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**Doctoral Level Management Action Research
– A Graduate's Experience**

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ABSTRACT

Driven by the knowledge economy the current dichotomy of university based learning and workplace practice needs to change; in terms of both the production of practically relevant research and the transfer of research results between academia and managers. Universities need to increasingly complement conventional approaches to managerial learning with approaches that acknowledge and support the redefined relationship between higher education and work, through to the knowledge workers undertaking the work of the knowledge economy, only some of whom are located within university settings.

Partly in response to the knowledge economy, doctoral level management studies have evolved to offer students a choice between PhDs and professional doctorates, both of which offer the opportunity to undertake management action research (AR) which involves concurrent research and action.

A first-person case study of doctoral level management AR is used to illustrate the use of AR as research-in-action, by stepping through a series of five action research cycles which led to the *Development of a Method to Improve the Definition and Alignment of Intangible Project Outcomes with Tangible Project Outputs*; a method which has contributed to both research and practice. In addition, the role of the researcher is reviewed along with how key challenges of AR were addressed.

Management educators and researchers, including post graduate students may find the paper encourages them to seriously consider the inclusion of AR in their programs of study.

Key words: Management, Education, Action Research, Doctoral, Project Management, Intangibles