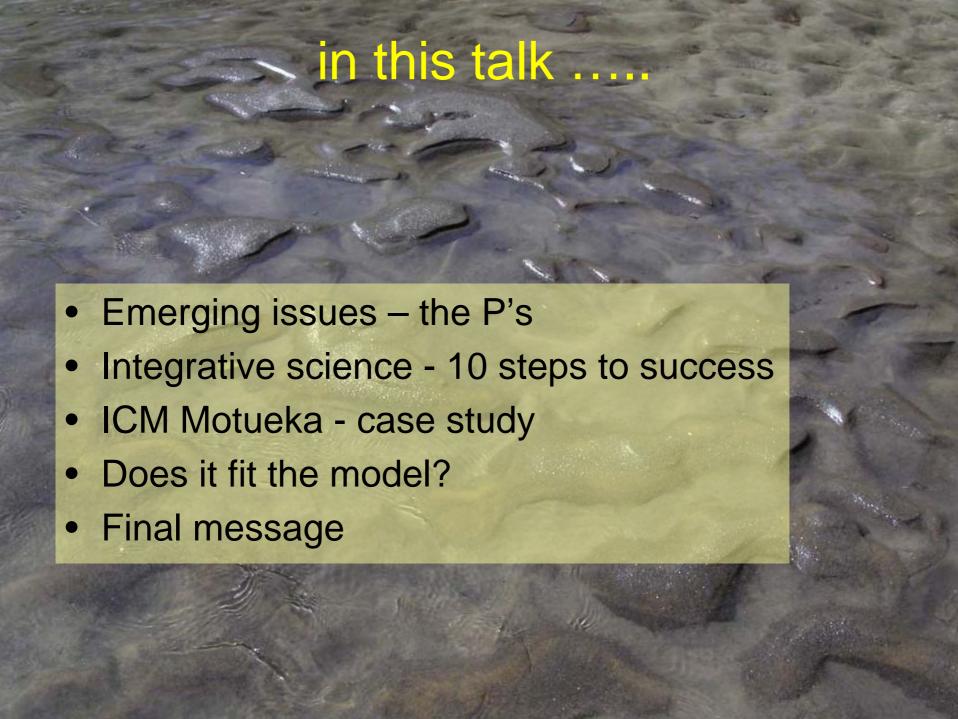


#### Integrative research: steps to success

Integrated Catchment Management (ICM)
case study
New Zealand

Chris Phillips

Will Allen, Andrew Fenemor & the ICM whanau



## people, passion, purpose

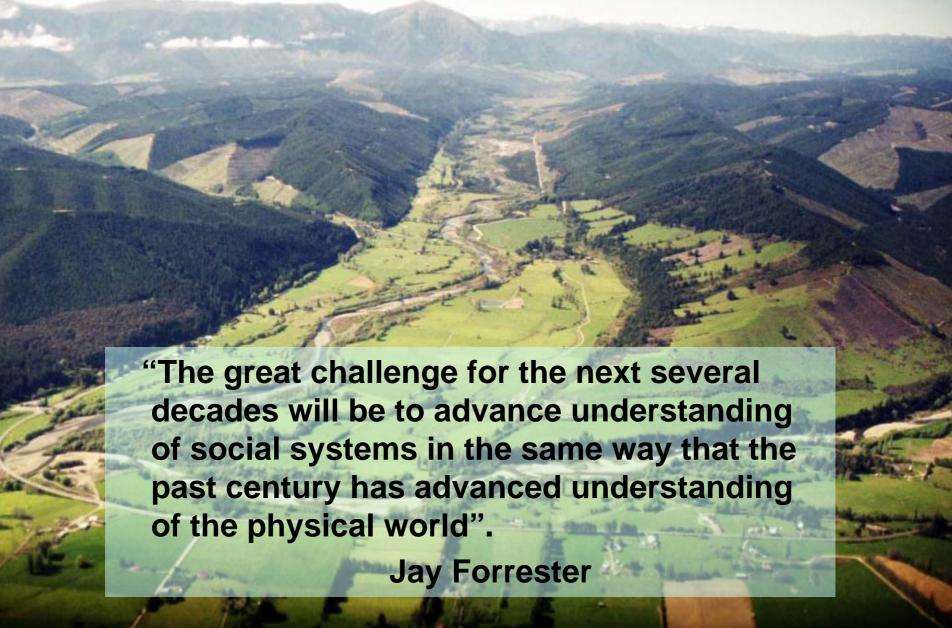


"The ability to act on knowledge is power.

Most people in most organizations do not have the ability to act on the knowledge they possess".

Michael Schrage





#### Simple

Following a Recipe



The recipe is essential

Recipes are tested to assure replicability of later efforts

No particular expertise; . knowing how to cook increases success

Recipe notes the quantity and nature of "parts" needed

Recipes produce standard products

Certainty of same results every time

#### Complicated

A Rocket to the Moon



- Formulae are critical and necessary
- Sending one rocket increases assurance that next will be ok
  - High level of expertise in many specialized fields + coordination
- Separate into parts and \* then coordinate
- Rockets similar in critical ways
- High degree of certainty of outcome

Complex

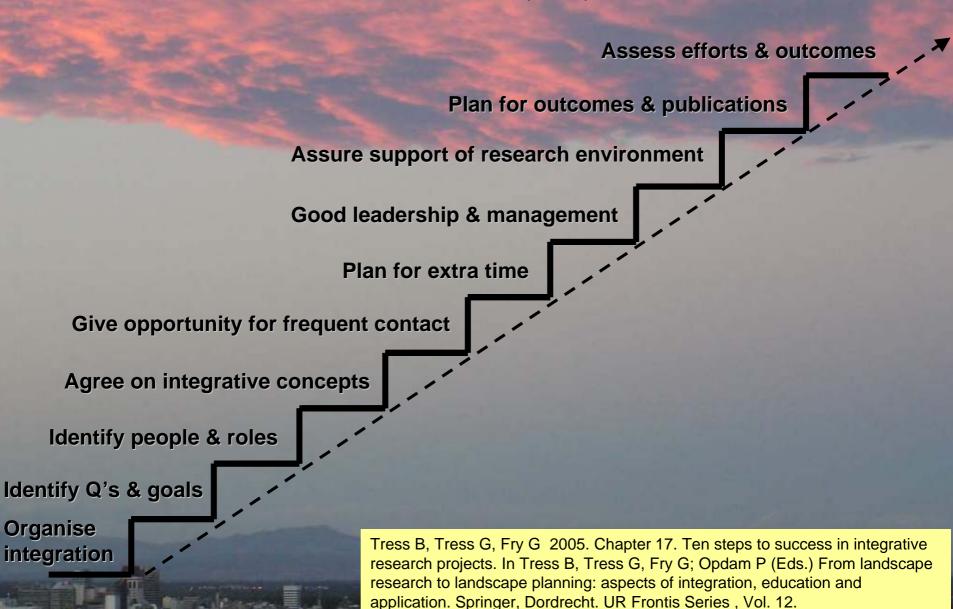
Raising a Child



- Formulae have only a limited application
- Raising one child gives no assurance of success with the next
- Expertise can help but is not sufficient; relationships are key
- Can't separate parts from the whole
- Every child is unique
- Uncertainty of outcome remains

Zimmerman (2005)

after Tress et al. (2005)



#### INTEGRATED CATCHMENT MANAGEMENT

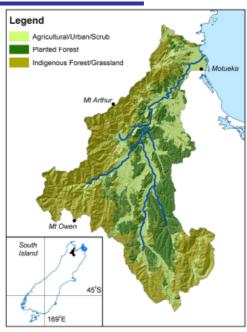
for the Motueka River

· ridge tops to the sea ·

#### http://icm.landcareresearch.co.nz/

Where is the Motueka?



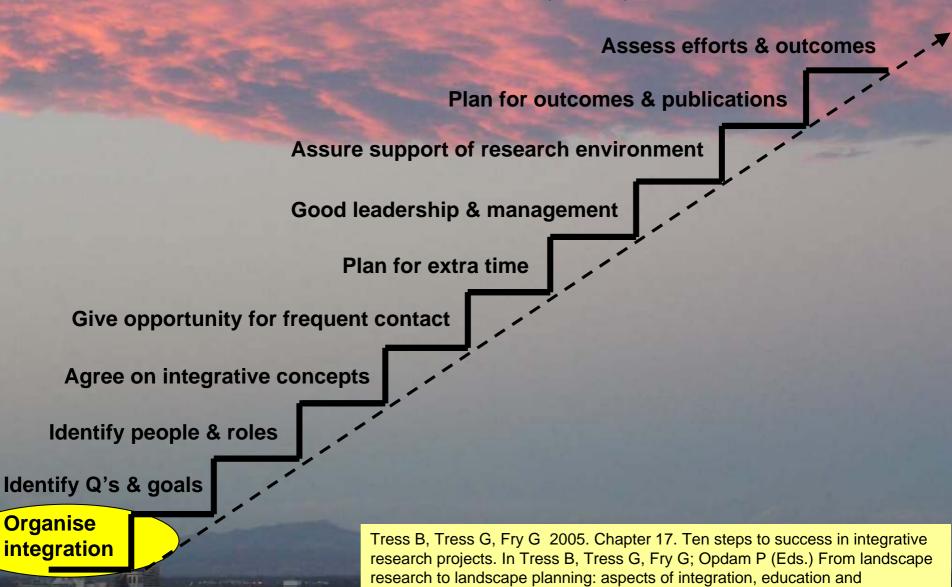








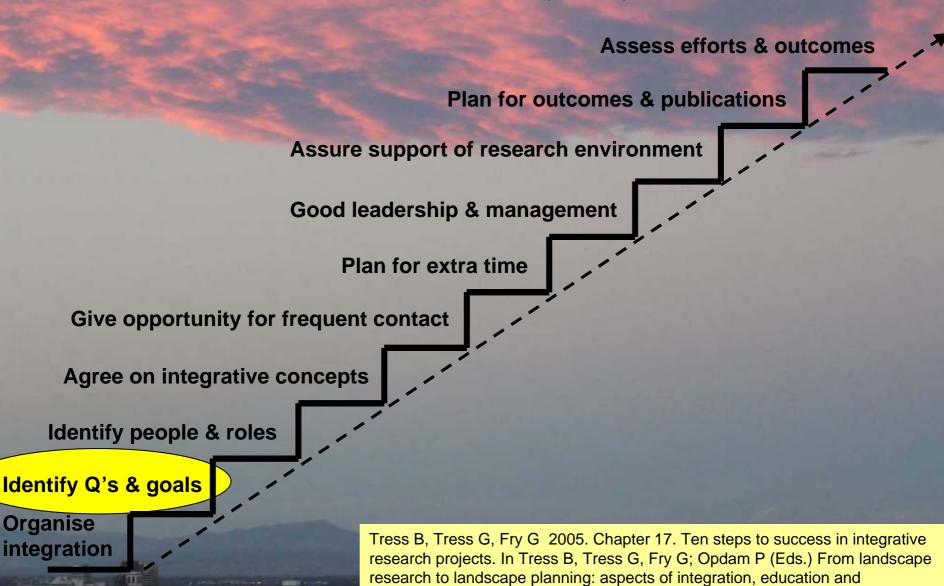
after Tress et al. (2005)





Multiple levels of interaction

after Tress et al. (2005)

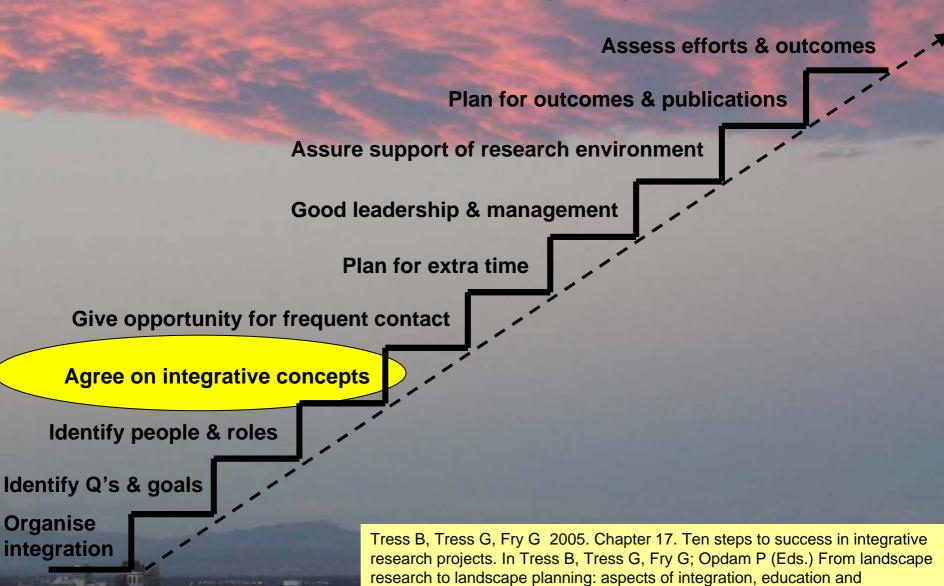


### Step 2: Identify common questions & goals

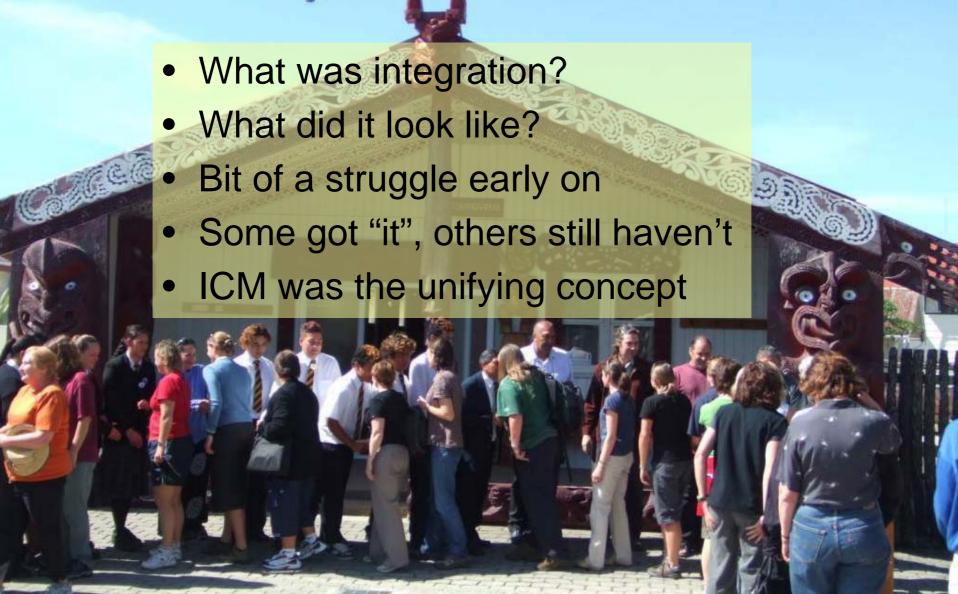
- Programme goal
- Common research questions
- Outside of programme stakeholders
- Reassignment of disciplines

Goal: undertake research to help improve the management of land, freshwater, and near-coastal environments in catchments with multiple, interacting, and potentially conflicting land and water uses.

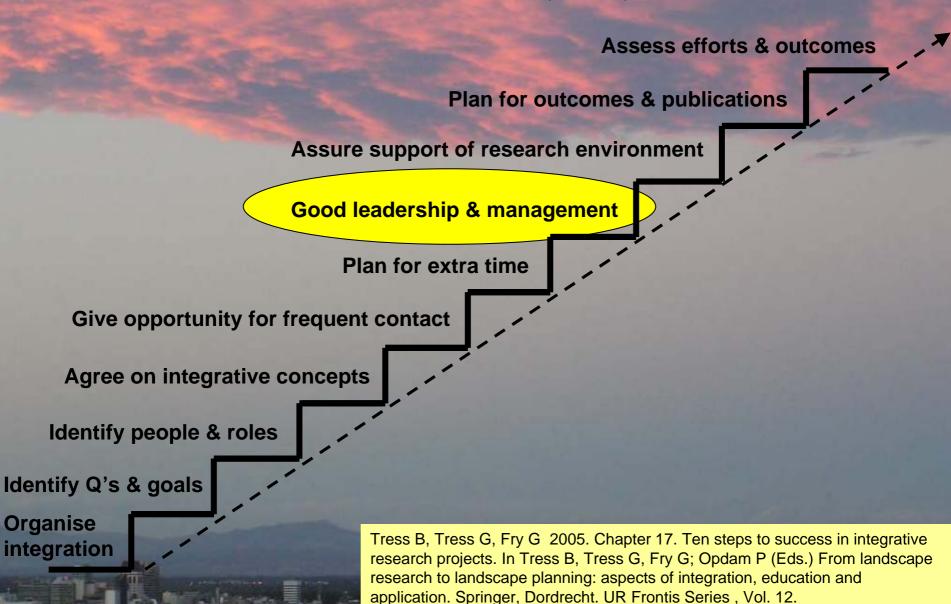
after Tress et al. (2005)



# Step 4: Agree on integrative concepts & face the challenge of epistemology

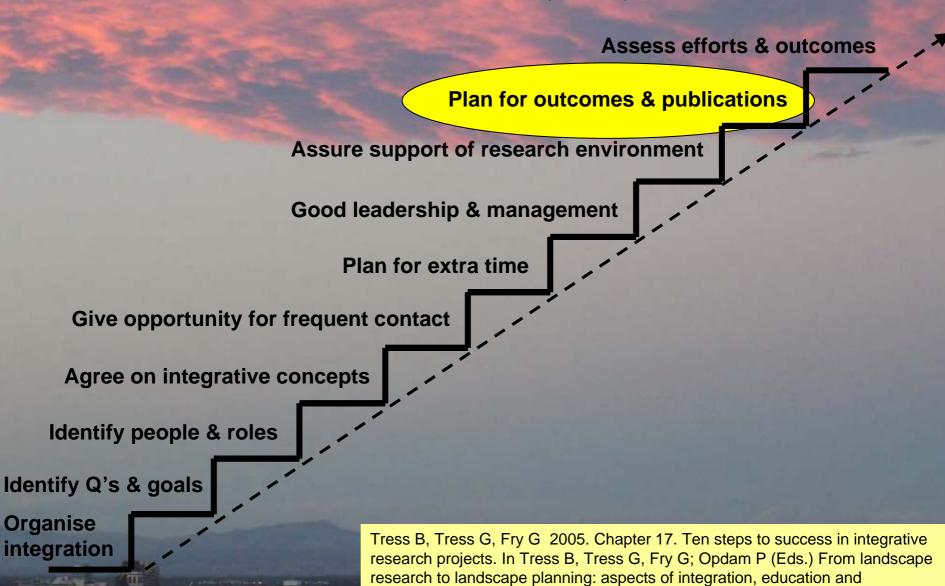


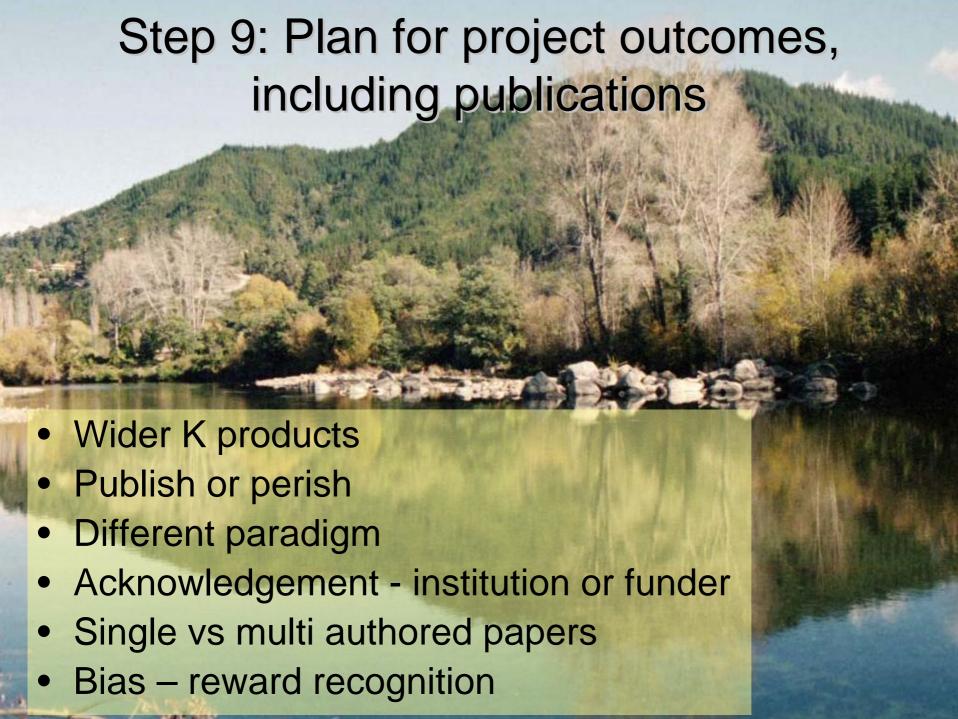
after Tress et al. (2005)



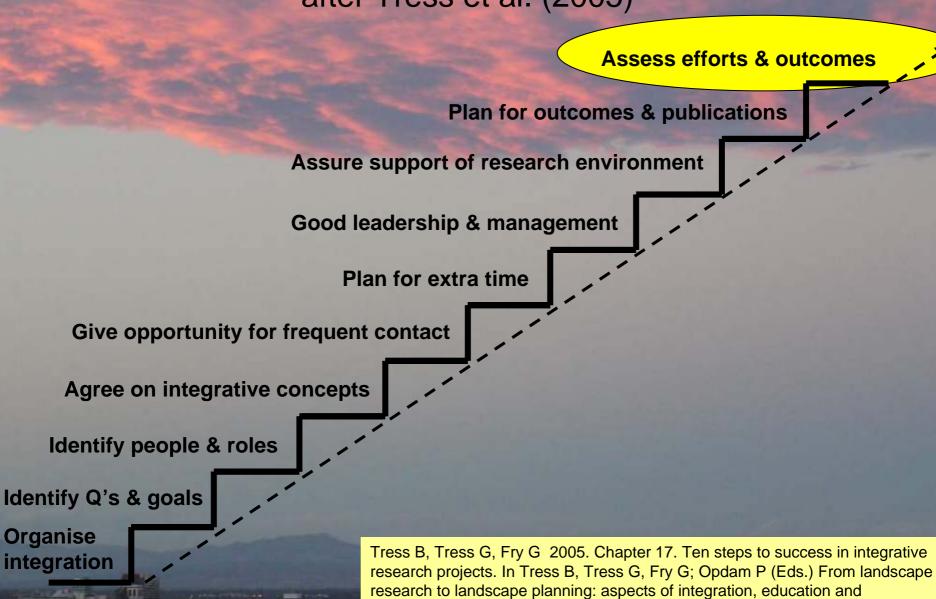


after Tress et al. (2005)





after Tress et al. (2005)



# Step 10: Assess individual efforts & project outcomes

- Reporting
- Review
- Not rated as high as tightly focused projects
- Beat them or join them play their game?

## in summary .....

Our ICM Motueka experience confirms that the Tress model is useful to describe integrative science projects.

