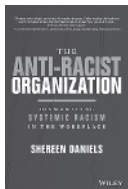


# **R – Recognise the Problem**

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*Do you understand the current state of play, as it relates to the people impacted by systemic racism and those who promote, preserve and uphold the conditions that hold your Black colleagues back?*



## Active Introspection

1.

**a. How important is dismantling systemic racism. . .**

(Answer instinctively and tick where appropriate)

|                              | Very important        | Somewhat important    | Not on the agenda     |
|------------------------------|-----------------------|-----------------------|-----------------------|
| To your organisation?        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| To your department/<br>team? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| To you?                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**b. Now consider the same question. If someone outside of your organisation was trying to guess how important this was based only on demonstrable evidence of action, how important would they think it was. . .**

|                          | Very important        | Somewhat important    | Not on the agenda     |
|--------------------------|-----------------------|-----------------------|-----------------------|
| To your organisation?    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| To your department/team? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| To you?                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**c. Has your answer changed?**

☐ Yes

☐ No

**d. If yes, what made you change your answer?**

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**e. If no, what makes you confident your answer still stands?**

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**2. Where is the pressure coming from for your organisation to address systemic racism?**

Tick all that apply. Be honest about what is actually driving the need to act.

**Inside the organisation**

- ☐ Your workforce at large (all racial identities)
- ☐ Black colleagues
- ☐ Non-Black colleagues
- ☐ A few disgruntled colleagues
- ☐ Managers
- ☐ Directors/Heads of departments
- ☐ HR

- ☐ Black Employee Resource/Affinity Group
- ☐ Diversity, Equity & Inclusion
- ☐ Executive leaders
- ☐ CEO
- ☐ Somewhere else \_\_\_\_\_
- ☐ There is no pressure

**Outside the organisation**

- ☐ Investors/shareholders
- ☐ Community members
- ☐ Customers
- ☐ Suppliers
- ☐ Regulators
- ☐ Partners
- ☐ Somewhere else \_\_\_\_\_
- ☐ There is no pressure

**What has triggered or intensified this pressure?**

- ☐ A specific incident of racism, bias or discrimination
- ☐ A compliant, grievance or legal challenge

- ☐ An internal review, investigation or audit
- ☐ An external review, inspection or regulatory intervention
- ☐ Public scrutiny (media, social media, campaigns)
- ☐ Internal data highlighting disparities (e.g. recruitment, progression, attrition, disciplinaries/grievances)
- ☐ Feedback from colleagues, networks or community groups that has been difficult to ignore
- ☐ Leadership recognising a pattern that can no longer explain away
- ☐ A combination of all of the above
- ☐ None of the above
- ☐ Something else \_\_\_\_\_

**a. If you had to choose one, where is the strongest pressure coming from? And what has been the strongest trigger?**

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**b. What makes you say that?**

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**c. If that pressure was removed, to what extent would your organisation still continue to address/or explore addressing this issue?**

- ☐ To a great extent, we would definitely continue
- ☐ To some extent, we would continue, but with less urgency
- ☐ To a limited extent, we would do what we can when we can
- ☐ Not at all, it would fall off the radar

**d. Given your answer, what makes you say this?**

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## What Do You Mean

**3. When your organisation names systemic racism as a problem, what is it actually referring to?**

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**4. Does their definition of systemic racism tend to focus on. . .**

- ☐ Individual overt behaviour/incidents (e.g. inappropriate comments, misconduct, abuse, discrimination)
- ☐ Interpersonal experiences (e.g. how people are treated day-to-day)
- ☐ Representation (e.g. diversity at different levels)
- ☐ Processes (e.g. recruitment, progression, performance management, disciplinaries/grievances, pay and reward)
- ☐ Culture (e.g. inclusion, culture fit, working environment, trust)
- ☐ Systems and decision-making (e.g. how decisions are made, who holds power and what impact that has)
- ☐ Something else: \_\_\_\_\_

**5. From the list below, indicate which areas are most recognised, and which are less visible or not mentioned at all in your organisation's understanding of systemic racism.**

| Area of focus                                                                                                                 | Most recognised       | Less visible or not mentioned |
|-------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------------------------|
| Individual behaviour (e.g. inappropriate comments, overt racist behaviour, misconduct)                                        | <input type="radio"/> | <input type="radio"/>         |
| Interpersonal experiences (e.g. day-to-day treatment)                                                                         | <input type="radio"/> | <input type="radio"/>         |
| Representation (e.g. diversity at different levels)                                                                           | <input type="radio"/> | <input type="radio"/>         |
| Processes (e.g. recruitment, progression, performance management, disciplinarys/ grievances, pay/benefits)                    | <input type="radio"/> | <input type="radio"/>         |
| Culture (e.g. inclusion, culture-fit, working environment)                                                                    | <input type="radio"/> | <input type="radio"/>         |
| Systems and decision-making (e.g. how decisions are made, who holds power and what impact that has)                           | <input type="radio"/> | <input type="radio"/>         |
| Supply chain/procurement decisions (e.g. which suppliers are used, the extent to which your processes favour large suppliers) | <input type="radio"/> | <input type="radio"/>         |
| Other (please specify):                                                                                                       | <input type="radio"/> | <input type="radio"/>         |

Looking at what is most recognised and what is less visible, what does this suggest about how your organisation is choosing to understand the problem?

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6. If you think about what’s happening right now in your organisation, where are the issues showing up vs where they aren’t?

| Area                                                                                                                                                   | Clearly showing up                                                                   | Not showing up (or we haven’t looked)                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Recruitment ( <i>who is interviewed</i> ) and entry into the organisation ( <i>who is hired</i> )                                                      |  |  |
| Progression and promotion                                                                                                                              |  |  |
| Talent calibration (how people are discussed and the extent to which personal characteristics vs performance/experience are used to justify decisions) |  |  |
| How work is allocated and resourced                                                                                                                    |  |  |

| Area                                                                                                                                                          | Clearly showing up                                                                  | Not showing up (or we haven't looked)                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| When Black colleagues remain hyper visible vs when they are invisible                                                                                         |    |    |
| Pay and reward (not just salary amounts, but how pay rises are administered, e.g. who has to wait for the formal process vs who gets an in-year pay increase) |    |    |
| Day-to-day experience (e.g. treatment, relationships, recognition)                                                                                            |    |    |
| Access to opportunities (e.g. glamour projects, development, visibility)                                                                                      |    |    |
| How we deal with formal grievances related to racial discrimination                                                                                           |    |    |
| Access to informal sponsorship                                                                                                                                |  |  |
| Performance management (including how performance is evaluated and what words are used)                                                                       |  |  |
| Retention/attrition                                                                                                                                           |  |  |
| Suppliers (e.g. which default suppliers are used)                                                                                                             |  |  |
| Other                                                                                                                                                         |  |  |

| Area  | Clearly showing up                                                                  | Not showing up (or we haven't looked)                                                |
|-------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Other |   |   |
| Other |   |   |
| Other |   |   |
| Other |  |  |

**Look at your responses. . .**

**a. What do you notice about where the issues are clearly showing up vs where they are less visible or not being looked at?**

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**b. For the ones that are not showing up or being looked at, why do you think that is?**

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**c. Which two of these areas require closer examination based on the evidence available or what you sense is a problem, but the organisation can't see it or is ignoring?**

**1.** 

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**2.** 

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## Be Honest

### 7. When racism is raised as an issue by a colleague in your organisation (or a concerned party), what typically tends to happen?

| Organisational response                                                                     | Happens frequently    | Happens rarely/<br>not at all |
|---------------------------------------------------------------------------------------------|-----------------------|-------------------------------|
| It is acknowledged and taken seriously                                                      | <input type="radio"/> | <input type="radio"/>         |
| It is treated as an isolated incident                                                       | <input type="radio"/> | <input type="radio"/>         |
| It is reframed into something less explicit (e.g. culture, communication, misunderstanding) | <input type="radio"/> | <input type="radio"/>         |
| More information or evidence is requested before action is taken                            | <input type="radio"/> | <input type="radio"/>         |
| It leads to formal processes (e.g. investigation, HR involvement)                           | <input type="radio"/> | <input type="radio"/>         |
| It is referred or passed to another team or function                                        | <input type="radio"/> | <input type="radio"/>         |
| It leads to informal resolution (e.g. conversations, coaching, mediation)                   | <input type="radio"/> | <input type="radio"/>         |
| It results in visible action or change                                                      | <input type="radio"/> | <input type="radio"/>         |
| Nothing happens                                                                             | <input type="radio"/> | <input type="radio"/>         |
| Other                                                                                       | <input type="radio"/> | <input type="radio"/>         |

**What does this suggest about whether your organisation treats these issues as isolated incidents or as part of a wider pattern?**

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**8. When racism is raised as an issue by a colleague in your department or team, what typically tends to happen?**

| Departmental response                                                                       | Happens frequently    | Happens rarely/not at all |
|---------------------------------------------------------------------------------------------|-----------------------|---------------------------|
| It is acknowledged and taken seriously                                                      | <input type="radio"/> | <input type="radio"/>     |
| It is treated as an isolated incident                                                       | <input type="radio"/> | <input type="radio"/>     |
| It is reframed into something less explicit (e.g. culture, communication, misunderstanding) | <input type="radio"/> | <input type="radio"/>     |
| More information or evidence is requested before action is taken                            | <input type="radio"/> | <input type="radio"/>     |

| Departmental response                                                     | Happens frequently    | Happens rarely/not at all |
|---------------------------------------------------------------------------|-----------------------|---------------------------|
| It leads to formal processes (e.g. investigation, HR involvement)         | <input type="radio"/> | <input type="radio"/>     |
| It is referred or passed to another team or function                      | <input type="radio"/> | <input type="radio"/>     |
| It leads to informal resolution (e.g. conversations, coaching, mediation) | <input type="radio"/> | <input type="radio"/>     |
| It results in visible action or change                                    | <input type="radio"/> | <input type="radio"/>     |
| Nothing happens                                                           | <input type="radio"/> | <input type="radio"/>     |
| Other                                                                     | <input type="radio"/> | <input type="radio"/>     |

**What does this suggest about how your department treats racism?**

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**9. Which concerns about racism tend to be taken more seriously in your organisation, and which are more likely to be minimised, reframed or dismissed?**

| Type of concern raised                                                                       | Taken seriously       | Minimised, reframed or dismissed |
|----------------------------------------------------------------------------------------------|-----------------------|----------------------------------|
| Individual incidents (e.g. comments, behaviour)                                              | <input type="radio"/> | <input type="radio"/>            |
| Repeated patterns over time (i.e. I notice x keeps happening all the time)                   | <input type="radio"/> | <input type="radio"/>            |
| Feedback from colleagues with lived experience                                               | <input type="radio"/> | <input type="radio"/>            |
| Data showing disparities, disproportionality or negative trends                              | <input type="radio"/> | <input type="radio"/>            |
| Challenges that point to organisational systems, policy exceptions or biased decision-making | <input type="radio"/> | <input type="radio"/>            |
| Concerns raised informally (e.g. in conversations)                                           | <input type="radio"/> | <input type="radio"/>            |
| Concerns raised formally (e.g. complaints, grievances)                                       | <input type="radio"/> | <input type="radio"/>            |
| Other                                                                                        | <input type="radio"/> | <input type="radio"/>            |

**Consider your responses. . .**

- a. What do you notice about the types of concerns that are easier to acknowledge, and those that are more likely to be questioned or dismissed?**

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- b. What does it allow the organisation to avoid confronting directly?**

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**10. Which concerns about racism tend to be taken seriously in your department or team, and which are more likely to be minimised, reframed or dismissed?**

| Type of concern raised                                                                       | Taken seriously       | Minimised, reframed or dismissed |
|----------------------------------------------------------------------------------------------|-----------------------|----------------------------------|
| Individual incidents (e.g. comments, behaviour)                                              | <input type="radio"/> | <input type="radio"/>            |
| Repeated patterns over time (i.e. I notice x keeps happening all the time)                   | <input type="radio"/> | <input type="radio"/>            |
| Feedback from colleagues with lived experience                                               | <input type="radio"/> | <input type="radio"/>            |
| Data showing disparities, disproportionality or negative trends                              | <input type="radio"/> | <input type="radio"/>            |
| Challenges that point to organisational systems, policy exceptions or biased decision-making | <input type="radio"/> | <input type="radio"/>            |
| Concerns raised informally (e.g. in conversations)                                           | <input type="radio"/> | <input type="radio"/>            |
| Concerns raised formally (e.g. complaints, grievances)                                       | <input type="radio"/> | <input type="radio"/>            |
| Other                                                                                        | <input type="radio"/> | <input type="radio"/>            |

**Consider your responses. . .**

- c. What do you notice about the types of concerns that are easier to acknowledge, and those that are more likely to be questioned or dismissed?**

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- d. What does it allow your department to avoid confronting directly?**

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**11. What do you think is blocking your organisation's ability to fully recognise and accurately define the problem?**

| Potential blocker                                               | Definitely            | Not really a factor   |
|-----------------------------------------------------------------|-----------------------|-----------------------|
| Discomfort in naming racism directly                            | <input type="radio"/> | <input type="radio"/> |
| Preference for less specific language (e.g. culture, inclusion) | <input type="radio"/> | <input type="radio"/> |
| Reliance on data before recognising issues                      | <input type="radio"/> | <input type="radio"/> |
| Lack of clarity, agreement or support at the leadership level   | <input type="radio"/> | <input type="radio"/> |
| Concern about reputational risk                                 | <input type="radio"/> | <input type="radio"/> |
| Fear of saying or doing the wrong thing                         | <input type="radio"/> | <input type="radio"/> |
| Lack of sight as to who is responsible for leading this work    | <input type="radio"/> | <input type="radio"/> |
| Fatigue from hearing about this problem                         | <input type="radio"/> | <input type="radio"/> |
| Not believing that it is a problem                              | <input type="radio"/> | <input type="radio"/> |
| Lack of knowledge in the subject matter                         | <input type="radio"/> | <input type="radio"/> |
| Leaders' preference that it is not mentioned                    | <input type="radio"/> | <input type="radio"/> |
| Some form of discomfort with the subject                        | <input type="radio"/> | <input type="radio"/> |
| Something else                                                  | <input type="radio"/> | <input type="radio"/> |

| Potential blocker | Definitely            | Not really a factor   |
|-------------------|-----------------------|-----------------------|
| Something else    | <input type="radio"/> | <input type="radio"/> |
| Something else    | <input type="radio"/> | <input type="radio"/> |

**12. What do you think is blocking your team or department's ability to fully recognise and accurately define the problem?**

| Potential blocker                                               | Definitely            | Not really a factor   |
|-----------------------------------------------------------------|-----------------------|-----------------------|
| Discomfort in naming racism directly                            | <input type="radio"/> | <input type="radio"/> |
| Preference for less specific language (e.g. culture, inclusion) | <input type="radio"/> | <input type="radio"/> |
| Reliance on data before recognising issues                      | <input type="radio"/> | <input type="radio"/> |
| Lack of clarity, agreement or support at the leadership level   | <input type="radio"/> | <input type="radio"/> |
| Concern about reputational risk                                 | <input type="radio"/> | <input type="radio"/> |
| Fear of saying or doing the wrong thing                         | <input type="radio"/> | <input type="radio"/> |
| Lack of sight as to who is responsible for leading this work    | <input type="radio"/> | <input type="radio"/> |

| Potential blocker                            | Definitely                                                                           | Not really a factor                                                                   |
|----------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Fatigue from hearing about this problem      |    |    |
| Not believing that it is a problem           |    |    |
| Lack of knowledge in the subject matter      |    |    |
| Leaders' preference that it is not mentioned |    |    |
| Some form of discomfort with the subject     |    |    |
| Something else                               |    |    |
| Something else                               |    |    |
| Something else                               |  |  |

**13. How often do you look at how the organisation works well for some groups, and what that tells you about advantage?**

**That is, how white and other groups experience the organisation compared to Black colleagues, customers, or community members**

- ☐ Very often. We regularly examine how different groups experience the organisation and what that shows us

- ☐ Often. We sometimes look at this, but it's not consistent
- ☐ Occasionally. It comes up from time to time, usually alongside other analysis
- ☐ Rarely. We focus more on disparities than on how advantage shows up

**a. What does your organisation understand about why some groups experience your culture more positively than others?**

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**b. Where does the organisation work as expected for some groups, but not for others?**

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**c. What does this suggest about how decisions, processes or behaviours are designed or rewarded?**

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**d. What feels more comfortable to talk about: disadvantage or advantage?**

- ☐ Disadvantage as it impacts Black people
- ☐ Advantage as it benefits white people and other groups (to differing degrees)

**Why?**

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**14. Thinking about your responses to Q11, Q12 and Q13. . .**

- a. Where does it feel like the organisation is already seeing the issue, but avoids naming it directly?**

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- b. Where does it feel like your department really sees the issue but avoids naming it directly?**

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**c. Why do you think that is?**

**In regard to your organisation**

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**In regard to your department/team**

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**15. When the problem is described or discussed within your organisation as a whole, whose voices carry the most weight in shaping the narrative?**

Who chooses what words to use?

What influence do they have over how the issue is framed or softened?

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**16. Where do you see senior leaders being clear and direct about the problem?**

**Give examples of who/when.**

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**What do you think is the impact of this clarity?**

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**17. Where do you see hesitation, diluting the problem or avoidance?**

**Think about the context of when you saw this happening.**

[illegible]

[illegible]



## Where You Stand (Organisational Diagnostic)

Up to this point, you have been describing what you see; now it's time to examine how your organisation as a whole (i.e. including your department or team) has come to recognise and 'see' the problem in that way that it has.

**For each statement below, score your organisation using the following scale:**

- ① = Not true at all
- ② = Occasionally true, i.e. it's not the norm
- ③ = True in some areas or situations
- ④ = Mostly true, bar a few exceptions
- ⑤ = Consistently true, this is how we operate

### A. Who defines the problem

1. The definition of racism in this organisation is shaped by the experiences of those most affected, rather than being interpreted or filtered by others.
2. Lived experience of racism is treated as credible in its own right, rather than requiring translation into 'acceptable' forms of evidence.
3. When different accounts of the problem exist, the organisation does not default to the version that is most comfortable, palatable or convenient.

**Sub-total**

## B. What is recognised as evidence

- |                                                                                                                                 |                      |
|---------------------------------------------------------------------------------------------------------------------------------|----------------------|
| 4. We recognise systemic racism, not just individual overt incidents, when identifying what the problem is.                     | <input type="text"/> |
| 5. Data is used to deepen understanding of where systemic racism is showing up, not to delay, question or debate its existence. | <input type="text"/> |
| 6. A perceived lack of data is not used as a reason to delay acting on what we already know                                     | <input type="text"/> |
| <b>Sub-total</b>                                                                                                                | <input type="text"/> |

## C. How the problem is framed

- |                                                                                                                                                                              |                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| 7. We are willing to name systemic racism directly, rather than reframing it into culture, inclusion and belonging.                                                          | <input type="text"/> |
| 8. The problem is not reduced to individual overt actions or attitudes when there is evidence of wider consistent patterns or trends.                                        | <input type="text"/> |
| 9. Our organisation recognises and talks about the structural factors (such as decision-making, systems, governance) that can contribute to the presence of systemic racism. | <input type="text"/> |
| <b>Sub-total</b>                                                                                                                                                             | <input type="text"/> |

## D. Whose voices are paid the most attention to

10. Those most impacted by systemic racism have meaningful influence over how the problem is understood, not just opportunities to share their experiences.
11. Senior leaders do not rely solely on external advisors, HR, DEI, Black Employee Resource/Affinity Groups or specialist functions to define and solve the problem on the organisation's behalf.
12. Challenge from internal or external voices who have both lived and professional expertise is engaged with seriously, rather than being questioned, dismissed or sidelined.
- Sub-total**

## E. How decisions are made

13. Decisions about what to prioritise are influenced by the impact on those most affected, not just reputational risk or organisational comfort.
14. Discomfort or disagreement from those least impacted does not shape how the problem is defined.
- Sub-total**

## F. Where do we look the other way

- |                                                                                                                                                                                |                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| <b>15.</b> The organisation does not rely on additional activity (e.g. listening, training, programmes) as a substitute for clearly defining the problem.                      | <input type="text"/> |
| <b>16.</b> Resistance or disagreement from white colleagues, managers and leaders in our workforce does not determine how seriously the problem is taken or how it is defined. | <input type="text"/> |
| <b>17.</b> The organisation examines its own practices to understand how it may be contributing to the problem, not just where the problem appears.                            | <input type="text"/> |
| <b>Sub-total</b>                                                                                                                                                               | <input type="text"/> |

## G. From recognition to responsibility

- |                                                                                                                                                    |                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| <b>18.</b> There is shared clarity across the executive/leadership team about what the problem is, rather than multiple or competing perspectives. | <input type="text"/> |
| <b>TOTAL</b>                                                                                                                                       | <input type="text"/> |



## Just a Minute

Before heading into your group discussion, consider your scores:

- a. Where are your highest scores, and what does that suggest about how your organisation understands itself in relation to this issue?**

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- b. Where are your lowest scores, and what might that reveal about what is being filtered, softened or avoided?**

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**c. What patterns do you notice in how the problem is being recognised (based on your scores)?**

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## Group Discussion >>>> Team Clarity

Moving from an individual view to a shared position.

You have each worked through the questions individually (even if you discussed them in a group setting).

This next step is about bringing those views together.

The objective here is not to agree on everything, but to be clear about:

- Where you align
- Where you don't
- And what that means for how the problem is currently understood



**When answering each question, you should only be making a note of the agreed position, i.e. everyone should have the same version of the answer, apart from when you are making commitments that are personal to you.**

**1. What Is the Problem(s) of Systemic Racism That You Are Trying to Solve?**

- a. Why are you doing through this workbook? That is, what problems is the workbook trying to help you solve?**

*What are you including?*

*What are you not including (and why)?*

Give four or five sentences/lines max.

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- b. Where do you agree the problem is most clearly showing up?**

*Where is there strong alignment?*

*Where is there disagreement?*

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## 2. How You Respond to What You Already Know

- a. What type of concerns or issues are consistently taken seriously, and which are not?**

*What is, or isn't happening, that could explain that difference?*

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- b. Based on your discussion so far, what is currently influencing how your organisation understands the problem?**

*What is influencing what gets seen?*

*What is influencing what gets ignored, minimised or flat-out dismissed?*

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**c. What is currently influencing how your leaders understand the problem?**

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**d. What is currently influencing how your department/team understand the problem?**

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**e. And you?**

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### **3. Closing the Gap**

**a. Where do you now think a collective understanding of the problem is incomplete? That is, what is missing?**

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**b. Where do you think at senior leadership level understanding of the problem is incomplete?**

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**c. And at a colleague level?**

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#### 4. Your Next Best Steps

- a. What do you think needs to happen next as a priority, given your answers?

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- b. Why are these steps the most important?

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**c. Who will follow up on behalf of the team?**

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**d. By when?**

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**e. Looking at how you have defined the problem. . .**

**What might you see differently if you focused on how the organisation works well for some groups, rather than only where it doesn't work for others?**

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**f. What might this change about the data you look at, the questions you ask or the actions you prioritise?**

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**g. How comfortable do you think your organisation would feel if you reframed the problem in this way?**

- ☐ Very comfortable
- ☐ Somewhat comfortable
- ☐ Not sure
- ☐ Uncomfortable
- ☐ Very uncomfortable

**Why?**

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**What does this tell you about how your organisation understands and responds to this issue?**

[illegible]

**5. The Part of the Discussion That Resonated and Caused Us the Most Discomfort to Talk About Was**

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**Because**

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*If you have done this section well, you should no longer be able to unconsciously soften, reframe or avoid naming the problem as it actually exists within your organisation, without being acutely aware of the impact.*

## **Notes on R – Recognise the Problem**

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