

TEAM BUILDING WORKSHOP SERIES: LAYING THE FOUNDATION OF A LEAN CONSTRUCTION TRANSFORMATION

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ABSTRACT

This paper describes the early stages of a Lean Construction journey with a focus on the social aspects of a broader organisational transformation undertaken by a Japanese construction company. The Team Building Workshop Series was designed not to teach methods and tools, but to create team awareness and a constructive communication environment by closing gaps between functions, roles, and generations with different value systems, thereby promoting a more collaborative work style. Action research was the methodological approach selected to guide the continuous improvement of workshop design and implementation in a real-world setting. The empirical activity involved cycles of planning, conducting, and reflecting on the observed impacts of six workshops conducted between 2023 and 2025, involving 176 professionals. Participants reported immediate positive effects on communication and mutual support, noting benefits from attentive listening and increased opportunities to share thoughts in a psychologically safe environment. These workshops have provided the foundation for further Lean activities such as Takt Production training, BIM-based collaborative sessions, and retrospective meetings to transfer lessons learned to future projects. The study demonstrated how systematically designed team-building workshops can address the often-overlooked social foundations of Lean Construction through a scalable approach from individual awareness to organisational change.

KEYWORDS

Lean Construction, team building, training, collaboration, organisational change.

INTRODUCTION

Why Team Building? Howell and Ballard (1994) argue that stabilising the work environment is the first step in implementing Lean Construction for complex, fast-track projects. They propose shielding direct production from upstream variation and uncertainty. Injecting certainty and honesty into the work environment can reduce inflow variation and relieve the burden on frontline supervisors.

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Rooke and Crook (1996) characterised construction activity as the constant, ongoing negotiation of ends and means. In this context, uncertainty exists, and project success may depend on participants' ability, efficacy, and speed in negotiating these ends and means. Pavez et al. (2015) investigated the use of appreciative inquiry as a strategy to accelerate team building, which proved effective, especially at the early stages of a construction project.

Vrijhoef and Koskela (2005) identified three peculiarities of production in construction, among which temporary organisation is related to the predominant focus on site production and one-of-a-kind products. Consequently, temporarily configured organisations that have had no prior cooperation mostly operate less efficiently and effectively than stable organisations; thus, it requires great effort to align the objectives of organisations optimised for separate parts.

This paper examines the early stages of a Lean Construction journey led by a Tier-1 General Contractor from Japan. Specifically, it focuses on the social aspects of a broader organisational transformation. The journey began with recognition that establishing a solid underlying philosophy within the organisation is as essential as introducing technical systems. Whilst technical tools are readily visible, the foundational philosophy and principles often remain tacit, accessible only through deliberate inquiry, yet they fundamentally shape organisational behaviour. This paper addresses the following research question: How can team-building workshops support Lean Construction initiatives in the Japanese context?

This paper aims to analyse the preliminary results of the Team Building Workshop Series, as an integral component of Lean Construction training. The goal is to enhance the problem-solving capabilities of project teams and create a better environment for project execution. These activities emphasise the social approach of Lean Construction initiatives, leading to reflections for structuring the future steps of the transformation journey. Whilst previous research has focused on tools and methods, this study has covered the foundational layers of philosophy and principles. The originality of this study lies in its contextual adaptation, with workshop designs uniquely tailored to address situational challenges and needs.

BACKGROUND OF THE LEAN TRAINING PROGRAMME

INSIGHTS FROM THE LITERATURE

According to the theory of Group Development by Bennis and Shepard (1956), the principal obstacles to the development of valid communication are to be found in the orientations toward authority and intimacy that members bring to the group. Beer (2021) argues that the success of the planned change process is moderated by leaders' motivation to lead change, openness to constructive conflict, and their possession of human-centric values. He identified that most organisations and their leaders have not adopted this perspective or made it a routine discipline, whilst recognising the existence of well-intentioned yet unsuccessful transformations.

Hirota and Formoso (1998) investigated the difficulties in communication within Lean Construction training programmes. They emphasised the importance of understanding the learning process in preventing communication failures to consolidate concepts in practice. Tsao et al. (2013), Rybkowski et al. (2018) and Forbes et al. (2018) explored educational approaches from the perspective of transferring Lean knowledge and skills from universities to industry. Findings revealed varied adoption patterns: (1) some firms adopted academic approaches; (2) others developed proprietary training emphasising leadership over tools.

From a corporate perspective, Martinez et al. (2024) and Martinez et al. (2025) noted that current literature lacks comprehensive guidance on the development and implementation of training programmes within the context of construction organisations and addressed the issue by presenting their own programme aimed at fostering broader and more sustainable integration of lean construction practices. The study highlights the significance of a collaborative approach toward an adequate balance between standardisation and flexibility.

Muñoz et al. (2019) and Muñoz and Cleary (2025) demonstrate that identifying, measuring, and monitoring team culture in projects is as important as implementing Lean concepts and practices. Their approach builds on their Team Health Assessment Tool, used to identify and provide measures for subjective indices of team performance. This tool helps project teams establish a disciplined approach to learning throughout the entire project life cycle, whilst identifying opportunities to optimise value from a holistic viewpoint.

Koskela et al. (2019) argue that the lack of explanation (i.e., theories) is problematic in teaching and training. They demonstrate interest in how Japanese authors contextualise the Toyota Production System in contrast to the conventional Western management model. This cross-cultural perspective informed our extraction of insights from the literature reviewed.

Nonaka and Takeuchi (1996) and Tsuda (1997) provide important perspectives on Japanese management development and organisational learning. Kim (2025) examines how leader humility, as a relational expression of love, can induce prosocial organisational outcomes, focusing on the mediating roles of trust and cooperative organisational culture, which aligns with Japanese cultural values such as harmony and mindful empathy. A major consideration for this study was the influence of high and low-context cultures, typical of Japan and Western countries, respectively. Richardson and Smith (2007) investigate the influence of high and low-context cultures and power distance in the choice of communication media between those who teach and those who are taught. This understanding informed our workshop design, particularly regarding communication media and facilitation approaches.

COMMON FOUNDATION TOWARDS THE WORLD WE WANT TO REALISE

Internal feedback and observations of projects applying Lean Construction overseas revealed key requirements to realise the world we envision, including developing mutual respect among all stakeholders, fostering continuous improvement, and enabling co-creation based on trust-based relations. Our experience implementing BIM demonstrated that changing work practices requires not only introducing methods and tools but also embedding foundational principles within the organisation. Achieving this vision requires a production scheme wherein teams deliver high customer satisfaction through systematic proposal development and collaborative solutions. All parties must maintain clearly defined roles whilst consistently engaging in iterative problem-solving. This approach establishes a constructive process that provides participants with greater satisfaction, security, and a sense of accomplishment.

The research team aimed to enhance interpersonal relationships and organisational mechanisms through both technical and social approaches. We collaborated extensively with project members, including external stakeholders, to investigate advanced engineering methodologies, emerging organisational paradigms, and associated theoretical frameworks. These approaches integrate through a foundational layer consisting of data-driven design-build processes, team-building initiatives, and broader Lean Construction. This integration is underpinned by three elements: (1) psychological safety and organisational flexibility, (2) formalisation of tacit knowledge, and (3) promotion of diversity and self-awareness.

RESEARCH METHOD

This study has adopted Action Research, an approach aiming at both action and knowledge creation through experiential learning and reflective practice. It operates through cyclical planning, action, and evaluation with active member participation. According to Coghlan and Brannick (2005), action research is appropriate when the research topic involves a series of actions over time in a given group, community, or organisation. It applies when members seek to study and improve aspects of their own working system. Other Lean Construction studies have employed action research methodology (Jang et al., 2011; Khan & Tzortzopoulos, 2018), demonstrating its effectiveness in developing solutions to managerial problems.

The empirical activity involved planning, deploying, and reflecting on six team-building workshops between 2023 and 2025 across multiple regions in Japan. These workshops were conceived in three major categories: (1) project teams (including the owner), (2) project teams (focused on the internal GC team), and (3) target departments and working groups.

Table 1 summarises the profile of each workshop. A total of 176 professionals from diverse backgrounds and experience levels participated in the workshops, which facilitated interaction across functions, roles, and generations.

Table 1: Team Building Workshop Series

WS	Date	Duration	City	Category	Target team	Participants
WS-1	2023.11.06	4h	Osaka	3	Engineering department	24
WS-2	2024.04.22	5h	Tokyo	1	Project team: office building	13
WS-3	2024.08.09	6h	Osaka	2	Project team: residential building	28
WS-4	2024.11.15	5h	Osaka	3	Design department	19
WS-5	2025.06.20	7h	Hiroshima	2	Project team: mixed-use building	55
WS-6	2025.08.05-06	5h	Nagoya	2	Project team: sports facility	37

Each workshop was individually designed to address the specific needs of each organisation. The implementation team held meetings to carefully curate the workshop with its champion whilst clarifying goals, scope, duration, target participants, logistics, and follow-up activities built upon a core framework refined throughout the series. This customised approach aligns with the Action Research methodology, allowing each workshop to respond to the specific organisational context whilst contributing to the overall learning and refinement of the workshop framework. The authors served as workshop co-facilitators and researchers, enabling rich insider observation but potentially introducing bias in data interpretation. To mitigate this, activity outputs, such as drawings, post-its, and forms, have been archived. The first author took a step back from questionnaire design and distribution to separately analyse results. His attendance at the workshop days was primarily focused on observation rather than operation.

At the end of each workshop, a retrospective was conducted to collect feedback for improvement. Participants completed a questionnaire to evaluate the workshop, reinforce key messages, and link learning to action. Responses were analysed descriptively, with categorical responses converted to percentages. Due to the evolving nature of questionnaires across workshops, cross-sectional statistical comparison was not performed; instead, we focused on within-workshop patterns and longitudinal qualitative trends. Finally, separate interviews with workshop champions informed follow-up and future deployment activities.

WORKSHOP DESIGN AND IMPLEMENTATION RESULTS

Table 2 summarises the key elements of the workshop series. The subsections below are detailed descriptions of each workshop, illustrating the evolution of the developing approach.

Table 2: Highlights of Team Building Workshop Series

WS	Unique feature	Primary activity	Reported impact	Follow-up action
WS-1	Trial	Constraint revelation	Joy in collaboration	Workshop refinement
WS-2	First with owner	Stakeholders map	Team revitalisation	Communication plan
WS-3	First on-site	My ideal self	Supportive relationship	Proactive greeting initiative
WS-4	Focus on designers	Worst team state	Insights from sharing	Collective value articulation
WS-5	Most participants	Change from tomorrow	Transcending boundaries	Team health assessment
WS-6	End of the project	Weather map	Value of retrospective	Transfer of lessons learned

WS-1: TEAMWORK AND COMMUNICATION (TRIAL WORKSHOP)

This trial workshop targeted the Engineering Department and included members from construction planning, building technology, depot, information, and administration. The workshop objective was twofold: (1) to reflect on teamwork through articulating taken-for-granted assumptions, and (2) to offer firsthand experience of verbalising and sharing opinions, potentially leading to insights resulting in performance improvements.

At each workshop opening, the facilitation team established ground rules emphasising open-mindedness and attentive listening. The main activity involved teams creating an artefact under mutually unknown constraints. After creating the artefact, participants disclosed their individual constraints and repeated the task. Key observations after constraint disclosure included: (1) members who waited for instructions started to take initiative; (2) members who acted without full understanding started to move with aligned intent; and (3) members who waited for the movement of their boss started to move together with the boss.

Testimonies included: “I realised the importance of role division and open-mindedness”, “I finally grasped principles of behaviour, which I hadn’t been able to articulate well until now”, “I rediscovered the joy of collaborating towards a shared goal”, and “It was rewarding to see our teamwork steadily improve through dialogue, leading to better quality deliverables.”

Figure 1 illustrates the results of the follow-up questionnaire about awareness of current behaviour in the work environment.

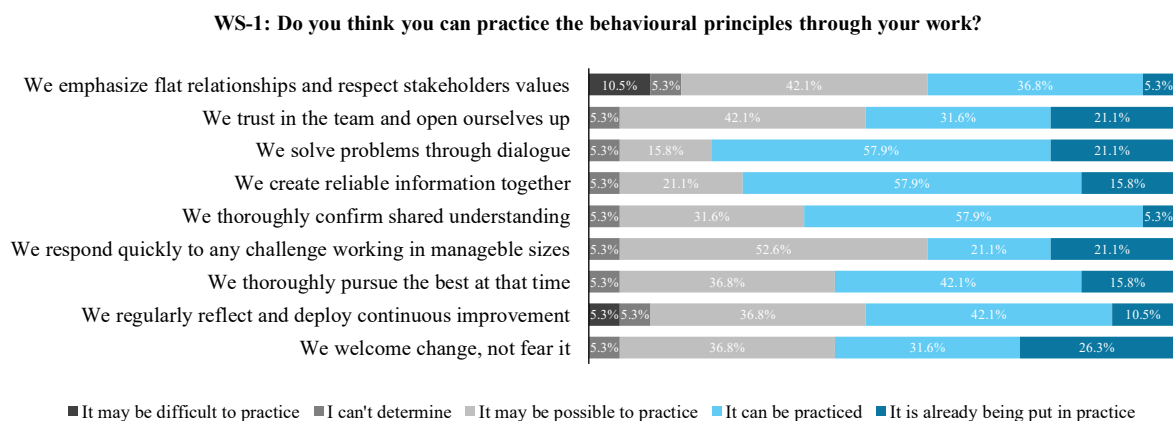


Figure 1: Perception of the ability to practice the learned principles through daily work

WS-2: LET’S THINK ABOUT CONTINUOUSLY GROWING TEAMS

This was the first workshop to have project owner participation. The target team consisted of members from three companies: a real estate company, an engineering company affiliated with the owner’s group, and the general contractor. From the general contractor side, representatives from design, construction planning, and site management participated.

The objective was to rediscover the project’s appeal and connect it with continuous improvement. The idea was to have members perceive unseen constraints and the challenges of teamwork and gain insight about what truly matters for building better teams. By broadening the perspective on those involved in the project, it established the starting point to consider what one wants to communicate and what actions were necessary to achieve that.

Introductory activities, such as icebreakers and teamwork using blocks, were designed to create a psychologically safe and interactive environment and to learn about teamwork behaviour. Project-specific topics were three-fold: (1) “Stakeholder map” to reflect on people by whom I am affected and people whom I affect, (2) “What not to do” when communicating by learning from failures, and (3) the “Potential of BIM/CDE” for project collaboration.

Testimonies included: “I noticed the importance of communication, and how to build an organisation that maximises results”, “I learned the perspective of the contractor”, “I realised that even a small change in individual awareness can lead to a chain reaction and revitalise the team”, “I realised that my attitude toward people differs depending on my (relative) position”, and “As a change from tomorrow, I will start thinking more about the workers.”

Figure 2 shows the level of satisfaction with each activity conducted in the workshop. Responses were predominantly positive. The Lego block activity was the best evaluated, reaching 50% good and 50% very good appraisal.

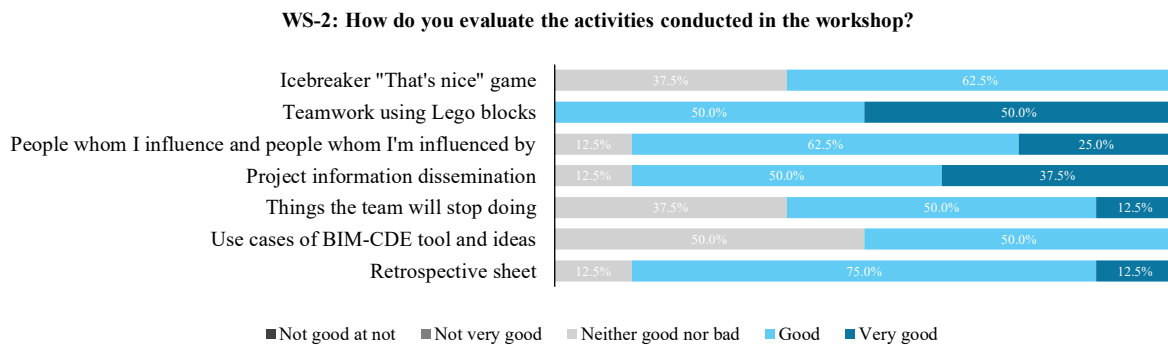


Figure 2: Participants' satisfaction with the conducted activities

WS-3: A WORKSHOP FOR DIALOGUE BETWEEN “ME AND MY TEAM”

This was the first workshop held on a project site. The target participants were technical and administrative personnel, including dispatched temporary staff. The workshop objective was to take time for deep dialogue amid busy days, thereby considering what is important and what is needed for oneself and the team. It was designed to help participants visualise and gain a deep understanding of the relationship between themselves and those around them.

As background context, the construction site was closed the day before summer vacation to allow participants to fully engage without distractions. In addition to the icebreakers and introductory activity using blocks and stakeholder mapping, a new topic was introduced: the “My ideal self”, where one expresses their subjective thoughts in a visual way and shares them with the team, which articulates how to help each other achieve their goals.

Testimonies included: “I recognised the importance of expressing my own beliefs and receiving other people’s thoughts correctly”, “Everyone has different ways of thinking. I want to try to listen to as many opinions as possible” and “I want to build relationships where I can support and be supported, remembering that each person has their own goals, not just my own”.

Figure 3 illustrates the self-declared ability to practice changes determined within the group. Only 31% had undertaken immediate action. Another 55% planned to do it in the future.

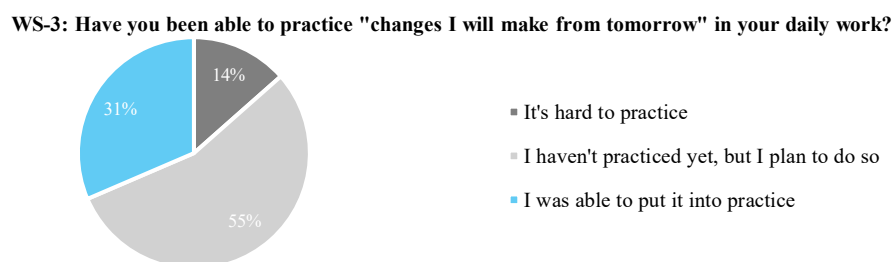


Figure 3: Reported action status regarding the determined changes after the workshop

Two weeks later, returning from summer vacations, participants received a summary of the activities and the outputs produced by themselves so they could remember and keep the lessons learned alive. In a follow-up interview, (1) Is there anything you started doing yourself after the workshop? The responses were: “I started smiling and greeting people I didn’t often talk to before” and “I am taking a more proactive approach. I used to just do what I was told, but by asking questions, the quality of my work has improved.” Regarding (2) “Were there any changes during the workshop?” The responses were: “It feels like conversations in the office have become more open”, and “It became easier to report mistakes to the site manager.”

WS-4: A WORKSHOP TO REDISCOVER MYSELF AND TEAMWORK

This workshop targeted design-related professionals affiliated with the headquarters and design department of a regional office closer to the projects. The purpose was to serve as the first step toward better understanding oneself and respecting other people’s values. Members collaborated to discover and articulate the requirements of high-performance teams. After identifying differences in interpretations and underlying values among individuals through an activity themed “Worst team state”, participants established actions to respect those values.

Project-specific topics were two-fold: (1) “Worst team state”, where participants imagine actual work situations and act expressively using their bodies, and (2) “Things I want to keep as a team”, which is a deep dive into each participant’s thoughts about the team’s current state and the values behind them to consider actions everyone can take to respect each other’s values.

Testimonies included: “Conversations are usually superficial and work-related, so it was good to touch on other people’s way of thinking and psychological content”, “It was a good opportunity to reflect on myself. Normally, I don’t have time to think because I’m busy with my work” and “Everyone was thinking about the same thing, exchanging opinions, and sharing the process of achieving results, which yielded valuable insights.”

Figure 4 exhibits the state of the participant’s determination to undertake action. Compared to the previous workshop, more participants declared engagement, with 77% of participants immediately embracing change. However, only 38% sustained the new behaviour, whilst another 39% initially practised but stopped at some point.

WS-4: What is your practice state of "taking a break and go talk to someone once a day"?

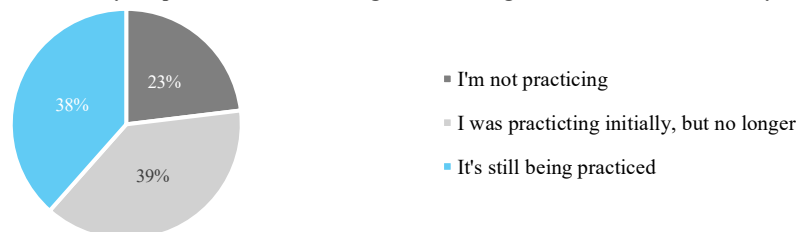


Figure 4: Reported continuity of behavioural change after the workshop

WS-5: A WORKSHOP TO CULTIVATE “MUTUAL SENSITIVITY*”

This workshop, the second held on-site, was the longest and largest, necessitating parallel sessions in adjacent rooms. Participants represented diverse roles and experience levels, covering underground works, superstructure, façades, MEP, quality control, cost control, H&S, executive drawings, and administration and were deliberately mixed across group activities.

The title incorporated a Japanese language pun: “Mutual sensitivity” phonetically evokes “Five sensitivities”, referencing the site management policy’s five improvement targets: enhanced quality, increased efficiency (reduced waste), improved safety, a better work environment, and increased joy (more smiles). The workshop aimed to cultivate empathy through dialogue, creating opportunities for mutual respect and support.

The scope of activities resembled WS-3 with new icebreakers. In “My ideal self”, individuals reflected on their project experience by drawing their idealised state. Team members then shared how they could help realise each person’s aspirations, fostering mutually supportive relationships. During hands-on activities, participants engaged with mixed teams to stimulate communication with members they rarely interact with. In the final activity, “Changes from tomorrow”, they reflected on desired changes and shared them with all participants.

Testimonies included: “I realised that each individual has their own outlook on life and their own place in the organisation”, “It was great to experience teamwork that transcended group boundaries”, “I was reminded of how much everyone truly wanted to cooperate and support each other”, “I was able to discover new ways of thinking, and appreciate others’ perspectives” and “I wish we had done it sooner, at the beginning of the project!”

The series developed an increasing focus on the iteration between the individual and the team. WS-3 focused on dialogue, whereas WS-4 emphasised the rediscovery of oneself through group sharing. WS-5 explored the potential of bringing out the best in each other. As a legacy, this project adopted a structured follow-up programme, conducting 15-minute mini-workshops every month for sustained action despite busy routines.

Figure 5 illustrates the perception of post-workshop change in communication. Endorsed by the qualitative statements of testimonies, 65.2% of participants declared to have changed, and 58.2% noticed a change in the surrounding people.

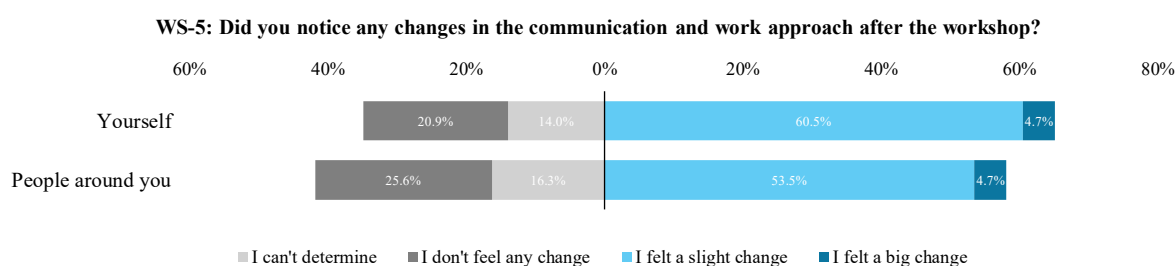


Figure 5: Perception of change in communication after the workshop

WS-6: THINK, SHARE, LEARN: TIME FOR REFLECTION

This third on-site workshop was the first conducted on a near-completion project. Significantly, this workshop was the first observed by the human resources department. The intent was for participants to leverage experience in future projects and to evolve the company’s production style. The objective was to reflect on the project experience, gain diverse insights and learning, and turn them into opportunities for growth and improvement, individually and collectively. Ongoing project operations necessitated dividing participants into two groups, repeating activities over consecutive days. Participants from the first day attended the last hour of the second day to join the comprehensive retrospective and sharing of subsequent actions.

Newly introduced activities were “Weather map”, where individuals retrospectively expressed their emotional state month-by-month, from sunny to rainy and the “Retrospective”, where individuals reflected on completed work, successes, wasteful activities, and desired challenges. When sharing individual perceptions, feelings, and desires, team members empathised by voting on sticky notes, creating opportunities for empathy and mutual support.

Testimonies included: “I learned that people with different positions can look at the same project and come up with contrasting perspectives”, “I was able to identify future challenges through the project retrospective”, “Since we don’t typically write down our retrospectives, putting them into words allowed me to reaffirm my strengths and weaknesses.” Finally, the project manager noted, “At my next project, I want to hold this workshop with site operations paused.” Verbalising and rediscovering perceptions of lessons learned proved critical.

Figure 6 shows the perception of change in work approach after the workshop. Compared with WS-5, which was held in a relatively early stage of the project, behavioural changes were expected to be more difficult to practice. 62.5% said they felt a change in their work style, but only 43.7% reported a change from the surrounding people. 37.5% of participants indicated feeling no change in their own work, which was higher than the 28.1% for the surroundings.

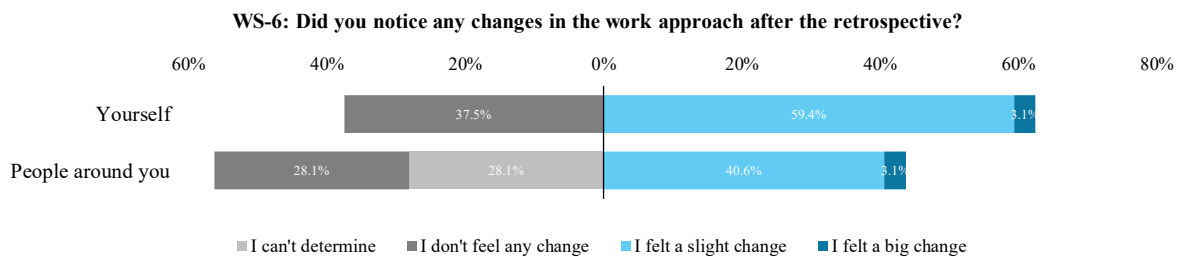


Figure 6: Perception of change in the work approach after the retrospective

DISCUSSION

The evolution across six workshops demonstrated how systematically designed social interventions can help stabilise work environments. Workshops employed activities with no predetermined correct answers. By deliberately rotating functional roles, placing participants in others' positions, and revealing invisible constraints within psychologically safe environments, workshops triggered frank conversations that fostered empathy whilst respecting diversity.

The workshop series revealed progression from individual awareness to organisational cultural change. Reflection activities encouraged participants to express thoughts they rarely share in routine work, moving from individual tacit knowledge to explicit organisational learning. Constraint-revelation exercises in the Block Artefact Building, "Stakeholder map", and "My ideal self" expressions explored authority and intimacy relationships, demonstrating how abstract principles become tangible and actionable for construction professionals.

Cross-workshop analysis reveals three patterns. First, immediate action initiation increased from WS-3 (31%) to WS-4 (77%), suggesting a possible refinement of workshop design. However, sustainability remained challenging, with only 38% of WS-4 participants maintaining changes. Second, positive communication change has been reported (WS-5: 65.2% self-reported; 58.2% observed in others; WS-6: 62.5% self-reported; 43.7% observed in others). The lower values of WS-6 could be related to end-of-project fatigue or potentially linked with the temporary organisational aspect pointed out by Vrijhoef and Koskela (2005). Third, self-reported change exceeded observed change in others (WS-5: 6.5 per cent point gap; WS-6: 18.8 per cent point gap), indicating either perception bias, time lag in behaviour diffusion, or genuine differences between individual and collective transformation.

This study extends Lean Construction theory and practice in three ways. First, it empirically demonstrates that social foundations constitute prerequisites for technical implementation, challenging tool-centric approaches dominant in practice. Second, it instantiates Nonaka and Takeuchi's (1996) knowledge conversion framework, showing how structured dialogue transforms individual tacit knowledge into explicit organisational learning. Third, it explores Beer's (2021) human-centric change argument through culturally adapted interventions, demonstrating that leadership humility and psychological safety enable transformation in high-context cultures (Kim, 2025). By contrast to implementations focused on Lean methods and tools, this initiative focused on the social aspects of Lean Construction implementation.

Participants reported mindset change, candid communication, and enhanced mutual respect by re-examining "taken-for-granted assumptions". They also indicated an increased willingness to share weaknesses and report mistakes. These represent practical manifestations of core Lean

Construction concepts: respect for people, maximising value whilst minimising waste, and continuous improvement. Within this company, Lean Construction operates as a voluntary initiative rather than a mandated programme. Consequently, workshops require champions to commission them, ensuring genuine buy-in. The implementation team worked with each champion to customise the scope according to specific needs and aspirations, recognising that intangible values carry different weights across contexts. The “Mutual Sensitivity (Five Sensitivities)” concept illustrates how Lean principles can be culturally adapted whilst maintaining transformative power in line with Group Development theory.

Projects implemented follow-up activities after workshops. WS-3’s team undertook Takt Production role-play training six months later, including subcontractor foremen alongside previous team-building participants. WS-5’s team implemented monthly mini-workshops (initially externally facilitated, later integrated into regular assemblies) and health check monitoring (inspired and adapted from Muñoz et al., 2019). WS-6’s team planned a second workshop for additional stakeholders, demonstrating the perceived value of the approach.

Limitations to this study include non-standardised post-workshop questionnaires that prevented objective comparisons and varying response rates, not covering all participants. This aligns with the action research’s notion of iterative refinement responsive to emerging needs. The response patterns suggest a degree of resistance to using their project work time to undertake these activities. Moreover, some trainees reported enjoying the workshop itself but faced difficulties in introducing actions into routines.

Future research should examine the sustainability of behavioural changes as participants transition between projects. Moreover, expanding workshop samples across the three categories could identify contextual factors, enabling more tailored activity design. Finally, longitudinal studies investigating relationships between social interventions, technical Lean Construction implementation, and quantitative project performance metrics (e.g., productivity, quality, safety) would strengthen the evidence base for integrated approaches.

CONCLUSION

This paper explored how team-building workshops can potentially contribute to addressing social aspects of a Lean journey. The study revealed a progression from individual awareness to organisational culture change, particularly evident in participant testimonies. Through an action research approach, workshop design was continuously refined, resulting in culturally sensitive interventions aimed at closing the gaps between functions, roles, and generations, promoting psychological safety through constructive dialogue. The development of context-specific concepts and adaptation of activities to local values indicated how Lean Construction philosophy and principles can be culturally adapted to enhance their transformative power through incremental changes. The scaling from a trial workshop to deployment in project team interventions, coupled with follow-up activities, demonstrates the potential for team-building approaches to create lasting organisational change beyond individual project boundaries.

Whilst this study focused on a single construction company, it provides insights for the broader Lean Construction community by highlighting the critical importance of social aspects in their implementation programmes. By referring to similar initiatives from other organisations that shared their experiences within and outside the IGLC community, the research team recognises that context is key. In case other organisations decide to replicate it, rapport building should help set the ground. The research offers insights for organisations seeking to move beyond tool-centric approaches towards comprehensive transformation, addressing both technical and human dimensions. Future research should investigate three areas: (1) long-term sustainability of behavioural changes, (2) effectiveness across diverse organisational contexts, and (3) quantifiable impact on project performance outcomes. Such research would further validate socially focused approaches to Lean Construction initiatives.

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