Explaining the Background Factors of Competitive Advantage based on the Empowerment of University Professors

Sadegh Jahangiri[1], Moslem Cherabin[2*], Mohammad Karimi[1], Vahid Saatchian[3]

1. Department of management, Neyshabur Branch, Islamic Azad University, Neyshabur, Iran
2. Department of management, Neyshabur Branch, Islamic Azad University, Neyshabur, Iran (Corresponding Author)
3. Department of Physical Education and Sports Science, Imam Reza International University, Mashhad, Iran.

Purpose: A competitive advantage based on the empowerment of professors can create a competitive advantage for the university. As a result, this study was conducted with the aim of explaining the background factors of competitive advantage based on the empowerment of university professors.

Methodology: In an applied research from type of qualitative, the educational elites of universities and non-governmental-non-profit higher education institutions of Mashhad city were investigated. For this purpose and according to the principle of theoretical saturation, 21 people were selected as a sample with the purposive sampling method and were individually subjected to semi-structured interviews. Data were analyzed with open, axial and selective coding methods in MAXQDA software.

Findings: The findings indicated that for the background factors of competitive advantage based on the empowerment of university professors were identified 34 indicators, 9 sub categories and 4 main categories. The main categories were included the categories of organizational (with 2 sub categories of organizational dependence and governance view), cognitive (with 3 sub categories of organizational learning, knowledge management and educability), psychological (with 2 sub categories of limited control and passive thinking) and cultural (with 2 sub categories of organizational culture and organizational ethics). Also, according to the main and sub categories, the pattern of background factors of competitive advantage based on the empowerment of university professors was drawn.

Conclusion: According to the pattern of background factors of competitive advantage based on the empowerment of university professors in the present study, to create a competitive advantage based on the empowerment of university professors, can be provided the context for the realization of background factors through the identified main and sub categories.

1. Corresponding Author: moslemch2015@gmail.com

1. Introduction

Higher education and universities play an important role in the economic, social, and cultural development of the country, and the specialized human resources required by various sectors of society are trained and developed by universities (Su, 2021). The quality of university activities depends largely on the dynamism of the professors, and all expected university activities, including teaching and education, discovery and production of science, integration of science, and application of science by university professors, take place (Tabassum et al., 2023). University professors are experts who produce knowledge, use it, transfer it, and are also responsible for formulating organizational performance goals and standards (Sklar, 2016). In contemporary times, education and human resource development are one of the most important concerns of managers and policymakers of effective organizations, and education is one of the necessities of humans for growth and development in any underlying field (Stanimirovic & Brinovec, 2022). The high importance of human resources is due to the fact that other physical resources and assets of the organization do not have the necessary efficiency and effectiveness without human resources; therefore, empowering human resources is one of the important goals of any organization (Mills, Weary, and Von Keyserlingk, 2021). Empowering human resources in educational organizations, including universities, plays an important role in the development and progress of society, and therefore, empowering human resources in universities is of great importance. Therefore, it is necessary for universities, according to their own conditions and requirements, to identify and implement appropriate mechanisms for empowering professors (Meng & Sun, 2019).

Given the role and position of professors in the development of universities, attention to the issue of empowering professors to effectively fulfill their roles is considered very important and an inevitable necessity (Salajegheh, Mirzazadeh, and Gandomkar, 2019). Empowering professors plays a crucial and fundamental role in the excellence and promotion of education at the university level, and this empowerment can directly have a positive impact on the performance of the higher education system (Safavi & Sadeghi, 2017). Empowerment is a process through which participants in the educational environment improve their competencies, solve existing problems and challenges, and provide a basis for their professional growth and development (Alanoglu & Karabatak, 2023). Empowerment is a useful tool or solution for unleashing the hands of employees to act in the best way they think is right without any fear or concern, and in addition to creating golden opportunities in business, it saves the organization from crisis and challenges (Al-Khateeb & Momani, 2022). In general, empowerment refers to two concepts: power sharing and motivational and cognitive aspects. Power sharing means that employee participation is a process in which power is shared among individuals. In other words, empowerment in the sense of power-sharing means giving more organizational power to employees and delegating authority. The motivational and cognitive concept of empowerment is based on employees' perceptions of the work environment and increases self-efficacy, self-effectiveness, competence, trust in others, and a sense of meaningfulness (Valdez et al., 2019). Empowering professors and promoting them in educational situations provide opportunities for independence, choice, responsibility, and participation in decision-making, and these empowerments include three axes: improving the situation, increasing knowledge, and achieving decision-making (Lasker & McNaughtan, 2022). This type of empowerment includes any program aimed at helping professors redefine their roles in various educational, research, and managerial dimensions (Shi, Meng, and Huang, 2022). Professor empowerment programs should be designed and implemented in such a way that their essential competencies for teaching and education are improved and promoted. Therefore, empowerment is essential and is achieved when new ideas and thoughts are implemented in the organization and save the organization from stagnation and destruction (Mcnaughtan et al., 2021).

Empowering teachers can create a competitive advantage, which means recombining factors that enable an organization to perform successfully in a competitive environment compared to its competitors (Bidayati et al., 2023). Competitive advantage has been systematically analyzed since the 1960s to explain the impact of the external environment on organizational strategy at Harvard University. Based on this, organizations in the same industries receive the same data and must accept the same strategies and achieve similar results, but

in reality, this is not the case. Some employees can create a competitive advantage for the organization and contribute to improving and enhancing organizational performance (Elrod & Forenberry, 2018). Competitive advantage is an international business concept that determines the competitive position of an organization and gives it the ability to create, maintain, and enhance its position (Fauzi, 2021). This structure is the organization's ability to execute one or more strategies that competitors cannot face, which is vital and necessary for the survival and development of the organization. Therefore, if the organization can align its competitive strategy with variable market situations, it can achieve its goals and maintain its survival in the organization (Turner, Stawicki, and Guo, 2018). An organization achieves a competitive advantage when it creates significant value for customers compared to other competing organizations. Generally, there are two types of competitive advantage: cost advantage (i.e., organizations offer products and services at a low cost, which is related to low production, procurement, distribution costs, etc.) and differentiation advantage (i.e., customers feel a fundamental difference in the product and the organization providing the product compared to competing organizations) (Gil-Cordero et al., 2022). In fact, competitive advantage is the level of understanding of competitive strategy through low costs or differentiation by creating value. Cost advantage requires systematic efforts by the organization to increase efficiency, while differentiation advantage is considered as product and service advantages that increase product quality or services, improve customer response time, and meet their expectations and needs (Romario, Prasetyaningtyas, and Maharani, 2021).

Very few studies have been conducted on identifying the factors affecting the empowerment of university professors, and the most important results of these studies are reported below. Fotouhi, Akbari, Cherabin, and Maaghul (2020) concluded in a study on the empowerment pattern of faculty members of Farhangian University that 48 components were identified in 14 dimensions of evaluation, philosophy, participation, education, attitude, cognitive, self-efficacy, appreciation, structural, management, clarification, equipment, infrastructure, and implementation, and each of the 14 dimensions was confirmed quantitatively. Flavell, Harris, Price, Logan, and Peterson (2019) found in a study on empowering professors with e-learning technologies that the need to use technology and move towards digital literacy creates cognitive, emotional, and practical changes in empowering professors. Bakhtyari, Farajollahi, Sarmadi, and Zarabian (2019) concluded in a study on designing a cognitive empowerment model for faculty members in blended learning environments that 22 components were identified in 5 dimensions of professional growth (with components of organizational intelligence, organizational promotion, creativity, supportive teacher-student program, and effective communication), research knowledge (with components of educational program, research skills, curriculum, student evaluation, and program evaluation), management (with components of participatory management, classroom management, team building, and decision-making), teaching methods (with components of innovative teaching technology, workshop organization, small group activity, short-term training courses, and brainstorming sessions), and job enrichment (with components of participation in activities, reward system, and self-efficacy). Badawy, Srivastava, and Magdy (2018) found in a study on psychological empowerment on organizational commitment and quality of life of professors that professors had different levels of psychological empowerment, organizational commitment, and quality of work life. Farhadi, Faridpur, and Sadeghi (2017) concluded in a study on the empowerment pattern of professors and trainers in military and law enforcement training centers that in the mentioned pattern, four dimensions of individual, organizational, managerial, and environmental factors were identified as effective on empowerment, and three dimensions of scientific, personality, and communication competencies were identified as the competencies of professors and trainers. Asadi Louyeh, Taheri, and Salari (2016) found in a study that the educational needs of faculty members of medical universities in the field of empowering professors included 45 needs in 6 educational areas (with 18 needs), evaluation (with 9 needs), research (with 6 needs), personal development (with 8 needs), information technology (with 2 needs), and management activities (with 2 needs).

Given that the effectiveness of universities depends on the capabilities of their professors, and despite the importance and necessity of empowering university professors and its potential benefits, few studies have

been conducted on the empowerment of university professors. In this regard, research on universities and non-profit private higher education institutions has been neglected. Considering the above and the fact that in some studies, the role of various factors in the subject of organizational empowerment has been addressed, this research gap is also felt both in the field of university professors and in the underlying factors. Therefore, the main issue of this research is to identify the underlying factors of competitive advantage based on the empowerment of university professors, and the results of this study can help specialists and university planners create and increase competitive advantage. Competitive advantage based on the empowerment of professors can create a competitive advantage for the university. Therefore, this study was conducted to explain the underlying factors of competitive advantage based on the empowerment of university professors.

2. Methodology

Through applied qualitative research, elite educational members of universities and non-profit private higher education institutions in Mashhad were examined. In other words, this study is classified as qualitative research regarding purpose, data collection and analysis strategy. The research population consisted of experienced faculty members and professors in Mashhad, of whom 21 were selected as samples using a purposive sampling method based on criteria such as having information in the field of research, having more than 15 years of service in universities and non-profit private higher education institutions, accepting interviews, having at least a master's degree, and having a willingness to participate in the research.

The stages of the current research were as follows: first, questions were designed for interviews with experts, and then the samples were identified. The importance and necessity of the research were explained to the samples, and they were justified about the applications of the current research. After accepting the samples to participate in the research, the necessary coordination was made with them regarding the time and place of the interview and the interview conditions, such as recording the interview for re-examination and not losing any information while maintaining confidentiality. The samples were individually interviewed, and the interviewer recorded the important and key points of the interview. In addition, the notes related to each question were read and confirmed by the interviewer after answering that question, and if necessary, the information was corrected. All questions were asked individually from each of the 21 individuals, and after the interview, they were appreciated and thanked for participating in the research.

The present research tool was a semi-structured interview conducted individually. The semi-structured interview of the present study consisted of 5 main questions that one of the interviewees asked, and the important and key points of the interviews were noted and recorded for further review. The interviews with each educational elite of non-governmental and non-profit universities and educational institutions in Mashhad City took about 40 to 60 minutes. It should be noted that the validity of the interviews was confirmed by the triangulation method, and their reliability was obtained by the coefficient of agreement between two coders of 0.87.

The data obtained from the semi-structured interview were analyzed using open, axial, and selective coding methods in MAXQDA software. Open coding means conceptualizing the data, axial coding means categorizing and relating categories, and selective coding means categorizing categories into larger groups and naming them.

3. Findings

In this study, interviews were conducted with 21 educational elites from non-governmental and non-profit universities and educational institutions in Mashhad city, with an average age of 51.4 years. The results of the frequency and percentage of demographic information of the research samples can be seen in Table 1.

Table 1. Results of the frequency and percentage of the demographic information of the samples of the present study

Variable	Value	Frequency	Percentage

| Gender	Male	12	57.14
	Female	9	42.86
Degree	Master's degree	2	9.52
	PhD	19	90.48
Job experience	16-20	6	28.57
	21-25	12	57.14
	> 25	3	14.29

As can be seen in Table 1, most of the research samples were male (57.14%) and had a PhD (90.48%) and a job experience of 21-25 years (57.14%). The results of open, axial, and selective coding for identifying the underlying factors of competitive advantage based on the empowerment of university professors can be seen in Table 2.

Table 2. The results of open, axial and selective coding to identify the factors underlying competitive advantage based on the empowerment of university professors

Core category	Sub-category	Indicator
Organizational	Organizational affiliation	Unregulated management from outside, lawlessness, and lack of specific regulations
	Governance perspective	Physiological needs, illegal infrastructures, compliance with political changes and inhibitory laws
Cognitive	Organizational learning	Indifference to learning, discrete learning, and single-loop learning
	Knowledge management	Resistance to change, avoidance of knowledge sharing, failure to implement documentation procedures, and failure to hold group meetings
	Trainability	Ineffectiveness in output, mental inflexibility, incompetence, disregard for job requirements, and inability to make decisions
Psychological	Limited control	Failure to understand inconsistencies, ignorance, failure to understand ambiguity, and lack of foresight
	Passive thinking	Incompatibility with goals and work, passivity in problem-solving, inability to rotate thoughts quickly, and non-analytical thinking
Cultural	Organizational culture	Incompatibility, inconsistency of values, unprofessionalism, individualism, and distrust
	Organizational ethics	Responsibility avoidance, inexperience in work, laziness, and behavior based on external stimuli.

As shown in Table 2, 34 indicators, 9 subcategories, and 4 main categories were identified for the underlying factors of competitive advantage based on the empowerment of university professors. The main categories included organizational categories (with 2 subcategories of organizational affiliation and governance perspective), cognitive categories (with 3 subcategories of organizational learning, knowledge management, and teachability), psychological categories (with 2 subcategories of limited control and passive thinking), and cultural categories (with 2 subcategories of organizational culture and ethics). Based on the main and subcategories, the pattern of underlying factors of competitive advantage based on the empowerment of university professors can be seen in Figure 1.

Governance perspective

Trainability

The model of underlying competitive advantage factors based on the empowerment of university professors

Organizational culture

Organizational ethics
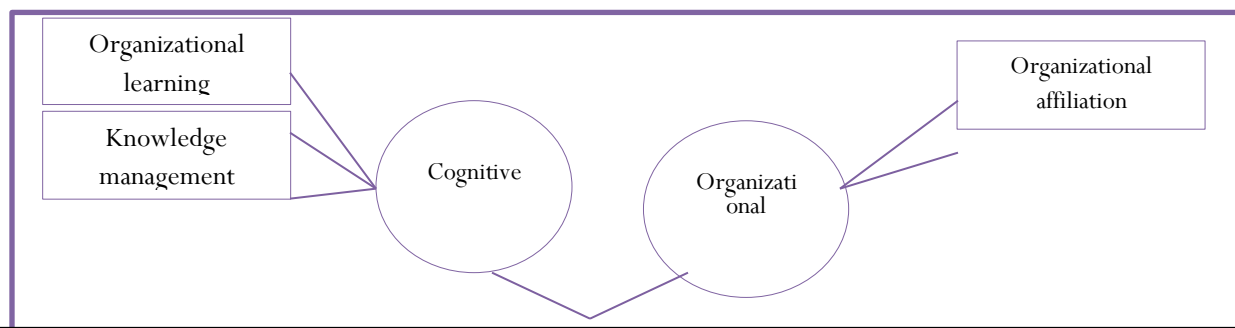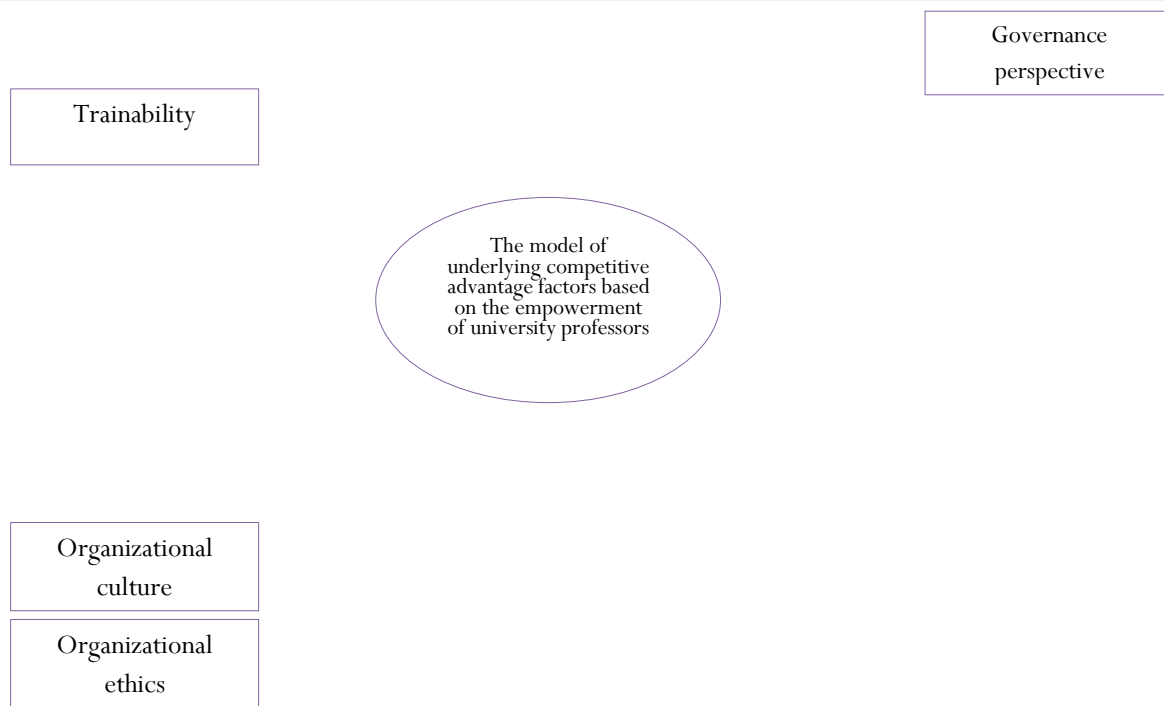
Figure 1. The model of underlying competitive advantage factors based on the empowerment of university professors

4. Discussion

Competitive advantage plays an important role in the effectiveness and efficiency of universities, and therefore, examining competitive advantage based on the empowerment of professors is important and necessary. Therefore, this study was conducted to explain the underlying factors of competitive advantage based on the empowerment of university professors.

The findings of the present study indicated that 34 indicators, 9 subcategories, and 4 main categories were identified as the underlying factors of competitive advantage based on the empowerment of university professors. The main categories included organizational categories, cognitive categories, psychological categories, and cultural categories.

The findings above were consistent with the findings of Fotouhi et al. (2020), Flavell et al. (2019), Bakhtyari et al. (2019), Badawy et al. (2018), Farhadi et al. (2017), and Asadi Louyeh et al. (2016) studies, which can be interpreted and explained in two organizational categories of organizational affiliation and governance perspective. Organizational affiliation indicates that the role of professors in developing the country's education, policymaking, and political developments has a significant impact on the management and regulations governing universities. Organizational dependence of universities, especially non-profit universities, can be a major obstacle to the employment and development of deserving professors and faculty members. This is because the final and important decisions of the organization are made by individuals outside the organization who do not have a precise understanding of the consequences and implications of those decisions for the future of the country's education. This decision has a high dependence on the student audience. It can have an influential role in the quality of education if attention is paid to the physiological needs of professors, which is a concern in the current situation of the country.

On the other hand, illegal infrastructures have influenced professors' ability to some extent in recent years. This can be expressed in accepting students and obtaining licenses for higher education levels. However, political changes in the country and attention to fields that can create a suitable market for education in the future have provided the underlying for dependence. Another important factor underlying is the cognitive

category with three subcategories of organizational learning, knowledge management, and learning readiness. Organizational learning occurs at three levels of: single-loop, double-loop, and triple-loop, such that single-loop learning is about increasing adaptability through training and experience. The knowledge and skill gap of professors is filled due to single-loop learning through in-service training courses, and the best results are achieved when errors are discovered and corrected in the current paradigm. This type of learning is the same as low-level or non-strategic learning. Double-loop learning, also known as strategic learning, is aimed at discovering and correcting deficiencies and questioning existing norms, procedures, policies, goals, and structures.

Therefore, it is necessary to strengthen motivational systems, create open dialogue spaces, provide innovative training, and promote culture in non-profit universities to enhance this level of learning. After providing second-level learning, efforts should be made to achieve third-level or triple-loop learning. In this type of learning, individuals learn how to learn, and universities can also successfully attract capable and effective professors to provide the groundwork for double-loop and triple-loop learning. Additionally, knowledge management occurs through a spiral interaction between cognitive and ontological dimensions of knowledge, and this process has four different patterns between explicit and implicit knowledge, including socialization, externalization, combination, and internalization. These patterns demonstrate the interaction of methods through which existing knowledge is transformed into new knowledge. Therefore, attention to knowledge management at the level of non-profit universities is essential to control resistance to change based on existing environmental conditions and to create concerns for professors. Therefore, more cohesive strategies should be used to reduce the non-implementation of documentation and training procedures, especially in virtual spaces, and efforts should be made to hold group sessions.

Another underlying factor is the psychological category, with two subcategories: limited control and passive thinking. Therefore, non-profit universities and educational institutions should pay attention to both subcategories of limited control and passive thinking to strengthen the capabilities of their professors. Experts have emphasized the role and importance of these two subcategories in damaging universities and have drawn attention to assessment and training centers to identify these areas. In this regard, understanding the discontinuities between education and management in an organization, which is very influential in mutual understanding, can lead to ignorance and ambiguity. Therefore, with the development of education outside of universities and the creation of non-profit educational organizations, this issue can motivate professors to look outward. As a result, education-oriented universities, especially non-profit universities, and institutions, should pay special attention to the psychological needs of professors and the impact of this on human resources' interest in education to achieve development and student satisfaction.

Another underlying factor is the cultural category, with two subcategories: organizational culture and ethics. Therefore, it is necessary to reduce or eliminate the lack of coherence of values and organizational missions in education, and universities should move towards unity of values, missions, and organizational missions. Failure to observe organizational ethics can lead to irresponsibility, inexperience in work, laziness, and instability in goals, highlighting the importance of operationalizing ethical charters in non-profit universities. The organization's human resources must have unique characteristics that make them unique, and therefore, professors and instructors who show little responsibility for education cannot help the university achieve this. As a result, the organization will not gain any competitive advantage through its professors in achieving competitive advantage.

The findings of this study indicate that underlying factors contribute to universities achieving strategic organizational goals and development. At the same time, the presence of competent professors can pave the way for creating and improving competitive advantage. Therefore, by employing and nurturing a competent workforce, universities can assist in strategic organizational planning in complex economic, political, and social conditions, as well as examining internal and external changes and the organization's movement towards formulated strategies. Given the content above and the findings of this research, as well as the important role of non-profit universities in maintaining continuous communication with different age groups of society and

the importance of managers' decisions in education and research to improve universities' productivity and performance, special attention to utilizing capable human resources to utilize their abilities and develop the university's strategic goals towards the 1404 vision is essential. Additionally, attracting and employing capable human resources and professors in non-profit universities requires a long-term and precise plan and cooperation between the Ministry of Science, Research, and Technology, Education, and Health, Treatment, and Medical Education to develop a special educational program and operationalize it, as well as allocating a specific and significant economic budget due to its high importance.

Ethical considerations
In this study, the researchers were committed to observing ethical considerations.

Acknowledgments
We would like to thank everyone who contributed to this study, especially those who were interviewed.

Author contributions
In this study, the student was responsible for conducting interviews, collecting background information, analyzing data, and writing the article, while the professors were responsible for reviewing the analyses and editing the article.

Conflict of interest
There was no conflict of interest in this study.

References

Alanoglu M, Karabatak S. (2023). How psychological empowerment influences faculty members' change orientation: Does knowledge inertia have a mediating role? *Educational Process International Journal*. 12(2): 124-143.

Al-Khateeb F, Momani MAA. (2022). Novice faculty members' empowerment and practicing their professional roles in light of the administrative methods in the Jordanian Universities. *Asian Social Science*. 18(4): 32-47.

Asadi Louyeh A, Taheri M, Salari A. (2016). The survey of educational needs to empower faculties in GUMS. *Research in Medical Education*. 8(2): 37-48. [Persian]

Badawy TAE, Srivastava S, Magdy MM. (2018). Psychological empowerment as a stimulus of organisational commitment and quality of work-life: A comparative study between Egypt and India. *International Journal of Economics and Business Research*. 16(2): 232-249.

Bakhtyari A, Farajollahi M, Sarmadi M, Zarabian F. (2019). Design and validation of faculty member's cognitive empowerment model in blended learning environments. *Journal of Education Strategies in Medical Sciences*. 11(5): 122-130. [Persian]

Bidayati U, Thoyib A, Aisjah S, Rahayu M. (2023). The impact of Muhammadiyah' leadership style and total quality management on competitive advantage in universities − Case on universities in Yogyakarta, Indonesia. *Revista de Cercetare si Interventive Social*. 81: 62-84.

Elrod JK, Forenberry JL. (2018). Catalyzing marketing innovation and competitive advantage in the healthcare industry: the value of thinking like an outsider. *BMC Health Service Research*. 18(922): 46-48.

Farhadi A, Faridpur D, Sadeghi A. (2017). Pattern of empowerment of professors and trainers of military and police training centers based on Islamic foundations. *Journal of Training in Police Sciences*. 5(3): 1-20. [Persian]

Fauzi M. (2021). Implementation of total quality management in creating competitive advantage. *Journal of Digital Marketing and Halal Industry*. 3(2): 179-195.

Flavell H, Harris C, Price C, Logan E, Peterson S. (2019). Empowering academics to be adaptive with e-learning technologies: An exploratory case study. *Australasian Journal of Educational Technology*. 35(1): 1-15.

Fotouhi M, Akbari A, Cherabin M, Maaghul A. (2020). Presentation of faculty member's empowerment model of Farhangian University. *Educational Development of Jundishapur*. 11(2): 219-232. [Persian]

Gil-Cordero E, Ledesma-Chaves P, Ortega-Gutierrez J, Han H. (2022). Organizational value and participatory leadership for sustaining the competitive advantages of hospitality and tourism companies. *Humanities & Social Sciences Communications*. 10(396): 1-18.

Lasker J, McNaughtan J. (2022). Similarities and differences in the structure and interpretation of empowerment and job satisfaction between minority and Majority faculty members. *International Journal of Education Policy & Leadership*. 18(2): 1-16.

Mcnaughtan J, Eicke D, Thacker R, Freeman S. (2021). Trust or self-determination: Understanding the role of tenured faculty empowerment and job satisfaction. *The Journal of Higher Education*. 93(7): 1-25.

Meng Q, Sun F. (2019). The impact of psychological empowerment on work engagement among university faculty members in China. *Psychology Research and Behavior Management*. 12: 983-990.

Mills KE, Weary DM, Von Keyserlingk MAG. (2021). Graduate Student Literature Review: Challenges and opportunities for human resource management on dairy farms. *Journal of Dairy Science*. 104(1): 1192-1202.

Romario R, Prasetyaningtyas SW, Maharani A. (2021). Human resource management in a coffee beverage sme to gain competitive advantage in Indonesia. *Journal of Ilmiah Manajemen dan Bisnis*. 7(3): 362-371.

Safavi A, Sadeghi A. (2017). Reconstructing academic staff development program: by implementing a supervised and feedback on experience strategy in order to improve their teaching skills in lesson planning. *Education Strategies in Medical*. 10(5): 358-363. [Persian]

Salajegheh M, Mirzazadeh A, Gandomkar R. (2019). Evaluation of faculty development programs in medical education: A review study. *Iranian Journal of Medical Education*. 18(48): 435-445. [Persian]

Shi R, Meng Q, Huang J. (2022). Impact of psychological empowerment on job performance of Chinese university faculty members: A cross-sectional study. *Social Behavior and Personality an International Journal*. 50(1): 1-11.

Shqerat E. (2022). The role of self-leadership and psychological empowerment of the faculty members at Tafila technical university. *International Education Studies*. 15(1): 166-176.

Sklar DP. (2016). Moving from faculty development to faculty identity, growth, and empowerment. *Academic Medicine*. 91(12): 1585-1587.

Stanimirovic D, Brinovec RP. (2022). Human resource planning in health care: Outlining a basic model and related complexities. *Studies in Health Technology and Information*. 299: 279-282.

Su WJ. (2021) Innovative thinking of human resources management in colleges and universities. *Open Access Library Journal*. 8: 1-6.

Tabassum Z, Sana S, Rahila A, Amber S, Areeba H. (2023). Needs assessment for faculty development in health professions education at a medical university in Karachi, Pakistan. *Journal of Pakistan Medical Association*. 73(1): 147-149.

Turner AD, Stawicki SP, Guo WA. (2018). Competitive advantage of MBA for physician executives: A systematic literature review. *World Journal of Surgery*. 42(6): 1655-1665.

Valdez GFD, Cayaban AR, Mathews S, Doloolat ZA. (2019). Workplace empowerment, burnout, and job satisfaction among nursing faculty members: Testing Kanter's theory. *Nursing and Palliative Care International Journal*. 2(1): 29-35.

Van Loon KA, Scheele F. (2021). Improving graduate medical education through faculty empowerment instead of detailed guidelines. *Academic Medicine*. 96(2): 173-175.