BENCHLEARNING: state of the art analysis and application procedure

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Abstract The term "adoption of good practices" has become basic in organizations inserted in volatile markets, a conceptual need arises related to "learning to adopt good practices, implement them and generate good practices for the sector". The study aims to make an analysis of Benchlearning, investigating its origin and conceptual evolution, as well as analyzing utilization procedure in organizations. The re-search is a systematic literature review study that used Google Scholar and Sco-pus as a source. 94 articles were collected and, after the appropriate filtering of the research, 19 articles were analyzed. The research results indicate that Bench-learning has an etymological origin of Benchmarking, however, it has substan-tivity and procedurality arising from knowledge management. The study concep-tual analysis supports the identification that the tool is evolving, with little scien-tific content produced, however, with great potential for strategic use in organiza-tions. In view of the analyzes, it is concluded that Benchlearning has the ability to transform realities and that, in essence, due to its conceptual depth, excels bench-marking if the organization's objective is to seek innovation, improve processes and value people.

1 Introduction

To keep competitive, organizations seek to develop their processes and products a way to meet the increasingly changing needs of their consumers, these actions contribute to technological and social development. As a result of this development, access to information and knowledge has never been easier. For Kunsch (2006), the changes in society in the last decade were so profound that it changed international geopolitics, a society, work relationships, government forms, among others aspects. These transformations, combined with the capitalism free exercise make it possible to run wildly to obtain a competitive advantage.

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This way, making efficient use of the best management tools and concepts becomes crucial for organizational success.

In the early 1990s, experts realized that traditional management concepts were no longer meeting the demands of organizations. One of the obstacles faced by these organizations was the flow of information, knowledge and the need to transform these inputs into tangible, manageable resources, since, at the time, research revealed that organizations that were successful were organizations that "learned to learn", that used organizational knowledge efficiently, as they realized that the knowledge acquired and produced by their employees, if retained, fixed in the organization and transformed into a tangible asset, produced a competitive differential that would enable organizations to survive in volatile and competitive environments (BRITO, 2008).

According on this reality, theories with an approach focused on learning begin to dominate the minds of scholars in strategy management and total quality management. In view of this, Benchlearning emerges as a strategic management tool and, according to Frayssinhes (2007), it is a concept based on an intellectual approach aimed at the process of learning the best practices identified. In the same way, as a tool that seeks mainly to learn, I converged with other consolidated theories of Total Quality Management (TQM), crossing with the same ideal: the need to manage knowledge in organizations, as recognized by Tammaru and Kiitam (2015) "TQM, benchlearning and Knowledge Management are closely related, as they are based on the common idea of organizational development. Learning involves the accumulation of knowledge and helps organizations to create new dynamic knowledge-related resources". However, there is no consensus among scholars regarding its concept and its consolidation as a differentiated tool from Benchmarking, mainly due to its short period of existence with its first scientific evidence in the 2000s and its little application in the literature.

Faced with this situation, this exploratory study intends, based on the conceptual mapping of national and international research, analyze and compare the most relevant definitions of the mentioned tool, capacity of the criteria that define it and define the best definition and use of this tool.

This article is organized on five topics: the first presents the introduction, followed by the theoretical foundation (second), the methodological procedures (topic 3), the discussion of the theme containing in a systematic way the bibliographic survey carried out and the analyzes from the research (topic 4) and, finally, the last topic (5) with the final considerations and recommendations.

2 Theoretical Foundation

2.1 Benchlearning

The concept of benchlearning is a tool focused on organizational learning. Its emergence occurred with the natural process of benchmarking concept evolution (LEMMERGAARD, 2008). The term gained strength in the early 2000s with the perception that benchmarking faced some obstacles in the face of the dynamics natural evolution and organizational relations, as well as to adapt to the most recent guidelines of Total Quality Management (TQM) and the trends that are increasingly gaining strength with TQM, knowledge management, information and organizational learning. This statement becomes noticeable with Llorente's (2011) reflections "After a century half theoretical and methodological evolution, benchmarking applied to the organizations evaluation and public policies or the company faces four challenges. The first three refer to the ability to highlight how to improve the regulations quality, how to better manage them and how to communicate the progress made; not only for decision makers, but also for public opinion. The fourth challenge of benchmarking today is its ability to identify and characterize best practices for learning purposes".

Llorente's (2011) studies seek to understand the benchmarking consolidating process and its evolution to benchlearning. He affirms that the trend is to make benchmarking a learning tool to manage change in organizations through the information sharing, resources and knowledge (GARVIN, 2008; AEVAL 2009, apud LLORENTE, 2011).

Considering this scenario described and the concept importance for this study. The definition used to conduct the research is described by Karlöf, Lundgren and Froment (2001) in their Book "Benchlearning: Good Examples as Lever for Development". In which it says that: "Benchlearning is an educational method to gain a better understanding and knowledge of your own business, looking at it through the experience of another [...]". The authors consider the existence of a new tool that arises from benchmarking, using some of its principles as a basis, considering that Benchlearning also makes use of good examples as a reference to evaluate the performance of a certain area.

Still on the Benchlearning, other authors confirm the idea of being a consolidated tool and distinct from its original concept (benchmarking) as is the case of Malobabic (2012), who declares that the concept is vital for the organization success, once which integrates processes, efficient methods and human development, factors recognized as essential for any institution.

The author adds, "Benchlearning has a legacy of benchmarking, as it seems to be good examples. But, unlike traditional benchmarking, benchlearning is not primarily based on comparisons of calibrated key indicators, but extends even further, seeking a dialogue with the good example to learn from its 'tacit knowledge', objectify its own operations and review its mental models themselves, the logic of these operations."

In view of the need to differ the concepts of benchlearning and benchmarking, some studies were conducted with the objective of clarifying the similarity and delimiting the differences between the concepts. As affirm by Gierczak-Korzeniowska (2017), what there is in common between benchmarking and benchlearning is learning from the evaluation of good examples and the purpose of increasing organizational performance; however, benchmarking is more procedural and methodological and benchlearning focuses more on the human sphere in the development of knowledge and skills, in behavior and culture. Thus, benchmarking is a learning of current best practices and benchlearning is something deeper, seeking to bring the new to the organization and creating a better solution together, producing long-life knowledge for the organization, in addition to motivating and valuing the organization primary resource, the human being (GIERCZAK-KORZENIOWSKA, 2017).

About benchlearning, Karlöf, Lundgren and Froment (2001) add that benchlearning is supported by four pillars: efficiency, team learning, good examples and broad participation. Together they produce the objective of supporting innovation actions based on continuous learning with the observation of good examples. Thus, it is expected that the tool reaches a higher level of engagement among those involved, increasing inspiration, innovation, spreading organizational learning, transferring experience and decreasing the amount of errors duplication.

In the same line of thought, Tammaru and Kiitam (2015) believe that the benchlearning main objective is to identify the best practices, which are possible to be adequate and adopted to result in an increase in organizational efficiency. The authors also affirm that the term is becoming popular and criticize the tool underutilization, since it is not linked only to the TQM concepts, which often limits the use of Benchlearning, because it uses it only as a measuring instrument, neglecting all aspects of improvement and learning.

2.2 Organizational aspects for Benchlearning utilization

The organizational learning process proposed by Benchlearning goes beyond mere actions, because, as Frayssinhes (2007) states, benchlearning is a state of mind, an approach that aims to improve organizational performance continuously and involves a set of specific mechanisms that must be dedicated to knowledge of learning. In addition, Brito (2008) in his research already stated, in general terms, that organizations need to cultivate a culture of learning, since the retention of knowledge and its transformation into an intangible resource is essential to create strategic advantage, generating value for the organization, becoming one of the main competitive advantages.

That said, such organizations are known in the literature as learning organizations that "learn to learn". And Benchlearning, despite the etymological origin being the Benchmarking method, is procedurally and substantially related to the concept of 'learning organization' (GIERCZAK-KORZENIOWSKA, 2017).

Therefore, these organizations need to focus on administrative and educational proposals aimed at managing tacit, theoretical, practical and explicit knowledge (BRITO, 2008). This process is linked to the adoption of a reflexive approach that involves the collection of information from the external and internal environment of the organization (GIERCZAK-KORZENIOWSKA, 2017).

Another equally important aspect is the need for good management of intellectual capital through the involvement and engagement of all, as Malobabic (2012) guarantees: "[…] the development process, including the strategic aspects that apply to the group or project, it can be efficient only if everyone involved participates in the effort". The author also states that holding members accountable is part of learning, learning means that an individual has a greater understanding of their own work, which encourages and supports the development and improvement of individual work, not to mention that an autonomous individual has the possibility of experimenting with new ways of working and processes, can avoid obstacles and mistakes, however, it is important to remember that the organization needs to guarantee this autonomy to those involved (MALOBABIC, 2012).

Therefore, for benchlearning utilization organizations need to understand that knowledge and information are essential sources of resources, therefore, they need to organize and build routines around their essential capital so that knowledge is learned and fixed, in line with the construction of adapted cultures that allow efficiency through the knowledge and skill of its workforce (BRITO, 2008).

Finally, organizations need to be always aware of new trends; they need to have flexibility to adapt to changes through lean structures so that communication flows; dedicate itself to the constant monitoring and evaluation of the actions that are developed; and having harmony of all in favor of a continuous learning process, releasing each person's creative strength to achieve the desired results through the synergy of employees (BRITO, 2008).

2.3 Procedural model of the tool (Benchlearning)

Karlöf, Lundgren and Froment (2001) elaborate a benchlearning implementing process, in which organizations must go through seven steps, as shown in Figure 1.
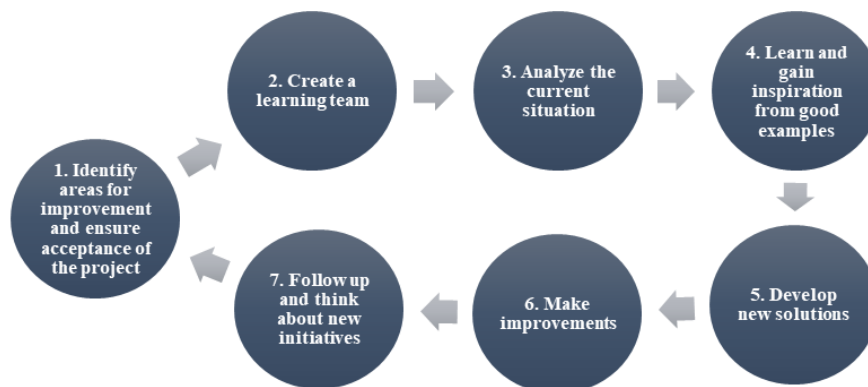

Fig. 1 Conceptual model for Benchlearning implementation (KARLÖF; LUNDGREN; FROMENT, 2001)

The process described by the authors has seven steps that must be implemented on the organization as a continuous cycle, since the idea of benchlearning is to be implemented in the organization effectively, becoming part of its culture.

However, in the literature it is possible to find other studies on the implementation of the tool in a practical way, which is quite valuable if it is an evolving TQM tool. In the midst of scientific productions, we find technical reports made by international organizations that implement the tool in its essence, making use of its approach and process as the main means of developing its core activities, such as the Directorate-General for Administration and Employment (DGAEP) of the European Union.

The DGAEP is an international organization that deals with Public Administration with responsibilities in the field of human resource management that belongs to the European Union, with 3945 public organizations in 53 countries and registered European Union institutions. This organization aims to support the definition of policies for Public Administration and its management (DGAEP, 2020). She developed a model of self-evaluation of organizational performance specifically to help public sector organizations in European countries to apply the techniques of Total Quality Management, the CAF (Common Assessment Framework, or, in Portuguese, Common Assessment Framework), being this structure is the first European instrument developed and adapted for and by the public sector (DGAEP, 2020).

CAF aims to evaluate the organization in four aspects: the organization's people, customers, the environment and the organization's overall performance (CAF, 2020). In 2006, in a conceptual update carried out by DGAEP, the organization inserted the concept of Benchlearning in its self-assessment process as a tool to implement improvements, as a result of the CAF process. Benchlearning adapted by CAF, as described in Figure 2.
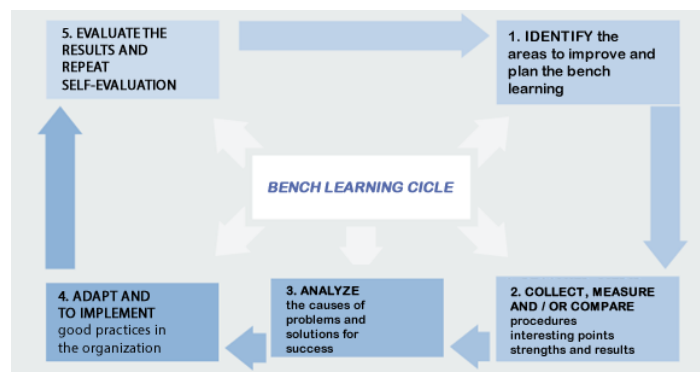

Fig. 2 Conceptual Model (CAF, 2006)

The processes described in Figures 1 and 2 have similarity, the steps are very similar, which shows that the understanding of the concept is the same for research. These are two models that are relevant, as one of them was produced by the most well-known researchers on the topic and the other was developed by a renowned institution applied to a CAF evaluation model, which increases reliability and provides proven efficiency.

3 Methodological procedures

We define scientific research as the formal procedure of the reflective method that, through scientific artifice, seeks, discover, find or elaborate new concepts, relationships, new laws (GONZÁLEZ, 2010).

This research has an exploratory objective, as affirm Yin (2001), research that seeks to answer questions that contain "what and/or which" is of the type of justifiable rationale, since it seeks the development of hypotheses and pertinent propositions to additional inquiries. The research approach defined as qualitative is considered, as it explores the problem and seeks to understand the reality and how individuals or groups behave in the face of the problem (CRESWELL, 2010).

The research procedure used was document analysis and systematic literature review. As a first step, the state of the art on the subject was elaborated, resulting from the publications raised, due to the need to know and understand the studies already produced on the subject, according to the proposed objective.

The search for research and studies on the subject is carried out in basic reference sources, mainly the catalogs of colleges, institutes, universities, national associations and research promotion agencies (FERREIRA, 2002). Therefore, for the elaboration of the state of the art, we insert the term Benchlearning in the scientific databases of the CAPES and Scopus journals to collect all the studies already published on the subject. In this case, it was possible due to the small amount of publications because it's such a recent

topic. It was not necessary to do any filters, because it was necessary to obtain the largest possible amount of scientific studies. The results of these searches are shown in Table 1.

Table 1 Result of the search for scientific research on the theme

Scopus			CAPES Journal		
term 1	**connector**	**quantity**	**term 1**	**connector**	**quantity**
Benchlearning	-	18	Benchlearning	-	74

The search result was exported to an excel spreadsheet to organizing the sources in descending order from the most recent to the oldest. In addition to the results shown in Table 1, two more studies were also found in random searches by scientific sites that were added to the same file, in excel, for the next steps of the state of the art, totaling the amount of 94 searches found.

From the organization of the data in the excel spreadsheet, filtering was initiated, that is, initial analyzes were started to exclude studies that did not fit the proposed theme or the scope of the research. The first exclusion was due to duplicity, when exported to excel, being able to check which articles were repeated, according to the combinations made. The second exclusion was reading the abstracts of the articles, excluding those that had no relation to the topic. For articles taken from journals, those that were not found in the scientific databases were also excluded. With the described procedure, of the total of 94 articles found, 75 were excluded, leaving 19 articles for the study and analysis. Table 2 presents the data mentioned above.

Table 2 Systematization of research results

Articles Found	Duplicate excluded	Summary reading deleted	Total deleted searches	Validates articles
94	46	29	75	19

After processing the data and analyzing the articles and studies, it was identified that only 19 surveys specifically addressed the subject of Benchlearning or were significant for understanding its evolution, consolidation and/or growth.

With the schematic excel spreadsheet, directing the focus to the validated articles, research summaries were prepared, making it possible to build deeper analyzes on the content, as proposed by this research.

4 Discussion

This chapter reflects the result on the theme accomplished on a scientific basis (CAPES journals and Scopus). The objective is to present the analyzes on the Benchlearning concept, as well as to reflect on its evolution process and how it has occurred and is still being applied today.

As a result of the survey accomplished, we observed the publications on the topic in a timeline and elaborated Figure 3. Through Figure 3, we aim to demonstrate the amount of scientific research available, whose objective is to explore and/or define the concept or use it as a tool.

Fig. 3 Benchlearning publications over time

From Figure 3, we can see how recent the theme is, as well as the lack of scientific knowledge related to Benchlearning in view of the low amount of studies available. These two points are extremely relevant to understand the reasons that lead us to produce this study and the need to approach the topic in view of the great scientific potential, mainly because Benchlearning is a response to the current trend of knowledge applied to the organizational world. However, this Figure (3) also demonstrates the difficulty of realize the research proposed here in the face of scientific insipience on the topic, which leaves a deficit in scientific knowledge to realize more in-depth analyzes.

The state of the art of the theme allowed us to reflect on a chronological order of evolution of the concept and of the approaches contained in its essence, systematized in Table 3. In this Table (3), there are the concepts used by the main authors who dedicated themselves to approach the theme.

Table 3 Benchlearning over time

Autor	Concept
Aas, Vennebo and Halvorsen (2020)	"The Benchlearning program is a bilateral collaborative learning program for directors in Norway and Sweden, designed to offer participants greater understanding and new perspectives for ongoing reforms and change processes."
Aas and Paulsen (2019)	"The project – called 'Benchlearning' - is based on a strictly designed learning infrastructure, in which the directors participate in observation-based learning activities, complemented by group learning processes in the benchmarking teams."
Aas and Blom (2018)	"The Benchlearning program is a bilateral collaborative learning program for directors in Norway and Sweden…". "The program design includes training theory, sharing experiences, visits to schools and training in new leadership practices."
Gierczak-Korzeniowska (2017)	"… Benchlearning is a learning process and a conclusion that allows the creation of a better solution. For employees, benchlearning is a combination of career development and organizational learning, and can be the beginning of long-life learning within the organization."
Tammaru and Kiitam (2015)	"[…] The learning aspect of benchmarking is emphasized by 'benchlearning' - how to improve through the sharing of knowledge, information and, sometimes, resources, as an effective way to introduce organizational changes, reduce risks, increase efficiency and save time."
Malobabic (2012)	"Benchlearning as a new method integrates efficient methods and human development at a time when this integration is recognized as increasingly vital to organizational success. This: Offers practical inspiration to improve quantitative targets; Company performance and competitiveness - influencing people's attitudes within the organization; It provides a new method that combines the qualities of learning organization and knowledge management; It shows how this concept can be applied using case studies, illustrations and the result of the pilot project; It describes practical perspectives and tools on management and learning theory."
Llorente (2011)	"Traditionally, benchlearning reinforces the analysis phase for learning purposes, as well as the identification, selection and dissemination of best practices."
Green and Davis (2010)	"Benchlearning is another benchmarking technique that refers to cultural change in an effort to become a learning organization. The most widely accepted term for benchlearning is competency benchmarking."
Rutowski, Guiler and Schimmel (2009)	"The benchmarking process was divided into seven phases: step 6 indicates how to learn from the information collected (also called 'benchlearning')."
Lemmergaard (2008)	"[…] The benchmarking concept has become the concept of benchlearning […]. Benchlearning is not imitation, but a method of finding inspiration for continuous learning and change."
Frayssinhes (2007)	"Benchlearning is an ingenious practice that refers to organizational learning based on the results of internal or external benchmarking […]". "Benchlearning is, therefore, a state of mind and an approach oriented towards quality and performance, whose implementation involves having and using a set of mechanisms specifically dedicated to the knowledge of learning."
Lemmergaard, Povlsen and Damholt (2005)	"However, the concept of benchmarking has become the concept of benchlearning […]". "[…] Benchlearning is yet another method of finding inspiration for continuous learning and change. Or, in other words, action counts for more than plans and concepts."

Manning (2002)	"[…] Is an interesting adaptation of the benchmarking approach, created to take into account the human element in organizational development. It also offers insight into Swedish management thinking and practices."
Karlöf, Lundgren and Froment (2001)	"Benchlearning is an educational method to gain a better understanding and knowledge of your own business, looking at it through the experience of another."
Freytag and Hollensen (2001)	"The process of learning from 'best-in-class' in order to integrate these best practices at all organizational levels of the company."
Pemberton, Stonehouse and Yarrow (2001)	"In fact, the term 'benchlearning' is perhaps a more instructive term when examining competitive performance in a benchmarking context."
Kjellberg (1999)	"A strategic planning procedure, based on Benchmarking principles and the standardized key relationship, this happens to study a partner's learning and competence."

Table 3 shows the conceptual distinction between the authors with regard to benchlearning. Some consider it a distinct tool and others believe it is just a step-in benchmarking; there are also authors who link the two tools stating that benchlearning is a type of benchmarking. However, all published studies converge on the same idea that determines the conceptual basis of benchlearning, continuous learning and a focus on human resources, as well as the idea that defined it as an innovative and suitable tool for today's organizations.

Still on Table 3 and going a little deeper in the analysis of the studies found, obeying the chronological order of evolution of the concept, it is clear that the first signs of life in Benchlearning emerged with the growth and valorization of research that approached by concepts about organizational knowledge and learning, which the authors suggested that benchmarking could be improved, with its focus on learning, in these studies, the focus given is still on Benchmarking and what this tool was becoming or what would be its growth trend in line with trends in management and efficiency (ANDERSEN; CAMP, 1995; KJELLBERG, 1999),

Based on this idea, it can see in later research that the benchmarking concept evolves a little more and suggestions and improvements for the concept begin to appear, however, even at this stage for some researchers, Benchlearning would be only part of a system as a whole for the implementation of innovation and organizational change that starts with Benchmarking, with Benchlearning being just one step in the process of implementing this process, focused on the organization's learning (FREYTAG; HOLLENSEN, 2001). However, in the same year, another survey is published this time with the guidance that Benchmarking would bring better results if the organizational learning guidelines were attributed to its concept, in the same study the authors already pointed out that this was a trend and that has a name, it would be Benchlearning (PEMBERTON; STONEHOUSE; YARROW, 2001).

Studies in the early 2000s were focused on the relevance of organizational learning and the sustainability of the organization. For this reason, some authors emphasized that benchmarking could be improved and others already suggested a new tool, benchlearning. This last idea is quite clear with the publication of the book "Benchlearning: Good Examples as a Lever for Development" (KARLÖF; LUNDGREN; FROMENT, 2001).

The book Benchlearning: Good Examples as a Lever for Development is a milestone for the tool, focused entirely on the development of the concept. It is noticed that the author seeks to define benchlearning as a tool and describes it as a trend that should supply the conceptual spaces left by benchmarking. From the publication of the book, the production of articles on Benchlearning as a different tool emerges and the confrontation between ideas as well. Due to the interest on a theme that promised a revolution by suggesting an improvement for Benchmarking, a tool already consolidated and "darling" in the organizational world, in the year following the publication of the book, there is a research published as a summary or review of the book in which the author praises the concept and the practical definition of implementing the process suggested by Karlöf, Lundgren and Froment (MANNING, 2002).

According on the success of the book's publication and the acceptance of the concept, some authors publish their research defending the idea that benchmarking and benchlearning are different tools with different applications and that, due to their approach to learning and continuous improvement, offers results

with potential greater success than benchmarking (LEMMERGAARD; POVLSEN; DAMHOLT, 2005; LEMMERGAARD, 2008; LLORENTE, 2011; KROMIDHA, 2012; TAMMARU; KIITAM, 2015). Against this thought, some other scholars believe that benchlearning is nothing more than a more robust benchmarking, without the need to determine a new tool, but, rather, just a new stage in the process of conducting benchmarking (RUTOWSKI; GUILER; SCHIMMEL, 2009), or even, they consider it as another generation of benchmarking, suggesting the name that would best define this improvement as Competency Benchmarking (GREEN; DAVIS, 2010).

As a way of contributing scientifically to the discussion on the conceptualization of the tool, other researchers produced studies that were published seeking to better define benchlearning and benchmarking, providing a conceptual basis for the two tools, highlighting the points that differentiate them (FRAYSSINHES, 2007; MALOBABIC, 2012; GIERCZAK-KORZENIOWSKA, 2017).

In the last decade, scholars have focused on the application of Benchlearning in a practical way and have developed methods for its implementation through projects, these authors elaborated programs based on the concept and with a characteristic method and adapted from the tool according to the need and social context that are inserted (SCHEERER; DÜCKERT, 2016; AAS; BLOM, 2018; AAS; PAULSEN, 2019; AAS; VENNEBO; HALVORSEN, 2020). Given this observation and as these are the most recent studies on the subject, we conclude that this is the idea that has prevailed so far, Benchlearning is a different and growing tool. However, due to the short time of use of the tool and mainly the contemporary discussion of the concept, the fact that there is still much to be discussed about the benchlearning tool is irrefutable.

Another result of the reflection of the state of the art on the subject, was the elaboration of a summary table with the published results of studies that used the tool segmented by economic sectors, with the objective of assisting the analysis and punctuating the already known results of Benchlearning, as also to know the scope of the tool applied in different areas since the consolidation of the concept as a management tool (Table 4).

Table 4 Studies on the application of benchlearning

Author	Area	Results
Aas, Vennebo and Halvorsen (2020)	Education	"The discovery show that the thematic and theoretical contributions of the program, practical training and modes of learning have stimulated transformations in the thinking of principals and the conversation about school and leadership practices, what they do in practice and how they relate to students. others and the circumstances around them."
Aas and Paulsen (2019)	Education	"In particular, the study suggests that the active participation of principals in experimenting with new leadership practices in their own schools spurred transformation and change and enhanced instructional leadership."
Aas and Blom (2018)	Education	"The program contributed to increasing the commitment, motivation and confidence to make changes in the participants' own schools and after finishing the program, including changing their leadership practices."
Gierczak-Korzeniowsk (2017)	Private Sector Companies	"Benchlearning allows that act of better knowledge acquisition [...] This process promotes the development of the organization and its employees in a very strong and effective way, thus increasing the efficiency of its services […]. Benchlearning will have a positive effect in building human capital to become part of the company's mentality […]."
Scheerer and Dückert (2016)	Private Sector Companies	"What makes Benchlearning an interesting learning format is its focus on continuous knowledge sharing. This allows participants to build trust with each other – a necessary prerequisite for honest and in-depth knowledge sharing."
Kromidha (2012)	Public administration	"Long-term progress and benchlearning remain one of the biggest challenges for both donors and recipients. It is generally implied that countries that receive international assistance will at some point have to develop their own capacities based on lessons learned."
Green and Davis (2010)	Education	"The comparative application of these recommendations can help to increase the success rate of urban schools by modifying traditional magnet schools. Most

		significantly, the adoption of these recommendations will contribute to broader policy initiatives and specific efforts to bridge the widening gap between urban and suburban students in America."
Lemmergaard (2008)	Private Sector Companies	"The importance of benchlearning is emphasized, in contrast to traditional benchmarking. Implicit in the distinction between benchlearning and benchmarking is the belief that obsession with simply creating databases does not cause knowledge management."
Lemmergaard, Povlsen and Damholt (2005)	Private Sector Companies	"It is emphasized that, in order to obtain gains from the repercussion of knowledge and obtain organizational learning, the system must contain both measurement and evaluation. The importance of benchlearning is emphasized in contrast to traditional benchmarking."

In table 4, given the observation of the organizations that originated the case studies found in the literature, we separated those that used the concept as a tool for organizational improvement, segmenting by economic sectors. The sectors identified are: Education, Private sector companies and Public Administration. In total, only 9 researches were found that proposed to apply the tool, which demonstrates, once again, the scientific insipience of using the tool. Furthermore, the researches dedicated to this objective, are concentrated after the year 2010, which reinforces the statement about the contemporary nature of the theme, the concept is very current. The results of these studies are significant, mainly, with regard to the validation of Benchlearning to the detriment of Benchmarking, mainly since, some researches had as a specific result this last analysis (LEMMERGAARD, 2008; LEMMERGAARD; POVLSEN; DAMHOLT, 2005). It is also important to highlight that all the results presented in Table (4) were positive and were successful.

Still on the results of the studies presented in Table 4, the most recent ones point to the results related to the direct action in the organizational culture, in the transformation of the thinking and in the behavior of the collaborators and, also, it has reports of increased motivation, confidence and even affirmations related to improving relationships, and encouraging innovation within their organizations (AAS; VENNEBO; HALVORSEN, 2020; AAS; PAULSEN, 2019; AAS; BLOM, 2018; GIERCZAK-KORZENIOWSKA, 2017). In the same line of thought, there is research that further emphasizes the concept and believes that Benchlearning is a tool that induces the process of organizational change by transforming organizational structures fully focused on learning (GREEN; DAVIS, 2010). Other studies show results in the interpretation of the tool in view of its use related to the focus given to people and how it influences the dissemination of knowledge (SCHEERER; DÜCKERT, 2016). There is another research that reports the need and the difficulty of organizations to develop their capacities in view of the lessons learned and that, this would be the greatest benefit of the tool if materialized (KROMIDHA, 2012). Finally, there are researches that emphasizes the use of benchlearnning to the detriment of benchmarking. These surveys result in a comparative analysis between the two tools and argue that benchlearning stands out from benchmarking due to its educational character, which is not limited to simple comparison and, thus, obtains better results (LEMMERGAARD, 2008; LEMMERGAARD; POVLSEN; DAMHOLT, 2005).

5 Final Considerations and Recommendations

Knowledge and information management are the result of new ideas coming from management scholars to adapt to the current reality. The development of these concepts is aimed at a greater focus on people and the knowledge produced by them, as it was realized that knowledge resulting from people's activities or learned by them, if retained in the organization, has the power to transform and strengthen actions who become more assertive. Continuous improvement, greater focus on people and constant observation of performance and production processes are hallmarks of this new approach. As a result of this dynamic, the benchmarking management tools and then the benchlearning emerged to help managers maintain these structures and support the implementation of innovation, accepting constant change, in an efficient manner, to which everyone is exposed.

Benchmarking was one of the revolutionary tools of its time, allowing one to look at the other without major tensions, with the intention of forming a partnership for joint development. However, over time, the evolution of management processes and forms, results of the volatility of volatile organizational environments, it was realized that this tool did not meet all the needs of the institutions. The simple indicators comparison did not add to the organization something tangible that would increase its essence, being necessary to propose something more. To provoke transformation, what is learned needs to be transformed into guidelines and set in a way that influences the culture of these organizations, these ideas culminated in the emergence of benchlearning. It is possible that initially the benchlearning or the ideas that are present in its concept today, were thought only as a way to improve benchmarking. However, it was soon understood that it would be much more, its potential being a transformative and differentiated tool that aims to provide conditions for organizations to evolve, develop and develop people.

As a result of this research, it is considered that the potential of Benchlearning as a means of transforming reality and that, in its conceptual essence, stands out against benchmarking if the organization's objective is to seek innovation, improve processes based on dynamic learning as a fundamental basis individual, the group and the entire organization that responds actively to market changes. It is also important to highlight the need to align the guidelines of the tool with the culture of the organization and the involvement of all employees, which is vital for effective performance. However, as a relatively new tool, it is also necessary to emphasize that its implementation process still requires further studies to consolidate itself as a strategic management tool differentiated from benchmarking. It's suggested that future studies be realized using case studies in order to analyze the benefits of the implementation of benchlearning by organizations. Also, it is suggested, in other studies, to identify, through action research, the analysis of the processes available in the literature.

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