



**KELLEY**  
SCHOOL OF BUSINESS  
Institute for International Business



## **CIBER Focus Interview Series**

### **Video Annotation**

**Understanding Islam and the Indiana Muslim Community**

**Link:** <https://www.youtube.com/watch?v=nnquX36Pzqk>

**Length:** 43:42

**Production Date/Year:** October 24, 2018

**Keyword Topics:** Indiana, Muslim, Islam, Religion

## Guest Info: Hamed Omar

Hamed Omar, IT consultant with Sallie Mae, offers some insights for understanding Islam from a business perspective. Primarily Omar focuses his discussion on Muslims in corporate leadership positions and considers some of the limitations which they face in the workplace. These include abstaining from excess alcohol and cautiously approaching opposite-gender relationships. Omar explains the mindset of many Muslim leaders and asserts that they are motivated to achieve leadership positions so that they can achieve their God-given purpose and fulfill their respective duties. To Muslims, accountability and incentive to donate are extremely important because they believe in the after-life. Omar emphasizes that God judges people by detecting if they have a sound heart. Consequently, this Islamic belief encourages many Muslims to quell envy, have faith and fulfill contractual obligations that ultimately lead to good business ethics. Finally, Omar fields questions from the audience regarding self and government regulation.

## Video Summary/Synopsis:

4:25 - Omar shares the origins of his coming to the United States and how he began to work so closely with the Muslim community.

5:52 - Omar shares the “two dimensions” of thought by Muslims as they approach leadership positions in a company, explaining what drives and motivates them and what Islam teaches that makes them effective leaders.

11:16 - Omar explains the external dimension to Muslim thinking when it comes to business, using the examples of alcohol and gender and how they may hinder the opportunities of Muslim businesspeople.

15:11 - Omar describes the central issues for Muslim businesspeople are 1) putting in the proper amount of good work/time management and 2) knowing that results are in the hands of God while effort is from the person.

24:12 - Omar says that some of the basic beliefs of Muslims makes them good players in the business workplace.

30:55 - Omar explains the value of trust and contractual obligation in the workplace and as a Muslim.

38:20 - Omar takes and answers questions from the audience.

## Standards:

### 7th Grade Social Studies

- **7.1.2**
  - Describe, compare, and contrast the historical origins, central beliefs and spread of major religions.
- **7.1.5**
  - Explain the influence of Muslim civilization on the growth of cities, the development of trade routes, political organizations, scientific and cultural contributions, and the basis for the early banking system to other cultures of the time.

### Ethnic Studies

- **ES.1.1**
  - Students describe and defend the appropriate terminology including but not limited to race, ethnicity, culture, cultural practices, bias, implicit bias, and critical consciousness.
- **ES.1.2**

- Students identify and analyze their social, ethnic, racial, and cultural identities and examine societal perceptions and behaviors related to their own identities.
- **ES.1.3**
  - Students evaluate how society's responses to different social identities lead to access and/or barriers for ethnic and racial groups in relation to various societal institutions, including but not limited to education, healthcare, government, and industry.
- **ES.3.1**
  - Students identify and explore current traditions, rites, and norms of an ethnic or racial group(s) and how they have or are changing over time.
- **ES.3.2**
  - Students assess how social policies and economic forces offer privilege or systematic oppressions for racial/ethnic groups related to accessing social, political, and economic opportunities.

### **Geography and World History**

- **GHW.2.1**
  - Map the development over time of world religions from their points of origin and identify those that exhibit a high degree of local and/or international concentration.
- **GHW.2.3**
  - Compare and contrast different religions in terms of perspectives on the environment and attitudes toward resource use, both today and in the past.
- **GHW.2.4**
  - Analyze and assess the rise of fundamentalist movements in the world's major religions during contemporary times (1980–present) and describe the relationships between religious fundamentalism and the secularism and modernism associated with the Western tradition.

### **Global Economics**

- **GE-7.2**
  - Identify and assess personal interests, abilities, life goals, and possible career choices
- **GE-7.3**
  - Predict your future lifestyle and income based on current global economic trends
- **GE-7.4**
  - Evaluate the impact of sociological, economic and technological changes on future careers

### **Sociology**

- **S.3.6**
  - Identify the major agents of socialization and evaluate the role each plays (family, play group, peer group, school, mass media, job, religion, total institutions, including re-socialization).
- **S.7.5**
  - Examine one or more important social institutions (such as marriage, family, education, health care, judicial system, religion) and their functions for society; consider how conflict theory sees the institution.

### **World History**

- **WH.2.1**
  - Review the development and key concepts of major world religions and philosophies including Hinduism, Buddhism, Judaism, Christianity, and Islam.

### Essential Questions:

- What challenges have individuals in minority groups faced in the workplace?
- How have perceptions of Islam affected some people's views of Muslims in the United States?
- What factors exist in modern business that serve as barriers to economic success for minority individuals?

### Depth of Knowledge

- Students will describe barriers to success in the workplace for members of different minority groups.
- Students will evaluate the response towards Muslims in the United States since 9/11.
- Students will develop a new hiring system for a business that makes sure to remove all biases.

### Additional Links & Related Information

- [Islamaphobia: Understanding Anti-Muslim Sentiment in the West](#) - Article and Statistics
- [17 Years After 9/11, Muslims are Still Presumed Guilty](#) - Article and Video
- [Hiring Bias](#) - Video