the transportation related industry, such as highway construction, tourism, transportation planning, or consulting.

-2-

The judges will include American Indian entrepreneurs, tribal college and tribal government personnel, and corporate/government sponsors. The core criterion for evaluation will be the plan's feasibility. The winning plans will be those that contain the most attractive investment possibilities, the highest potential for capital gains, and the best promise of actual implementation.

JUDGING GUIDELINES:

- A) Pre-judging process; an elimination process to identify the top business plans in the competition for final judging and presentation
- B) The Pre-judging team will be comprised of the UM's Entrepreneurship Club's Executive Officers and AIBL's Executive Officers.
- C) Those eliminated from final competition will be contacted with the appropriate feedback. Those competitors who make it to the final round will also be contacted with the appropriate information.
- D) Finalists will be required to attend the Academic Challenge to make a verbal presentation of their business plans to the judges and an audience.
- E) Finalist's business plans...The written presentation will be 40% of the competition and the verbal presentation will comprise 60% of the competition.
- F) Finalists will be allowed 20 minutes to make their verbal presentation with approximately 10 minutes for the actual presentation and approximately 10 minutes for questions from the judges and the audience.

PRIZES:

Cash prizes will be awarded in category's A & B as follows: Grand Prize: \$1,000; First place \$750; Second place \$600; Third place \$325 and Fourth Place \$175. Category C prizes will be awarded as follows: First Place: \$1,000; Second place: \$650; and Third Place: \$350. In the case of a winning plan written by a group, prizes will be divided among the team.

APPENDIX D

INITIAL PROPOSAL SUBMITTED BY DAVE ARCHAMBAULT

TO THE

ADMINISTRATION FOR NATIVE AMERICANS (ANA)

SUPPLEMENT AMENDMENT
TO
INTERAGENCY AGREEMENT

BETWEEN THE BUREAU OF INDIAN AFFAIRS
U.S. DEPARTMENT OF INTERIOR
AND
ADMINISTRATION FOR NATIVE AMERICANS
ADMINISTRATION FOR CHILDREN AND FAMILIES

PREAMBLE

This supplemental amendment will abide by and maintain the integrity and spirit of the original Interagency Agreement between AIHEC and the federal agencies of the BIA/OIEP, ANA, and OTR which coordinated resources and services to strength tribal status and functioning ability.

PURPOSE

The partnership between tribal governments, AIHEC, and the federal government continues to be a firm direction taken by the meaning and spirit of this amendment as with the original interagency agreement.

The purpose of this supplemental request and amendment is to enable AIHEC, ANA, and BIA (OIEP) to coordinate a national effort to bring culturally relevant and appropriate economic development to American Indian people. AIHEC will plan and design ten (10) major objectives which will create educational services and activities that increase an understanding and enthusiasm of business or entrepreneurialism. In the long run it is believed that because of this program our American Indian youth and adults will overcome the mental barriers which currently restrict them from engaging in the world of business.

The dream is to correct the existing situations found in Indian Country where poverty abounds and social ills are the consequence. By producing American Indian youth and adults who are motivated to transform their environments through culturally appropriate business initiatives it is believed the social economic condition of American Indian people will be alleviated.

LEAD AGENCY

The BIA, Office of Indian Education Programs will serve as lead agency and will facilitate the (1) funding process from ANA, (2) the approval process, (3) participation of other BIA programs and Federal Agencies, and (4) the review and approval of required reports. The BIA will make available reports to other federal agency participants.

STATEMENT OF WORK FOR SUPPLEMENTAL FUNDING

AIHEC received \$250,000 in the original Interagency Agreement which was aimed at assisting AIHEC in developing infrastructure capabilities so as to meet the goals of its strategic plan.

As a result of AIHEC's tribal college network of experienced, professional, and committed administrators who serve reservation populations at the grassroots level, it is recognized that the educational, social, and cultural goals of AIHEC would be greatly enhanced or augmented with tribal economic development.

SUPPLEMENT ORGANIZATIONAL OBJECTIVE

Therefore, in keeping with the intent of the original agreement this supplemental fund will research and plan for a national program to stimulate reservation or urban based educational economic development for American Indian populations.

SCOPE OF WORK

With the supplemental funding which is provided, AIHEC will develop a comprehensive plan for a national program with the goal to create economic development initiatives at the elementary, secondary, and college level for American Indians. Another goal will be to assist tribal economic development at the local level. In order to accomplish this, AIHEC is requesting supplemental funding to establish a national educational economic development effort for American Indian people which will be called American Indian Business Leaders or AIBL (pronounced able). To accomplish this task, AIHEC shall produce plans for the following objectives.

- 1) Set up and incorporate another legal entity called AIBL with the purpose of achieving the goals of this supplemental grant. This entity shall be controlled by a board made up of AIHEC college presidents.
- 2) Organize a plan to create AIBL chapters on a State, Regional and National level. This will be inclusive of chapter guidelines and function development to promote American Indian student and tribal economic development initiatives.
- 3) Organize the format and schedule for an annual AIBL National Conference. Each event would focus on various aspects of tribal economic development and feature national competition for elementary and secondary economic development ideas or proposals. Also, to sponsor an annual business academic college for post secondary students to submit business plans to be judged and prizes awarded.

INTERAGENCY AGREEMENT SUPPLEMENTAL BUDGETSTRATEGIC PLANNING

AIHEC Advisory & Staff Travel	\$ 5,000	\$ 4,900	\$ 3,000
Consultants	9,000	7,000	5,000

AIHL MATERIAL DEVELOPMENT

Artwork, Design, Layout, & Consultancy Expense	5,000	4,000	3,000
Curriculum Development (OIEP)	10,000	7,500	5,000

PERSONNEL (includes 25% fringe)

Planning Director	24,000	24,000	24,000
Assistant Director	16,000	10,000	8,000
P.R./Fund Raising Specialist	22,000	15,400	-
Accounting/Bookkeeping Services	2,000	1,000	500

GENERAL OFFICE SUPPLIES

Supplies	500	300	200
Telephone	2,500	1,800	2,400

TRAVEL

Staff travel to AIHEC activities	4,000	-	-
	<hr/>	<hr/>	<hr/>
	\$100,000	\$ 75,000	\$ 50,000

COST, OBLIGATION OF FUNDS AND BUDGETS

The federal agencies initially participating in this Amended Interagency Agreement are the BIA/OIEP and OTR and the ANA. The participation of other federal agencies (Department of Energy, Education, EPA, etc.) can be accomplished by amending this agreement.

The FY 1993 allocation of funds for the original agreement were \$250,000 from ANA, \$50,000 from BIA/OIEP, and \$75,000 from OTR which were intended as support for AIHEC organizational, development and infrastructure development activities.

In that, supplemental funds were allowed by the original Interagency Agreement, this document is to be viewed as an amendment request for supplemental funding from ANA in the amount of \$100,000. Transfer of funds are contingent upon availability of federal funds which may decrease the amount of supplemental funding.

TRANSFER OF FUNDS

The transfer of funds from the ANA to the BIA will be accomplished through the On-Line Payment and Collection System (OPAC). The following is the ANA accounting information for the original agreement.

Appropriation: 7531536
 Agency Location Code: 75-01-0099
 Common Accounting No: 3-G995101

As with the original agreement this supplemental funding from ANA will be kept in accordance with proper accounting records and will be maintained according to acceptable accounting practices.

Any equipment will be properly inventoried and accounted for. GSA schedules will form the basis for costing the purchase of service and goods.

TERMINATION

This agreement may be modified or terminated for cause upon mutual agreement. It may be unilaterally terminated upon 60 days written notice of the intent to terminate by either party.

APPROVAL AND ACCEPTANCE SIGNATURES

 BIA/OIEP

 ANA COMMISSION

(DRAFT)

AMERICAN INDIAN BUSINESS LEADERS

AIBL Chapter Activities

Future trends dictate a rise in the need for educated American Indian people to assist with tribal economic development planning and strategic implementation. The American Indian Business Leaders (AIBL) is a student, teacher, and professional business organization designed to promote and support the American Indian student in business. AIBL's primary focus is to provide technical assistance in the area of tribal economic development planning, with an emphasis in maintaining culturally appropriate tribal enterprise development.

AIBL's Objectives

- * Provide local area elementary and secondary school systems with information about other business and economic development curriculum and developments.
- * Promote educational business development activities in K-12 school systems.
- * Provide a forum for discussion and support for current American Indian students in business.
- * Mentoring American Indian students wishing to pursue a degree in business.
- * Recruiting American Indian students interested in business at the high school and community college level.
- * Networking with Tribal Colleges creating a forum for exchanging business activity ideas AIBL will support and promote.
- * Assisting Tribal College students with the transition of moving from a community college to a University system.
- * Networking with Regional Tribes in ascertaining summer internship placement opportunities for American Indian business students.
- * Networking with Regional Tribes to provide technical assistance in the area of business development.
- * Create a networking system with Regional business organizations designed to promote the American Indian in business.

- 4) Organize plans for a national quarterly publication to promote tribal and student economic development. This will also include subscription and commercial promotion plans. Current business trends, successful people, business news, and ideas would be probable features.
- 5) Create promotional material such as brochures, pamphlets, flyers, video's, posters and other paraphernalia that is needed to recruit American Indians in to the business field.
- 6) Organize State, Regional, and National student internship placements for American Indians to gain insights for reservation based development. Initially, this would be for college students but with "School to Work" legislation this could eventually be aimed at high school programs too.
- 7) Develop a scholarship fund for students wanting to pursue careers in business, or related fields, such as marketing, investment, accounting, etc.
- 8) Sponsor workshops, seminars, or a variety of tribal economic development sessions using tribal college and national resource personnel. Topics could cover bidding and contracting, marketing strategy, financial analysis, research strategies, SBA startup, circle banking, peer group lending concept, revolving loan program for micro-business, Grameen Banking or Barter Concepts, etc.
- 9) Business Center development would initially start at each tribal college where community economic development would be stressed for local tribal members. The emphasis here would be technical assistance and guidance. As the business centers develop as well as the local chapters, business centers would be targeted for development wherever expertise, funding, and energy would permit.
- 10) Begin corporate and business sponsorship and support of all AIBL activities.

(DRAFT)

OBJECTIVES:

1. Provide a forum for discussion and support for current American Indian students majoring in Business.
2. Provide mentoring and support to new American Indian students majoring in Business.
3. Creating awareness of the Masters in Business Administration degree requirements and assisting students in applying for Business graduate school.
4. Networking with Regional Tribes in ascertaining summer internship placement opportunities for American Indian students in Business.
5. Networking with local business organizations in ascertaining summer internship placement opportunities for American Indian students in Business.
6. Coordinating activities geared toward recruiting and/or providing information to other Indian students interested in pursuing a business degree.
7. Networking with Tribal Colleges to provide Tribal College students with State college and University system, School of Business Information and to create a forum for exchanging business activity ideas AIBL will support and promote. Assist any Tribal College student, interested in pursuing a Business degree, with the transition of moving from a community college to a University system.
8. Networking with other State, University, and College affiliated institutions in designing an effective forum for exchanging business activity ideas AIBL will support and promote.
9. Creating a networking system with other business organizations, local and state-wide, designed to promote the Indian student in business.
10. The American Indian Business Leaders is a student organization which will assist in promoting cultural integrity and expression by and on behalf of the American Indian students attending State Colleges, and Universities. AIBL will work closely with other student organizations in promoting diversity and unity.

APPENDIX D**AIBL CHAPTER GUIDELINES AND ACTIVITIES**

In response to a request from Dave Archambault, President of Stand Rock Tribal College, ideas were generated as to what types of activities an American Indian Business Leaders (AIBL) Chapter would be involved in. The subsequent information describes each activity developed followed by an explanation supporting the perceived importance of each activity.

AMERICAN INDIAN BUSINESS LEADERS**CHAPTER****ACTIVITIES AT THE TRIBAL COLLEGE LEVEL**

1. Provide a forum for discussion and support for current American Indian students in business.
2. Mentoring American Indian students wishing to pursue a community college degree in business.
3. Provide encouragement to other American Indian students in business continue their formal business education at the University level through networking and building strong relationships with University AIBL Chapters.
4. Networking with local high school students to expose them to the advantages of pursuing higher education in business, identifying and explaining the different areas of study such as accounting, finance, management, marketing, etc.
5. Providing local high school students with the insight as to how a business degree can provide them with an avenue to assist in promoting the welfare of their respective tribal economies.
6. Networking with local and tribal businesses to create paid internship opportunities in their area of business interest.

7. Design a program where tribal college students can participate in unpaid internships with local or tribal businesses for college credit and practical experience.
8. Sponsoring community economic development events to encourage community involvement by disseminating tribal economic statistics and information. Such an event may be on an annual/monthly basis, such as a Job Search Seminar, Community Marketing Strategies for local businesses, Capital Resource Seminars. This activity would provide students with practical experience while promoting community involvement in tribal economic development.
9. Maintaining consistent contact with other AIBL chapters to recognize and remain up to date on other AIBL activities happening in other areas.
10. Submitting a report or newsletter to a National AIBL magazine to promote the progress of the local AIBL Chapter activities.
11. Assist in organizing activities for an Annual National American Indian Business Leaders Conference. This activity could essentially be organized and sponsored by a different AIBL Chapter each year.
12. Maintaining contact with AIBL members who transfer to the University system and bring them back to discuss their experience at the university level.
13. Bringing in Nationally or Regionally recognized American Indian business leaders, who will be identified by either the AIBL Chapter or the National AIBL Headquarters, to speak to the students and the community about their experience and what's happening in the business world in Indian Country.
14. Coordinating fundraising events, (maybe even establishing their own annual fundraising event) to get experience in locating capital resources while simultaneously raising money for AIBL activities.
15. Assisting the Tribal College Technical Business Assistance Centers in teaching or coordinating seminars. This will provide students with networking exposure and logistical organization skills.

Activities one through three will provide students with an opportunity to discuss what they are learning in their business classes and how it applies to tribal economic development in their area. It will bring students with similar academic interests together to collaborate on testing methods, instructors, classroom experience, and other relevant academic activities. As indicated by an article in the Journal of American Indian Education, The Role of Faculty in Cultural Awareness and Retention of American Indian College Students, the author stipulates, "Confidence comes with experiences of learning, success, and independence. Indian students, as well as all minorities, need confidence in order to survive the educational system and eventually graduate. The need to be able to face incredible obstacles that seem to be in direct opposition to the cultural values they have learned. In addition, they must deal with racial biases and misunderstandings from their professors as well as from their peers. They have to learn to bridge culture and a White institution to be accepted and to succeed."⁵⁸ In essence, this group experience will support each student's learning experience and help them build the self-confidence needed to complete

⁵⁸Hornett, Danielle. The Role of Faculty in Cultural Awareness and Retention of American Indian College Students, Journal of American Indian Education, October 1989. p. 17.

their business education requirements.

Activities four and five will give tribal college students an opportunity to provide information to high school Indian students interested in pursuing a higher education in business. This will serve two purposes. First, it will provide high school students with role models and/or mentors at the tribal college level. The tribal college students will have an opportunity to share their own personal college experience with high school students which will demonstrate that a college education is attainable, no matter what the obstacles a high school student may think they have in front of them. Second, these activities will help disseminate local tribal economic information to high school students, which is an area in which high school students may have not been exposed to in their high school educational curriculum. In relation to this, author Danielle Hornett explains that some Indian students may lack a support system which encourages them to pursue or continue a higher education. Specifically she states,

"Anglo students tend to have persons who provide advice and support in times of crisis while Indian student often don't have that luxury. Family support for educational crises may be lacking due to the misunderstanding by family members who have never been to college and who, therefore may underrate the seriousness of the problem as damaging to the student

or may overestimate a student's ability to deal effectively with the situation. This inability to identify a support person works to isolate students from the mainstream."⁵⁹

This authors revelation supports the need for tribal college students to serve as role models for high school students wanting to pursue a higher education in any academic area. Thus lack of family support and/or community references will not inhibit a high school student who wants to continue their education because Tribal college students who serve as mentors through their activities in AIBL will fulfill this role.

Activities six and seven will serve to provide tribal college students with practical work experience to compliment their academic studies. This type of experience may also serve to provide these students with an incentive to get involved with their communities and develop their own businesses within their tribal communities. Although some tribal governments have the funding to employ student interns, but the majority do not. Furthermore, most reservation Indian owned businesses are struggling to survive and do not have the money to pay student interns, although most would be more than willing to provide a

⁵⁹Ibid, p. 15.

student with applicable experience. To gain experience and a realistic local economic perspective, AIBL members at tribal colleges will solicit internship opportunities with those tribal governments and Indian owned businesses that do have the financial resources to employ student interns. Tribal Colleges may have the ability to assist those tribal governments and Indian owned businesses that do not have the financial resources to support a student Intern by establishing a program which gives students a college credit incentive in exchange for an intern placement experience.

Activity eight will serve to include a forum for discussion between the community and AIBL Chapter members. The community will learn what the students are doing and the students will learn what is happening within the community. Sponsoring community economic development events has the potential of providing an avenue in which tribal economic statistics and other economic information can be disseminated among community members and stimulate community involvement in tribal economic development. These events may also serve to keep students informed on what the community members feel their needs are with respect to economic development. AIBL's program design encourages culturally-appropriate business development. These

community events are essentially an avenue students can utilize to determine what businesses their community members define as being culturally appropriate and which ones are not.

Activities nine through eleven will serve to provide all AIBL Chapters with information on what other Chapters are doing. This type of information will allow AIBL Chapters from different geographical areas to collaborate and share ideas on what is working and what is not. It will serve to provide each AIBL Chapter will an appreciation for other tribes' economic and social conditions. It will provide widespread networking opportunities AIBL members may not be exposed to elsewhere. Finally, it will provide a sense of group cohesion and commitment to the major underlying problem of tribal economic underdevelopment.

Activity twelve is related to the principle applied in activities four and five. A former tribal college student can act as a mentor/role model by going back to their tribal college and sharing their university experience with current tribal college students who want to continue their education at the university level. This will help current tribal college students identify on a personal level with another tribal member's (former tribal college student) experience

at the university level. This could potentially serve to increase a tribal college student's confidence in ascertaining that they too have the ability to succeed at the university level.

Activity thirteen will provide tribal college students and their local tribal communities with a respected Indian Business Leader's perspective on what is happening in Indian country with respect to business operations and development. It will potentially prevent tribal college students and their local tribal communities from having tunnel vision with respect to American Indian business. Respected American Indian business people can provide tribal college students with direction and advice as to how their business education can assist in the welfare of their respective communities and all Indian people in general. They can share their good and bad experiences in the Anglo business world and teach tribal college students how to avoid the pitfalls they encountered. This can also potentially provide the tribal college students and their community members a forum for exchanging tribal economic development concerns and ideas.

Activity fourteen will provide tribal college students with fundraising skills. It also has the potential of

providing these students with exposure to the difficulties a business has in acquiring operating capital. It will give these students practical budgeting and financial accounting experience which is a skill needed to operate any business related activity.

Activity fifteen rests on the development of Tribal College Business Assistance Centers. Currently there are three Tribal Colleges which operate these types of centers, "The Northwest Indian College Business Assistance Center based out of Bellingham, Washington; The Salish and Kootenai Tribal Business Assistance Center, operated by the Salish Kootenai Tribal College based out of Polson, Montana and The North Dakota/South Dakota Indian Business Development Center based out of Bismarck North Dakota and operated by United Tribes Technical College."⁶⁰ AIBL members have the potential to assist in the development and implementation of these Business Assistance Center's objectives, such as helping the Director assist clients and/or coordinating student and community seminars. This has the potential of

⁶⁰American Tribal College Conference. Ford Foundation: Next Generation of Leaders. Tribal Colleges Assisting Sustainable Development. Information Collected during this conference, July 5-10, 1994.

providing students with networking exposure and developing logistical organization skills.

These Tribal College Chapter activities are by no means all inclusive. The program design for AIBL provides AIBL Chapters with the latitude to develop and promote other business related activities provided that these activities will assist in the progression of tribal economic, community, and social development. As the program evolves and ideas are generated, it is expected that many more business related activities will be added to this list.

APPENDIX E
LETTERS OF SUPPORT FOR AIBL

Northwest Indian College
Lummi Business Assistance Center
2522 Kwina Rd.
Bellingham, Wa 98226
(206) 676-2772

Dave Archambault
President
Standing Rock College
PO Box 519
Fort Yates, ND 58538

June 9, 1994

Dear Dave,

The Business Department at the Northwest Indian College is very interested in participating however we can in the development of the American Indian Business Leaders (AIBL) program.

After talking with Michelle Henderson at the University of Montana about what she has accomplished there with the first AIBL group of Indian business students, I realized that the kind of support our business students would find in joining together for regular meetings on our campus and linking up with other Indian business students across the country would be invaluable to them.

One of the most difficult things for our students is making a successful transition from the safe and familiar environment of our small college on the reservation to the immensity and diversity of the four year college. Anything we can do to help them find support systems will facilitate their success. Sometimes our students feel very much alone when they go on from our college to the four year institutions. We still don't have many Native American students in business colleges, although more are emerging all the time.

Please count on this college and on me to participate all we can in making the development of the AIBL program a success. I know of ten students here who would be delighted to start a chapter in the fall. They would also be thrilled to have the opportunity to attend a national conference of business students.

I think it can happen. The timing feels right. I saw an eagle today.

Most Sincerely,



Michele Lansdowne
Director, Lummi Business Assistance Center
cc: Michelle Henderson, University of Montana



OFFICE OF PUBLIC INSTRUCTION

STATE CAPITOL
PO Box 202501
HELENA MT 59620-2501
(406) 444-3095

Nancy Kosman
Superintendent

August 30, 1994

Michelle Henderson
President
American Indian Business Leaders
School of Business Administration
University of Montana
Missoula, Montana 59812-1216

Dear Michelle:

Please accept this letter of support for the American Indian Business Leaders organization. The information that you have provided me, plus your excellent presentation in Portland gives me a good sense of your goals/objectives and the commitment that you have made to improving tribal economic development in our area.

As you know, the Office of Public Instruction works with Montana's school system from Kindergarten to grade twelve. Our work in Indian education affects the near 10,000 school age Indian students throughout our state. Some of our work is also coordinated through the seven tribal colleges.

It is certainly encouraging to see the formation of AIBL, and to see Indian students accepting the challenge of business and economic development. One of the keys to Indian self-determination and survival will surely hinge on the ability of tribal groups to operate effectively in the corporate and business world. Your organization will help our future tribal leaders to develop the skills necessary to compete in marketing, management, small business development, and financial analysis.

We are extremely supportive of your efforts to secure funding to continue and expand the work of AIBL. My office will be available to assist your organization to impact the K-12 public school system, so that younger students can also become familiar with economic development and American Indian business.

Please feel free to call upon me at any time to assist this unique and potentially far reaching organization.

Sincerely,

Bob Parsley
Equity Division Administrator
Indian Education Specialist

"It is our mission to advocate, communicate, educate and be accountable to those we serve."

OFFICE OF INDIAN AFFAIRS



MARC RADICOFF GOVERNOR

STATE OF MONTANA

KATHLEEN M. FLEURY

September 9, 1994

To Whom It May Concern:

I am writing on behalf of the Montana State Office of Indian Affairs to support the American Indian Leaders (AIBL) program. This office is excited about the potential this program has in meeting the needs of Montana tribal economic development efforts.

This office serves the seven reservations located within the State of Montana. We have been and are very concerned with the underdeveloped economics our tribal people face. We believe AIBL's concept of connecting American Indian business student activities with tribal economic development activities is encouraging. We sincerely believe that because of their vested interest in their own tribal communities, Indian business students will succeed in establishing culturally appropriate, economically viable tribal businesses with AIBL's assistance.

This Office will do what it can to support AIBL's networking and internship placement efforts. We also believe that it has the capability and foundation to operate at a national level. If this office can be of further assistance, please feel free to call me at (406) 444-3702.

Sincerely,

A handwritten signature in cursive script that reads "Kathleen M. Fleury".

Kathleen M. Fleury
Coordinator

KMF/em



Upward Bound
The University of Montana
Missoula, Montana 59812
(406) 243-2220

September 8, 1994

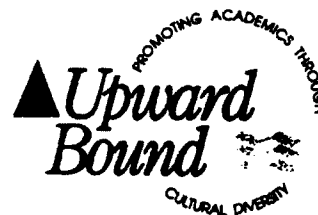
Dear Friend:

This letter requests your support of a new and exciting collegiate association of aspiring American Indian business students. The American Indian Business Leaders (AIBL) gained official charter membership last academic year by the Associated Students of the University of Montana. Under the capable leadership of Michelle Henderson (MBA candidate), the Association quickly captured the respect and attention of several University administrators, as well as the membership of numerous American Indian college students interested in pursuing Business Administration as an academic major. By the year end, the Association had successfully:

- > charted their direction through identification of several worthy objectives and activities,
- > established an efficient organizational staffing pattern for conducting business,
- > elected and trained officers,
- > established and filed an AIBL constitution and by-laws,
- > secured the advisorship of Larry Gianchetta (Dean of the UM School of Business Administration),
- > conducted several well-attended weekly meetings,
- > and met with numerous tribal officials throughout Region VIII to gain their important perspectives of how the Association could lend assistance to both established and fledgling business ventures operated by the tribes or tribal members.

From the overwhelming support and encouragement AIBL has gained in their first year, the Association felt it is now timely to plan and pursue establishing membership on a national basis. The need is well-established, the concept is unique, the interest is fresh, and the commitment is growing with every conversation.

An Equal Opportunity University



AIBL cannot expand on a national basis without outside help. Though student memberships, college/university/tribal college chapter memberships, and subscriptions to an AIBL publication can be sold, the cost to get AIBL "up and running" nationally will require additional support. Accordingly, your generous support is requested. An investment you make in AIBL will be an investment in the business education of American Indian students, and an investment in the economic prosperity of tribal groups across America.

I encourage your support of this worthy request.

Sincerely,



**Jon Stannard (MBA)
Director, Upward Bound**



Montana Department
of Transportation

October 3, 1994

To Whom it May Concern:

The Montana Department of Transportation (MDT), Civil Rights Bureau, fully supports the American Indian Business Leaders (AIBL) program and its objectives.

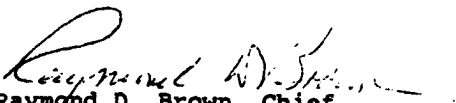
AIBL is seeking internship opportunities to allow American Indian business students to obtain practical work experience which will complement their academic studies. They are an excellent resource for intern opportunities within MDT and other transportation relation businesses.

In addition, MDT is responsible for the Disadvantage Business Enterprise program for Montana. There are presently 45 Indian owned firms that are certified under federal requirements established by the Federal Highway Administration. These certified companies are involved in and capable of all phases of highway construction. Eighteen of these firms are reservation based. One of our goals is to increase the number of Indian owned reservation firms. Not only will this assist the firms, but will promote tribal economic development as monies are returned to the reservation.

We look forward to working with AIBL not only as a source of interns, but as source for developing future business leaders throughout Montana and the Nation. We are most excited about their vision.

In the past, we have worked with the University of Montana School of Business Administration in programs for Native Americans. Their commitment is highly commendable and professional.

MDT is very supportive of AIBL's efforts to acquire funding to develop at the national level. It is needed. Not only are they an excellent resource for our agency, but will become a resource of talented and gifted Native American business leaders for the future of our country and native peoples.


Raymond D. Brown, Chief
Civil Rights Bureau

an Equal Opportunity Employer

The University of
Montana

School of Business Administration
The University of Montana
Missoula, Montana 59812-1216
(406) 243-4831 V/5136 TT Message
(406) 243-2086 FAX

September 9, 1994

TO WHOM IT MAY CONCERN:

RE: Michelle Henderson
American Indian Business Leaders

Over the last five years, I have had the opportunity to work with all seven Montana Indian reservations. I have been involved, for the past two years, in a specific project on campus that has been one of the highlights of my life. I am the advisor to AIBL, American Indian Business Leaders, which is a student association made up primarily of Native Americans majoring in Business Administration. We also have non-Native American members, as well as Native American students who are not majoring in business as members of the association. The primary mission of AIBL is to foster economic development on Montana's Indian reservations. Our business school is blessed with forty-four undergraduate Native Americans and three Native Americans in our graduate program. I have had the opportunity to work with Ms. Michelle Henderson for the last two years. She is my teaching assistant and president of AIBL.

To charter and establish AIBL on our campus was an educational opportunity beyond comparison for these Native American students. Now, as I watch them network and establish the many dimensions that will shape AIBL as it evolves, I am even more impressed with the way in which AIBL assists them in their own personal and professional growth and development. However, their most important mission is that of returning home to their reservations and being major players in developing their economies.

The concept of AIBL could start in grade K-12, move through the tribal colleges and junior colleges and into the university level. There are many ways in which we can excite and educate young Native Americans in the arena of economic development.

As dean of the School of Business Administration at The University of Montana, and as advisor to AIBL, I would ask for your full support in this most exciting student association.

Sincerely,



Larry Giانشetta, Dean

An Equal Opportunity University

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