

USING DESIGN SCIENCE TO FURTHER DEVELOP VISUAL MANAGEMENT APPLICATION IN CONSTRUCTION

Denise Ann Brady¹, Dr. Patricia Tzortopoulos² & Dr. John Rooke³

ABSTRACT

This paper presents preliminary results of an ongoing PhD work, focusing on the further development of Visual Management (VM) application in Construction using prescriptive research through Design Science. The aim of the paper is to present a case study that describes how a Visual Management Method (VMM) was developed and implemented to improve transparency on a construction site and to consider how this method can make a contribution to Visual Management theory. The VMM incorporates visual tools that are applied together to plan, measure and visualise work on a daily basis. The paper concludes with a discussion on how the VMM relates to the literature on Visual Management and determines the next steps to be taken to refine the method and provide theoretical contributions.

KEYWORDS

Design, visual management, lean implementation

INTRODUCTION

The main sources for discussions of Visual Management (VM) in construction are the lean construction related papers. Some of the previous work on the area has focused on the application of visual management tools and the demonstration of its applicability in a construction context, as discussed by Tezel (2011). While these isolated applications provide valuable contributions, it can be argued that a more comprehensive approach could lead to a deeper understanding of Visual Management in construction and broader results. The importance of implementing broader solutions as opposed to isolated tools was considered by Picchi et al. who stated that “when tools are implemented in isolation, poor implementations of lean concepts are observed (Picchi et al. 2004)”. The same authors proposed a framework for such broader solutions based on the five lean principles: value, value stream, flow, pull and perfection. Scenarios were presented as to how a broader application of lean thinking can be applied to job sites and it was determined that no such implementations exist, which presented a challenge for future research and practical implementations (Picchi et al. 2004). The authors acknowledge that while the application of isolated tools are important steps towards lean dissemination in job sites, the use of lean

¹ PhD Student, School of the Built Environment, University of Salford; UK. brady_denise@web.de

² Senior Lecturer, School of the Built Environment, University of Salford; UK. Phone +44 161 295 4284; p.tzortopoulos@salford.ac.uk

³ Research Fellow, HaCIRIC, School of the Built Environment, University of Salford, Greater Manchester. Phone +44 161 295 6344; j.a.rooke@eul.cc

tools based on a broader lean system analysis is necessary for more significant results (Womack and Jones 1996; Liker 1997; Rother and Shook 2000). This paper presents a Visual Management Method (VMM) that was developed initially in practice to address a practical problem faced on a construction site. This practical problem was lack of transparency in daily operations onsite, which led to difficulties in communication, decision-making and general progress in daily work. The VMM also addresses a theoretical problem which is the lack of broader, holistic solutions when implementing Visual Management (Picchi et al. 2004; Tezel 2011). Design Science is being applied as a research strategy to solve these problems, as discussed as follows.

LITERATURE REVIEW

Visual management is a system for organisational improvement that aligns organisational vision, core values, goals and culture with other management systems, by means of stimuli (information), which directly address one of the five main senses: sight, hearing, feeling, smell and taste (Liff and Posey 2004; Tezel 2011). VM uses visual aids to improve processes and communication and promote continuous improvement (Ho and Cicmil 1996). It makes abnormalities visible so that corrective action can be taken (Imai 1997) and it enhances communication by making information easily accessible in a production setting (Liker et al. 1995).

Galsworth (2005) proposed an application framework for VM in manufacturing consisting of four main levels: visual order, visual standards, visual measures and visual guarantees. Visual order is the foundation level and refers to the 5S concept of systematically cleaning, organising and standardising the workplace. Visual standards focus on providing workers with visual information to support their tasks. Visual metrics is the preceding level which focuses on creating transparency of metrics for the workplace as a whole so that abnormalities are highlighted and corrective action can be taken. Finally, the visual guarantee refers to reducing human error to a minimum by introducing visual controls (for example floor markings) and poke yoke (mistake proofing device).

Tezel (2011) developed an in depth study of VM in construction, and concluded that it tends to focus on the use of isolated visual tools borrowed from manufacturing, leading to a relatively narrow approach. These tools are sometimes explained secondarily as part of a lean construction implementation effort with poor connection to a strategy, i.e. *“the wider discussion needs to show different Visual Management Practices and their connections on a construction site and /or company in a holistic manner”* (Tezel 2011: 96). In his work, Tezel identified and classified 19 different types of Visual Management tools used in construction, which provides a basis for future VM implementations. The research presented as follows builds upon such previous work and aims to provide a holistic method for the implementation of VM.

RESEARCH METHOD

Design Science is a research method for producing innovative constructions, intended to solve problems faced in the real world and, by that means, to make a contribution to the theory of the discipline in which it is applied (Lukka 2003). Design Science products can be of four types (March and Smith 1995): constructs, models, methods and implementations. Rather than posing theories, design scientists strive to create models, methods and implementations that are innovative and valuable to both theory development and improvement to practice. Peffers et al. (2007) proposes steps for Design Science

research consisting of: 1) Problem identification and motivation, 2) Define objectives for a solution, 3) Design and development, 4) Demonstration, 5) Evaluation and 6) Communication.

Design Science was chosen for this research because it involves the development of a solution with practical and theoretical relevance. Design Science is also a suitable strategy for this work since the Visual Management Method was developed initially in response to a practical problem, but had not been formally thought through. The Design Science steps 1-6 do not necessarily have to take place in that order, which is the case in this work. Design science “could result from the existence of an artefact that had not yet been formally thought through” (Peffer 2007). In the course of the research, the aims, objectives and structure of this VM method will be refined, to make a contribution to the theory of VM and to its application in practice.

Table 1 illustrates how Design Science is being applied to this research. It shows the steps as proposed by Peffer (2007), with the corresponding research activities and anticipated outcomes. It can be noted from the table that the research is being carried out in stages that are referred to as “cycles”. The first cycle is very much practically focused, since the initial development of the VM method was in direct response to a practical problem. Using the practical problem as a starting point, the researcher carried out an analysis onsite to fully understand the issue and to gather data and ideas that would help when defining the objectives for a solution. The objective of this analysis was to:

- Gather first impressions of the daily operations of the site and to gain a snapshot of the delivery date performance during that particular timeframe (i.e. was the work that was planned to be carried out on a particular day actually completed on that day?). Identification of any obvious sources of waste on the project.
- Identify / verify main problems onsite and improvement opportunities.

Table 1: How Design Science is being applied to this research

Timescale	...2007			...2008			...2009			...2012			
PRACTICAL CYCLE	Problem identification and motivation	Define objectives for a solution	Design and Development	Demonstrate	Evaluation	Communication	PRACTICAL & THEORETICAL CYCLE	Refine problem	Refine objectives for a solution	Improve design	Demonstrate	Evaluation	Communication
Activity	1) Definition of practical problem (case study)	1) Definition of objectives for solution of practical problem (case study)	1) Design and develop solution on practical objectives	1) Demonstration of solution in case study	1) Does it solve the practical problem? Benefits of implementation.	1) Final report	Activity	1) Refine practical problem by reviewing literature on practical problem 2) Clarify barriers in implementing lean methods in construction from literature and practical experiences	1) Re-definition of objectives for a solution based on theoretical knowledge and first practical experience 2) Review other examples of using VM in Lean Manufacturing for possible important learnings for objectives (participant observation)	1) Adaptation of first design of solution taking learnings from practical case study and re-definition of objectives into consideration	1) Highlighting of main differences	1) Evaluation of improved method	1) Summary of results
Outcome 1	1) Practical problem identified	1) Objectives for solution identified	1) First design developed for practical use	1) Description of practical application	1) Improvement points in practice		Outcome 2	1) Refined problem based on literature review	1) Refining of objectives for solution	1) Improved solution	1) Description of main differences in practice	1) Feedback on improved concept	1) Presentation and communication of results

After the analysis, a brainstorming phase, which was carried out by the researcher and a colleague, took place to develop ideas of what method could be used to improve the problem areas highlighted both before and during the analysis. These ideas contributed to

the initial development of the VMM, as described below (practical cycle shown in Table 1 above). The final part of the case study focused on the implementation of the VMM on one building site. The learning's gathered from this implementation flow into the second "cycle" of the Design Science strategy called "the practical and theoretical cycle" (right side of Table 1). In this cycle, the original practical problem is reviewed and refined based on the literature. An evaluation of the first implementation in the "practical cycle" is carried out parallel to understanding of how the VMM relates to the literature, to rethink the objectives of the solution based on the literature and finally, to propose an improved solution that also contributes to the theoretical underpinnings of Visual Management.

CASE STUDY: DEVELOPMENT OF INITIAL METHOD

The VM method was developed and implemented to solve a practical problem, as part of a case study on a building site in Germany. The practical problem experienced was a general lack of transparency in daily operations on the construction site which led to problems such as a lack of communication, too much information, slow decision-making, lack of clear responsibilities, unsatisfactory interfaces between planning and contracting companies, no process orientation and different perceptions of quality.

BACKGROUND

The project involved the construction of a block of residential apartments in Germany. Since 2007, the researcher has been employed by a company specialising in project management in construction, as a Process Consultant in Lean.

The goal of the case study was to develop a method to improve transparency onsite in general, by introducing a visualised daily planning system that brought clarity, aided communication and decision-making and simplified information. It was also intended that by visualising work, progress could be measured and possible waste could be avoided: overproduction, waiting, transport, over processing, excess inventory, unnecessary movement, defects, unused employee creativity (Liker 2004) and making-do (Koskela 2004). The case study includes the design of the method and its preliminary implementation (practical cycle in Table 1).

VISUAL MANAGEMENT METHOD (VMM)

The VMM provides a framework for applying a number of visual tools simultaneously to a construction project with the objective of improving transparency, which in turn will aid communication, decision-making and day to day planning of activities. Its focus lies in the simplification, visualisation and measurement of work on a daily basis to ensure target milestones are met, quality is improved and construction workers are actively involved. The VMM seeks to provide a broader solution for implementing Visual Management as mentioned in the literature review and this will require further consideration in the future.

VISUALISATION OF DAILY WORK

The focus point of the VMM is the construction board (Figure 1), which is situated in a central area of the building site. The function of the construction board is to display the daily work packages and to act as a physical central point of meeting and discussion for all involved in the construction project.

Initially, construction cards or work packages were defined, planned and prepared by the researcher together with the foreman and contractors in advance. This involved a thorough analysis of the main construction processes on the master plan so that work could be broken down to a monthly, weekly and then finally daily level. In a similar way, the Last Planner system breaks work down into assignments of weekly activities. However in the VMM, the work packages take on a physical form of a construction card which has its own individual identity and is used to indicate status of completion. Each construction card represented 1 unit of work for one company for any given day. It showed the worker capacity needed for this unit of work, the material needed, where the work would be carried out, when, and by whom.

Individual cards would be collected by the responsible worker each morning and taken with them to the area of work where it would be displayed to indicate work-in-progress (Figure 2). This encouraged the active involvement of the worker and provided him with a physical platform to communicate problems and propose solutions.

By visualising these work packages, a daily operational planning was not only enabled, but also it was clear to “see” what work was carried out where and which areas were currently vacant. It highlighted further possibilities of eventually reducing overall lead time by planning additional work in vacant areas. It was also clear to see at just one glance at the board, which work was completed, which was in progress and which was delayed. During this case study, it was found that the board simplified and improved communication onsite.

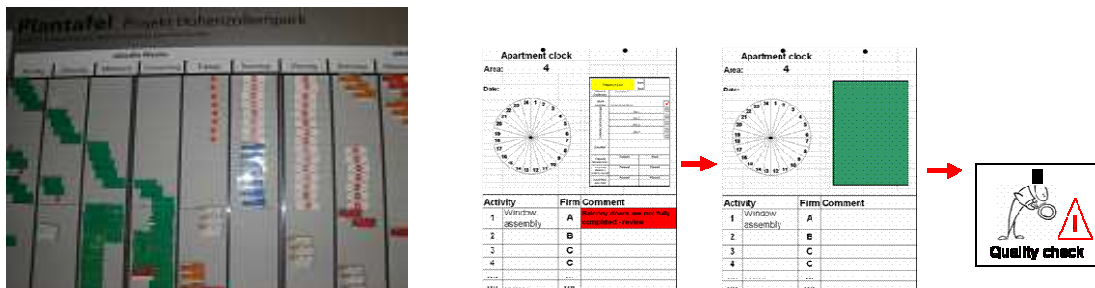


Figure 1: Visualisation of daily work Figure 2: Apartment clock

USING VISUALISATION TO IMPROVE QUALITY

Different visual aids were combined to support continuous improvement of quality within the VMM. For example colour coded cards (visualised on the construction board), the action plan displaying identified improvement actions and the visual Key Performance Indicators (KPI's) were used together to improve quality.

This worked as follows: the construction cards were taken from the board and displayed on a visual sign (known as the apartment clock in this case), which was located at the area of work (see Figure 2). On completion, the worker would turn the card around to the green side which indicated that work was complete. This was a signal to the foreman to check the work to ensure it met the expected quality standard. If the work was ok, the foreman would place the construction card back on the construction board, green side up to indicate satisfactory completed work. If the work was not of acceptable quality, the foreman would turn the card back around to the “in-progress” side and make a note of what needed to be improved on the “apartment clock” at the area of work. If the problem was a more serious issue that couldn't be solved quickly the corrective action was noted and displayed on the

action plan, which was situated near the construction board in a central area visible to all. This ensured a timely reaction to quality problems so that they were rectified while contractors were still onsite (saving time) and preventing the same problems from “spreading” to other areas. Finally the quality control process would be completed by the foreman by updating the KPI’s, described below.

VISUALISING PERFORMANCE MEASUREMENT

The definition, measurement and visualisation of KPI’s was a further element of the VMM. Two KPI’s were defined and measured: Delivery Date Performance and Quality. These were chosen since the most important aspects for the investor of the construction project were that it was completed on time and that it met optimal quality standards. Delivery Date Performance was calculated in a very simple way: the work on completed cards (green) was checked on a daily basis by the foreman. If a company had planned to complete 6 cards and only completed 3, their Delivery Date Performance was 50%. This is a similar measure to PPC as used in the Last Planner System only it was measured on a daily basis. From the number of completed green cards, a metric was calculated to reflect the Quality KPI. The goal for Quality was always 0 (Zero defects) so if 6 completed cards had just 1 quality mistake the metric would be $1/6 = 0.16$. The Forman determined if there was a mistake and what corrective action needed to be taken. The more defects, the further away from 0 and the worse the Quality KPI would be. Corrective actions were noted and displayed on the action plan and completed as soon as possible (see Figure 3). Progress of KPIs was monitored and displayed on the site information board. Positive results generated a positive atmosphere on the job while negative results encouraged participating companies to do better. It was found that the visualisation of the KPI’s helped to generate this competitive element between the participating subcontractor companies which had a positive effect on the project. During the 6 weeks of implementation of VMM, it was observed that the quality delivered by some contracting companies had improved in some cases by at least 50% and the Delivery Date Performance was improved in some cases from 0 to 100%. This could be established by comparing the development of the two KPI’s (Delivery Date Performance and Quality) from week to week.

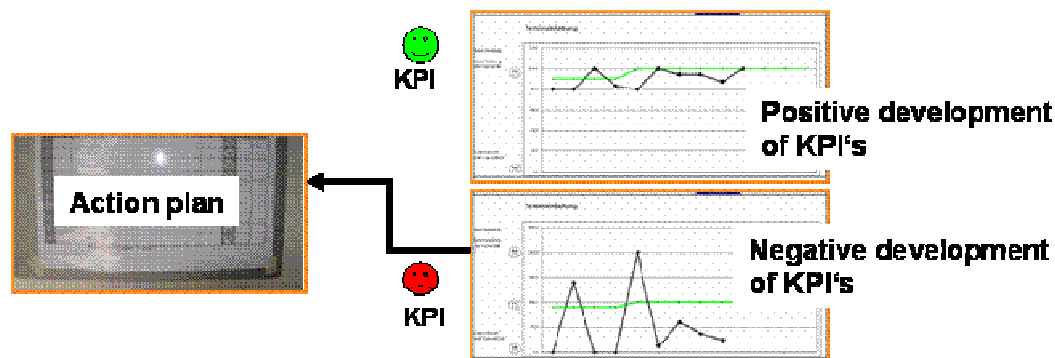


Figure 3: Visualisation and measurement of KPI’s

In addition, the VMM also used visual tools to improve on site material planning and to provide an opportunity to improve individual sub processes using Kaizen, but this will not be expanded upon at this point due to the length limitations of this paper.

HOW VMM RELATES TO PREVIOUS WORK

There are two main areas in the literature to which the VMM can relate and contribute to. The first is a contribution to Tezel (2011) work, which lacks an implementation method for VM and an action research element in its practical implementation. VMM is a practical demonstration of most of the visual tool areas classified by Tezel. Tezel further identified the lack of ability to quantify the benefits of Visual Management in the literature, as an area in Visual Management research to be further developed. The VMM attempts to bring clarity to the practical benefits of using Visual Management in construction, by measuring progress of the work visualised on the construction board (ie: work completed on time and quality). Furthermore, Tezel also identifies a need to include a reflection of workers' understanding and perception of Visual Management in future research efforts (Tezel 2011:276). The VMM is used by both management (contractors and foreman) and the workers on site and can only be successfully implemented with the active participation of all parties.

The VMM aims to provide a framework for a holistic approach to future Visual Management implementations, which has been lacking in the Visual Management research to date. Table 2 below shows the elements from Tezel's Taxonomy that are evident in the VMM either directly (as a direct result from one of the elements of the VMM) or indirectly (as a bi-product of the VMM ie. through improvement actions). Only 4 from a total of 19 elements were not evident.

Table 2: Presence of Tezel's classified elements in the VM method

	Tezel's Visual Management Taxonomy	Was the element present at project start yes/no?	Was the element present after the VMM implementation: Yes ('directly' / indirectly) / No
1	Site Layout and Fencing	No	Yes. Directly: VMM area and indirectly: floor marking, logistics
2	Standardisation of the workplace elements	No	Yes. Directly: construction card, apartment clock
3	In the warehouse	No	No.
4	5S	No	Yes. Indirectly: as a result of the action plan
6	In the Elevators	No	No.
7	Pull production through the Kanban	No	Yes. Directly: pull system using construction cards and board
8	Production levelling through Heijunka board	No	No.
9	In-station quality (jidoka) through Andon	No	Yes. Directly: quality control using colour-coded cards, apartment clock, KPI's
10	Prototyping	No	Yes. Indirectly: visualising how the end result should look for quality purposes
11	Sampling	No	No.
12	Visual signs	No	Yes. Indirectly: happy / sad faces on KPI's, FIFO signs
13	Visual work facilitators	No	Yes. Directly: all elements of the VMM are designed to facilitate work and indirectly: no entry signs developed through improvement actions as a result of the VMM system.
14	Improvisational visual management	No	Yes. Indirectly: floor markings for material
15	Performance management through visual management	No	Yes. Directly: visualisation of KPI's
16	Distributing system wide information	No	Yes. Directly: logistics board, construction board, information board
17	Human resources management	No	Yes. Directly: construction board, construction cards
18	Poke-Yoke	No	Yes. Indirectly: blocking off areas to prevent entry
19	On-site prefabrication	No	No.

The elements not evident are: 1) in the warehouse: no actual warehouse as such for material existed on the case study project. Material was stored in a disorderly fashion in a vacant room and throughout the building. Using the VM method however, this situation was improved as areas were designated for material storage. 2) In the elevator: the elevators were not functioning at the time of the case study which meant that no visual tools were

used there 3) Sampling: coupling materials with their location of use and equipment with their corresponding work gangs was not evident due to the high level of independent contractors involved in the project who had their own equipment 4) Prefabrication. For further development of the VM method, these missing elements will also be considered further to see if it would be feasible to integrate these to further improve the current method.

The second body of literature to which this VM relates to is that of Galsworth (2005). As mentioned in the literature review, Galsworth proposes a framework for applying visual management in manufacturing. The framework consists of four incremental levels. Table 3 below shows the different levels of Galsworths Visual Management framework and how the current VMM relates to this. Three out of four of the levels defined by Galsworth are demonstrated by the VMM in this work but more consideration needs to be given to these in the future.

Table 3: Relevance of the VMM to Galsworths framework

	Galsworths implementation framework for manufacturing	VMM for construction
1	Visual order: 5S systematic workplace cleaning, organising and standardising	1. In the VMM "Visual Order" is introduced by clearing defining and visualising daily work packages in order to enable a more stabilised work environment throughout the entire site. However, the traditional 5S is not yet integrated into the method and is an area to be considered for further improvement.
2	Visual standards: Providing workers with highly visual standards and displays to support them in their tasks.	2. With the VMM, the construction board, the construction cards and the actionplan are all visual standards that support the construction workers in their daily tasks.
3	Visual measures: focuses on creating transparency of metrics for the workplace as a whole so that abnormalities are highlighted and corrective action can be taken.	3. The VM method also involves the visualisation of KPI's on a daily basis. Where problems occur, corrective actions are defined and displayed on the action plan.
4	Visual guarantees: level refers to reducing human error to a minimum by introducing visual controls	4. By defining the daily work packages in advance, this prevents work being started in other areas that are not ready which controls the work flow. However, this is also an area to be considered for future improvement in the the VMM.

CONCLUSION

The VMM method represents a broader application of Visual Management in construction as opposed to applying single tools in isolation. The next steps of this research in the context of Design Science will be to further develop the existing VMM based on a deeper analysis of the literature and the learning's gathered from this case study. The objectives of the VMM solution will be further refined to ensure that not only a practical problem is solved but also that the VMM will make a theoretical contribution to the development of broader solutions for application in Visual Management. As highlighted in table 1 above, the next steps of this research include: 1) a deeper literature review of the need for a broader solutions in Visual Management implementation 2) a further analysis of the relationship between this VMM and existing literature 3) formal evaluation of VMM method 4) proposal of an improved VMM based on all learning's from literature and formal evaluation.

REFERENCES

- Akinci, B., Fischer, M. and Kunz, J. (2002). "Automated Generation of Work Spaces Required by Construction Activities", *Journal of Construction Engineering and Management*, 128(4), pp. 306-315.
- Arbulu, R., Ballard, G. and Harper, N. (2003). "Kanban in Construction", In *IGLC proceedings*, Blacksburg, USA.
- Ballard, G. 2000, "The Last Planner System of Production Control", School of Engineering, University of Birmingham.
- Chua, D. K. H., Kog, Y. C. and Loh, P. K. (1999). "Critical Success Factors for Different Project Objectives", *Journal of Construction Engineering and Management*, 125(3). pp. 142-150.
- Cleeton, D. (1992). "Is your feedback achieving change?" *Industrial and commercial training*, 24 (9).
- Dos Santos, A. and Powell, J. (1999). "Potential of Poka-Yoke Devices to Reduce Variability in Construction", In *IGLC proceedings*, Berkeley, USA.
- Dubois, A. and Gadde, L. (2002). "The construction industry as a loosely coupled system: implications for productivity and innovation." *Construction Management and Economics*, 2002, 20 621-631.
- Fard, M. G. and Pena-Mora, F. (2007). "Application of Visualization Techniques for Construction Progress Monitoring", In *Proceedings of the ASCE International Workshop on Computing in Civil Engineering*, Pennsylvania, USA.
- Formoso, C. T., Santos, A. D. and Powell, J. (2002). "An Exploratory Study on the Applicability of Process Transparency in Construction Sites", *Journal of Construction Research*, 3(1). pp. 35-54
- Formoso, T. and Lantelme, E. (2000). Improving Performance through measurement: the application of Lean Production and organisational learning principles, *IGLC*
- Forza, C. and Salvador. (2000). "Assessing some distinctive dimensions of performance feedback information in high performing plants." *International Journal of Operations and Production Management*, 20(3), 359-385
- Galsworth, G. D. (2005). *Visual Workplace: Visual Thinking*. Visual-Lean Enterprise Press, Portland, USA.
- Glagola, C.R., Ledbetter, W.B., and Stevens, J.D. (1992). "Quality performance measurements of the EPC process: current practices." *CII Source Document No 79*, Construction Industry Inst., Austin, Tex.
- Ho, S. and Cicmil, S. (1996). "Japanese 5-S Practice", *The TQM Magazine*, 8(1), pp. 45-53.
- Imai, M. 1997, *Gemba Kaizen: A Commonsense, Low-Cost Approach to Management*, McGraw-Hill, London, UK.
- Jang, J. and Kim, Y. (2007). "Using Kanban for Construction Production and Safety Control." In *IGLC-15 proceedings*, Michigan, USA.
- Kemmer, S. L., Saraiva, M. A., Heineck, L. F. M., Pacheco, A. V. L., Novaes, M. D. V., Mourão, C. A. M. A. and Moreira, L. C. R. (2006). "The Use of Andon in High Rise Building." In *IGLC-14 proceedings*, Santiago, Chile, pp.575-582.
- Koskela, L. (1992). *Application of the New Production Philosophy to Construction*, Technical Report, Department of Civil Engineering, Stanford University, Stanford, USA.
- Koskela, L. (2004). *Making-do: the eight category of waste*, The University of Salford, School of construction and property management, Salford N7, 1NU, United Kingdom

- Liff, S. and Posey, P. A. (2004). *Seeing Is Believing: How the New Art of Visual Management Can Boost Performance Throughout Your Organization*, AMACOM, New York, USA.
- Liker, J. K. 2004, *The Toyota Way: 14 Management Principles from the World's Greatest Manufacturer*, McGraw-Hill, New York, USA.
- Liker, J. K., Ettlie, J. E. and Campbell, J. C. (1995). *Engineered in Japan: Japanese Technology-Management Practices*, Oxford University Press, New York, USA.
- Lukka, K. (2003) The constructive research approach. In *Ojala, L. & Hilmola, O-P. (eds.) Case study research in logistics*. Publications of the Turku School of Economics and Business Administration, Series B1: 2003, p.83-101.
- March, S.T., Smith, G. F. (1995). "Design and natural science research on information technology." *Decision Support Systems*, 15, pp 251-266.
- Pfeffers, K., Tuunanen, T. & Rothenberger, M.A. (2007). "A Design Science Research Methodology for Information systems Research." *Journal of Management Information Systems*
- Picchi, F. A. and Granja, A. D. (2004). "Construction Sites: Using Lean Principles to Seek Broader Implementations." In *IGLC-12 proceedings*, Copenhagen, Denmark.
- Rother, M., & Shook, J. (2000). *Learning to see*, Brookline, Mass., USA, 104 pp.
- Saaty, L.H. (1980). *The analytical hierarchy process: planning, priority setting, resource allocation*, New York: McGraw-Hill book company Inc
- Sacks, R., Treckmann, M. and Rozenfeld, O. 2009, "Visualization of Work Flow to Support Lean Construction." *Journal of Construction Engineering and Management*, 135(12). pp. 1307-1315.
- Santos, A. and Powell, J.A. (2001). "Effectiveness of push and pull learning strategies in construction management." *Journal of Workplace Learning*, 13 (2), 47-56
- Saurin, T. A., Formoso, C. T. and Cambraia, F. B. (2008). "An Analysis of Construction Safety Best Practices from a Cognitive Systems Engineering Perspective", *Safety Science*, 46(8), pp. 1169-1183
- Stevens, J.D. (1996). "Blueprint for measuring project quality." *Journal of Management in Engineering*, ASCE 12(2): 34-39
- Tezel, A. (2011). "Visual Management: an exploration of the concept and its implementation in construction." *PhD Diss.*, University of Salford
- Tommelein, I. D. (2008). "Poka-Yoke' or Quality by Mistake Proofing Design and Construction Systems", In *IGLC-16 proceedings*, Manchester, UK.
- Winch, G. and Carr, B. (2001). "Benchmarking on-site productivity in France and the UK: a CALIBRE approach." *Construction Management and Economics* 19: 577-590
- Womack, J.P. & Jones, D.T. (1996). *Lean thinking: banish waste and create wealth in your corporation*, Simon and Schuster, New York