

Natural Language Processing–Driven Knowledge Extraction for Ethical Decision Support: A Case Study of the Cat Who Saved Books

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Abstract

Current perspectives on leadership focus increasingly on ethical responsibility, empathy, knowledge sharing, and valuing of human beings rather than mere authority. Literary texts offer an opportunity to analyze such aspects in terms of the development of characters, conflicts, and processes of personal transformation. This research focuses on Sotuke Natsukawa's novel *The Cat Who Saved Books* in order to explore the connection between ethical leadership, knowledge, reading, empathy, and moral development. This research employs qualitative literary research method complemented by basic NLP-based textual analysis. Close reading was applied to identify significant events, dialogues, and the development of characters, while NLP-based keyword and thematic analysis was used to detect recurrent patterns in the text. The analysis concentrated on seven themes, namely, knowledge and wisdom, ethical leadership, empathy and compassion, reading and books, dialogue and communication, intellectual humility, and inclusive relationships. Interpretation of the themes is based on Ethical Leadership Theory and Knowledge Creation Theory. In total, 180 thematic occurrences were found relevant to the analysis of selected texts. These included knowledge/wisdom (23.3%), ethical leadership (19.4%), empathy/compassion (16.1%), reading and books (15.0%), dialogue/communication (11.7%), intellectual humility (7.8%) and inclusive relationships (6.7%). These results show that the novel makes a strong connection between knowledge, moral responsibility and personal transformation. The results reveal that the development of Rintaro reflects the idea of ethical development of leadership as a process, not a formal position. Books in this context are seen as reflections of wisdom, empathy, reflection and responsibility. While NLP helps to prove this hypothesis using patterns in texts, literary interpretation is the key to their analysis. This research can be used as an argument within interdisciplinary discussion about literature, ethical leadership and responsible knowledge usage.

Keywords: Ethical Leadership, Knowledge, Literary Analysis, Natural Language Processing, Empathy, Moral Development, Knowledge Creation.

Introduction

Leadership means much more than authority, institutional role, and administration; it is a concept that includes ethics, empathy, sharing knowledge and respect of different perspectives. In modern society, leadership is viewed as a human activity in which people are capable of influencing other people and reacting to challenges by doing things that are beneficial for the community they are part of. Ethical leadership is especially important since the decisions made by influential people have an impact on such aspects as trust, relationships, learning and social responsibility (Maalej et al., 2015; Papakyriakopoulos et al., 2023). Consequently, leadership cannot be viewed merely as an issue of efficiency or accomplishing organizational goals; it should also be analyzed from the point of view of values and moral judgment and responsibility towards other people. Literature is an excellent source for doing so since it shows human choices, conflicts, relationships, and changes (Shaikh et al., 2024).

In such an atmosphere, the novel *The Cat Who Saved Books* by Sosuke Natsukawa is one of the works that serve as a valuable literary example of knowledge, ethics, empathy, and personal transformation. The story is about Rintaro Natsuki, a young man who inherits his grandfather's used bookshop and experiences a number of unusual situations related to the use and abuse of books. The main character's experiences result in the transformation of his views about knowledge and responsibility. Books in this novel are presented not only as carriers of information but also as objects of contemplation, imagination, emotional and moral development. Therefore, Rintaro's path of personal development serves as an excellent opportunity to analyze leadership not as a manifestation of authority but as an exercise in ethics.

The importance of this paper can be found in introducing the notion of literature analysis to the notions of ethical leadership and knowledge research. While leadership has already been explored in numerous studies in organizational sciences, literature may provide another approach to dealing with such issues in terms of character development, relations, conflict, and personal changes. One of the most important aspects of *The Cat Who Saved Books* is that the main ideas of the novel go far beyond reading and saving books and deal with the issue of knowledge acquisition and sharing. In addition, the novel discusses reading that is focused on speed, ownership, and monetary value instead of the process of gaining insights. The main protagonist of the book introduces the reader to a new vision of knowledge based on empathy, critical thinking, dialogue, and responsibility.

The analysis is mainly based on two theoretical approaches – Ethical Leadership Theory formulated by Michael E. Brown, Linda K. Treviño, and David A. Harrison, and Knowledge Creation Theory advanced by Ikujiro Nonaka and Hirotaka Takeuchi. According to Ethical Leadership Theory, morality, interpersonal relations, communication, justice, and the role of leaders as role models of ethics become central issues. In turn, Knowledge Creation Theory presents knowledge as a dynamic phenomenon created through interaction, experience, conversation, and joint learning processes. Thus, the selected theoretical concepts provide an excellent base for understanding the development of Rintaro and the way books and reading are presented in the novel. Rintaro is not a leader in a traditional sense; however, his leadership is realized through his choices, relationships, ability to learn, and his devotion to preserving the value of knowledge.

One major aspect of the significance of the paper is the literary interpretation of *The Cat Who Saved Books* as an example of a story of ethical and inclusive leadership. Instead of treating the topic of leadership as that which involves authority, the paper provides evidence of how the novel sees leadership in terms of integrity, empathy, intellectual humility, dialogue, and proper handling of knowledge. Moreover, through the discussion of the transformation of the cat named Rintaro, the paper explains how his transformation entails a movement from solitude and doubt towards ethical confidence and responsibility. Another element worth considering in this connection is how the novel criticizes the commercialization and superficial use of knowledge, in that it gains more meaning when it prompts one to reflect, to connect with people, and to act responsibly.

The paper consists of eleven sections. Section 1 explains the background of the research, significance, contribution, and objectives. The theoretical perspectives and literature review are discussed in Section 2. Section 3 provides information on the qualitative methodology and NLP text analysis technique. The concept of ethical leadership is discussed in Section 4 while Sections 5 to 8 discuss knowledge, empathy, commercialization, and transformation of Rintaro respectively. The importance of the topic in current times is discussed in Section 9, whereas Sections 10 and 11 provide the results and conclusion of the study.

Theoretical Perspectives and Literature Review

Ethical Leadership Theory

Ethical leadership becomes the key framework for analyzing people's response to a moral dilemma, accountability, justice, and interpersonal relationships. In this way, the notion of ethical leadership is not related to any kind of success, power, etc., and it presupposes the performance of those activities which are based on integrity, accountability, and morality. As it can be seen from the discussion presented above, the listed aspects are particularly important for literary analysis, where literary characters demonstrate various ethical dilemmas and develop their morality due to their experience and communication with other people. Furthermore, the studies devoted to the ethical decision-making in intelligent systems become the confirmation of the need to differentiate the processes of data processing and moral decision-making (Omari & Mohammadian, 2016; Papakyriakopoulos et al., 2023; Zaim bin Ahmad & Takemoto, 2025). However, the research presented above is oriented towards computational context and not literary one. It is a critical point of the current research because its primary goal is not the creation of any automatic system but the analysis of this process (Kumar et al., 2024; Labkoff et al., 2024).

In literature, the ethical aspect becomes especially meaningful where characters are faced with dilemmas that involve conflicting values (Filandrianos et al., 2025). In *The Cat Who Saved Books*, it is done by means of interactions between Rintaro and those people who view books as mere objects of property, commerce, or efficiency. As his actions evolve, one sees a display of those traits that are typical of ethical leaders, such as moral courage, empathy, accountability, and intellectual modesty (Coppersmith et al., 2018). Hence, literature becomes the venue where leadership is perceived in an ethical manner.

Knowledge Creation Theory

The Theory of Knowledge Creation is another theoretical basis for studying the linkages among knowledge, learning, interaction, and transformation. Instead of defining knowledge as information acquired, knowledge is created through experience, interaction, reflection, and knowledge exchange. Current studies in knowledge management, for example, also place increasing emphasis on language, information organization, and knowledge discovery in increasingly complex information settings (Shokirova et al., 2024; Alqurashi & Ahmad, 2024; Ogungbenro et al., 2025). Studies in information search and knowledge-based systems also highlight the significance of interpretation of textual information within a proper context (Lee & Uppal, 2020; Tamine & Goeuriot, 2021). However, these kinds of studies typically examine knowledge from information-related or computational perspectives, while the current study examines knowledge from a literary perspective (Sajja et al., 2025).

Such a viewpoint proves especially valid for *"The Cat Who Saved Books"* since the books are not only material entities and means of acquiring knowledge. On the contrary, books are instruments for coming across new thoughts, challenging one's presuppositions, developing empathy, and gradually learning how to be responsible. Thus, the character's story implies that knowledge gains its meaning if it serves the purpose of reflection and enlightenment of people.

Relevance to Literary Interpretation

Modern research has shown that it is possible to reveal moral values, narrative patterns, and knowledge structures using language-based methods (Hobson et al., 2024; Shokirova et al., 2024). Studies on natural language processing have been conducted with regard to ethical reasoning, interpretation, and knowledge extraction from various fields of study (Omari & Mohammadian, 2016; Alafari et al., 2025; Varmantchaonala et al., 2024). While these works help to understand the connection between language and knowledge, cannot be considered a methodology for the current research. No computational modeling, corpus analysis, or automated categorization of texts is being used in the current work (Belciug & Gorunescu, 2020).

Scholarship within the field of literary studies on *The Cat Who Saved Books* has concentrated on the portrayal of books and the culture of reading (Takemoto, 2024). Literature has been shown through other studies to have greater scope in terms of facilitating the consideration of values, moral imagination, and human behavior (Hobson et al., 2024; Zaim bin Ahmad & Takemoto, 2025). In the current research, the analysis has been widened by relating the portrayal of books and reading in the novel to that of ethical leadership, knowledge creation, empathy, and inclusive human interactions. The two theories are thus valuable since Ethical Leadership Theory explains the moral implications of Rintaro's behaviors while Knowledge Creation Theory explains his transformation (Lee & Uppal, 2020; Alafari et al., 2025).

Research Gap and Inference

There are three significant points in the analyzed literature. First, the current research on NLP and knowledge management is predominantly focused on computational techniques, data handling, decision-making, and intelligent systems. Second, there is a trend in the ethical literature towards responsible decision-making in technologically mediated environments. Third, literary analysis of *The Cat Who Saved Books* has paid much attention to books and reading but less attention to its significance for ethics of leadership and knowledge management. This means that the link between literary representation and ethical leadership is still missing. The current research bridges this gap through qualitative analysis of Rintaro's moral development, relations with knowledge, and communication with other characters. Hence, it is interpretative in nature and shows how literature can be used to examine ethical leadership, responsible relationships, intellectual humility, and management of knowledge.

Methodology

Research Approach

This paper employs the methodology of qualitative literary research assisted by simple NLP-based textual analysis. The key intent is the interpretation of ethical leadership, knowledge, empathy, responsibility, and human values in the work of Sosuke Natsukawa titled *The Cat Who Saved Books*. The NLP approach is employed in this case as an auxiliary analytical technique for analyzing the repetitive linguistic patterns found in the chosen text, whereas the core interpretation is based on traditional literary analysis.

Textual Data and Preprocessing

English version of "*The Cat Who Saved Books*" is chosen as the main text for the analysis. Parts of the text that are related to ethical leadership and knowledge themes are highlighted. The text chosen was preprocessed using text normalization, converting it into lowercase, removing punctuation marks and common stop words, as well as tokenizing the text into words. Commonly occurring meaningful words and phrases were analyzed further in order to identify any patterns of interest for the study.

NLP-Supported Thematic Analysis

While the use of NLP was for identifying recurrent themes and keywords, it did not aim at developing a predictive model. Lexical terms of importance were categorized into themes such as ethics in leadership, knowledge and wisdom, empathy and compassion, dialogue and communication, intellectual humility, inclusive leadership, and responsible application of knowledge. However, it should be noted that while word-frequency patterns were identified, they were also analyzed in the light of their textual environment since frequency alone could not account for literary significance.

Semantic and Sentiment-Oriented Interpretation

The following lightweight form of semiotic analysis of the interrelation between repeated phrases and expressions and major themes of the novel has been carried out. Specific emphasis has been paid to such concepts as moral responsibility, compassion, confrontation, contemplation, collaboration, and transformation of the main characters. Sentiment-based interpretation has also been employed to discern major positive, negative, and reflective sentiments in relation to major characters and events of the novel.

Knowledge Extraction

In addition, NLP-based knowledge extraction is used in this research to extract the concepts and relations related to ethical decision-making. The extracted concepts were clustered in relation to concepts like knowledge-responsibility, reading-reflection, empathy-leadership, dialogue-learning, and power-ethical responsibility. These relations were analyzed based on the theories of Ethical Leadership and Knowledge Creation. In this regard, the use of NLP allows for an organized representation of recurring textual knowledge, while literary analysis explains its deeper meaning.

Fig. 1 represents the framework of this study, which clearly demonstrates how NLP-enabled textual analysis is combined with close reading and theorizing to explore ethical leadership, knowledge, empathy, and human values in *The Cat Who Saved Books*.

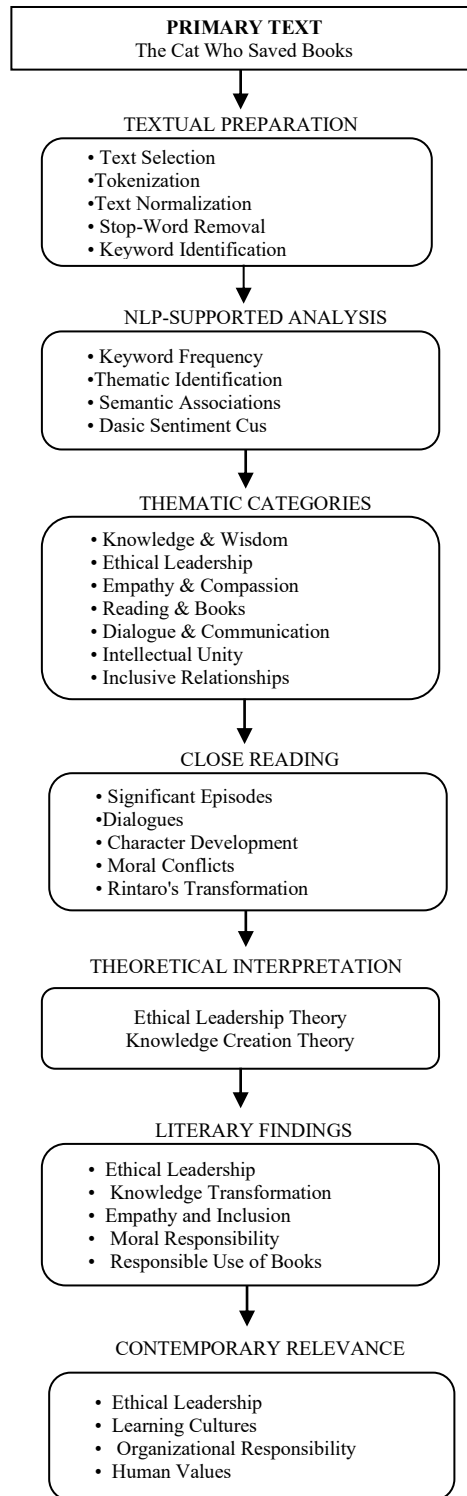


Fig. 1: Conceptual Framework of the NLP-Supported Literary Analysis

Analytical Procedure

The analysis process followed four main stages, including (1) the preparation of the English text, (2) preliminary NLP pre-processing and keyword detection, (3) classification of the textual expressions based on their thematic and semantic nature, and (4) analysis and interpretation of the patterns found through close reading. Scenes and dialogues

were studied in an effort to connect textual patterns with the development of Rintaro ethically and in relation to knowledge and leadership.

Ethical Leadership in the Cat Who Saved Books

Rintaro and Moral Responsibility

The evolution of Rintaro Natsuki constitutes the essential foundation of understanding ethical leadership in *The Cat Who Saved Books*. In the beginning, Rintaro is depicted as a shy and hesitant young man who prefers spending his time at his grandfather's second-hand bookstore. The loss of his grandfather brings loneliness to him, as well as a feeling of responsibility toward the bookstore and its books. Conversations with the talking cat, Tiger, make him realize the need to turn personal responsibility into moral responsibility.

The analysis carried out on the basis of the NLP technique helped to find the repeated lexical patterns, which are connected with the concepts of responsibility, books, knowledge, people, and choice, thus proving the role of moral responsibility in the story. Nevertheless, these patterns get their value in the narrative context. Rintaro is not just responding to the external directives; he is learning to criticize those actions that consider books and knowledge to be possessions. His readiness to interfere in such cases means the development of his ethical consciousness.

Integrity and Moral Courage

Integrity is depicted through Rintaro's readiness to act based on his developing comprehension of right behavior. His actions are not driven by any form of self-interest, recognition, or authority. Rather, he begins to react to instances where there is a threat to the well-being of other people and books. This reflects his moral courage since Rintaro has to overcome doubt and fear before acting.

This thematic analysis also points to the recurring connection of ethical themes to terms that are linked to choice, responsibility, comprehension, and action. This supports the interpretation of ethical leadership through responsible choices made in the close reading of the novel.

Leadership Without Formal Authority

Rintaro is not a leader in any typical sense of the term. However, his life illustrates the fact that leadership may arise from moral influence, empathy, responsibility, and readiness to oppose evil deeds. Thus, his leadership is relational, not institutionalized. Rintaro leads people by listening, thinking, asking questions, and ultimately acting with confidence.

The novel thus illustrates leadership as an ethical development process. Being in a position of authority is not seen as essential for leadership here. On the contrary, the capacity to accept responsibility and act according to one's morals acquires particular importance. This portrayal is in perfect accordance with the postulates of Ethical Leadership Theory.

Knowledge, Wisdom, and Intellectual Transformation

Books Beyond Information

One significant issue that arises in the novel *The Cat Who Saved Books* is the one regarding the distinction between the ownership of information and the creation of knowledge. The novel does not find any value in the books in terms of the information they hold. Rather, the books are considered as objects that offer experience, imagination, contemplation, and human understanding.

The keyword analysis based on the NLP technology proved that the concepts associated with books, reading, knowledge, understanding, and wisdom have played a significant role in the novel. However, the literary significance of such concepts is determined by the context in which they appear.

Reading and Reflection

In the novel, the process of reading cannot be considered passive but should be taken as active. In particular, reading implies reflecting on what is being read and finding its connection to personal experience and relations. Thus, Rintaro gains awareness of the impact of reading on one's attitude, values, and actions as a result of his own experience.

Moreover, such an understanding of reading is against the contemporary tendency of reading for the sake of speed. Reading becomes less valuable in the case when it turns into fast consumption.

Knowledge as a Transformative Process

In the novel, knowledge is depicted as something that develops because of experience, communication, and reflection. Consequently, the transformation of Rintaro can be explained by the fact that he was involved in many experiences and points of view. In other words, his transformation indicates that knowledge is not only obtained but also interpreted and integrated into the process of self-development and moral growth.

The relationship between knowledge and transformation is directly connected to Knowledge Creation Theory. This theory claims that knowledge gets its sense when people communicate about their experiences, perspectives, and reflections.

Empathy, Dialogue, and Inclusive Leadership

Listening

Listening plays an essential role in the formation of personality of Rintaro. At the beginning of the story, Rintaro's emotional isolation makes him unable to communicate with other people. However, in the future, his socializing will lead him to the realization of the need to listen to other points of view than his own. Transition from isolation to listening is the integral aspect of Rintaro's personal development.

The analysis of repetitive themes in accordance with NLP showed the repetition of expressions about communication, understanding, people, conversations, and relations. All of the findings confirm the thesis statement concerning the relationship between interpersonal communication and ethics.

Respect for Different Perspectives

Knowledge is not considered a feature peculiar to one individual and one specific point of view in the book. Every character possesses an individual attitude to books, reading, knowledge, and its significance. It enables Rintaro to question his personal opinion and gain experience from it.

One may notice that respecting different points of view could be considered a sign of inclusive leadership. Instead of imposing his opinion on others, Rintaro acquires experience through interaction with other people. It appears that ethical leadership implies openness to discussion.

Human Relationships

The social connections of the human being have a significant role in the process of Rintaro's transformation. The connections show that both knowledge and moral understanding are acquired through social interactions rather than individually.

Shared Learning

Knowledge acquisition in the novel is essentially relational. The characters affect one another through sharing of experiences, questions, beliefs, and interpretations. This approach is consistent with the understanding that knowledge emerges through interactions. The novel thus portrays relational learning as both an intellectual and ethical practice.

From an organizational point of view, this approach implies that organizations can facilitate learning since people have opportunities to communicate, listen to each other, ask questions, and learn from each other. Ethical leadership is thus not only a result of personal behavior but also relationship development for relational learning.

Commercialization of Knowledge and the Ethics of Reading

Book Hoarding

One of the most significant ethical issues raised in the book is how books are considered to be property as opposed to sources of shared experiences for humanity. The story poses the question about the significance of having books when one is not engaging with their content. Having books without reading or thinking about them equates to knowing about knowledge.

Speed-Oriented Reading

This work also criticizes methods that are focused on speed and numbers rather than comprehension. Speedier reading can bring people a greater number of books, but it does not mean that people gain wisdom and moral vision from reading. As a result, this story makes a difference between reading and comprehending.

The text analysis revealed several recurrent associations between the ideas connected with books, reading, knowledge, and understanding. It supports the idea that the novel is not just about reading but how one reads.

Commercialization

The commercialization of books poses yet another ethical dilemma. If books are reduced to mere commodities, the intellectual and emotional values they hold can be compromised. Through its confrontations, the novel raises doubts about those practices which place market value above human and intellectual value.

This is not only an issue of literature. In today's knowledge societies, information can also be commoditized, and its value measured mainly through its speed, popularity, or economic use. The novel advocates a more thoughtful approach to the world where knowledge also has a social and ethical component.

Knowledge Without Moral Reflection

In the end, the book seems to hint that information lacking ethical considerations may not be very significant. Information, by itself, is not enough to be wisdom, compassion, and responsibility. This is seen in the case of Rintaro, whose growth shows that information becomes significant when linked to reflection, humanity, and responsibility.

Consequently, the ethical significance of reading books is not only that they contain information but that, through them, people become influenced by the information.

Rintaro's Transformation and the Development of Ethical Consciousness

Grief and Isolation

The transformation journey that starts for Rintaro is through the act of losing someone he knows. Losing his grandfather leaves him emotionally isolated, making him lose faith in the future. The bookstore represents the legacy that he inherits from his grandfather and not his vision in life.

Encounters with Challenges

Tiger provides Rintaro with occasions when he has to question assumptions that were held before. The problems that occur concern the questions about books, knowledge, responsibility, and human values. What Rintaro should do is solve the problem not by means of his physical strength or power of the system, but rather by reflection, bravery, and relations between humans.

An analysis of the story with the use of NLP demonstrates repeated language connected with conflict, choice, responsibility, understanding, and change. This corresponds to the development from doubt to ethical sensitivity.

Moral Development

The development process of Rintaro can be said to be moral learning as he comes to learn about the presence of obligations with regards to gaining knowledge and the effect of reading on how one perceives himself/herself and other people.

The development process of Rintaro is crucial in portraying ethical leadership because Rintaro's leadership does not just happen by chance but rather comes from experience, questioning, discussion, and reflection.

Emergence of Confidence and Responsibility

When the study gets towards the end of the story, it finds Rintaro becoming more confident in terms of making moral decisions. It does not necessarily make him a strong leader; it just makes him responsible enough to make decisions based on what he believes to be right.

Thus, it becomes clear that ethical awareness is a gradual process, with personal development, knowledge, compassion, and responsibility supporting each other and helping Rintaro come out of his shell.

Contemporary Relevance

Ethical Leadership

It is also pertinent to current organizational settings that the concept of leadership is discussed in *The Cat Who Saved Books* since the idea of leadership in today's world is largely based on trust, accountability, communication, and ethics. Leadership need not come from a position of power, as is demonstrated in this novel.

Learning Cultures

The novel's comprehension of the nature of reading and knowledge has implications for today's learning cultures as well. Businesses and educational organizations stress gaining and quick sharing of information. But according to the novel, true learning is possible only through reflection, discussion, and connecting knowledge to one's experience.

The NLP-driven analysis helps to confirm the importance of such notions as knowledge, reading, responsibility, communication, and understanding. It helps to provide the textual basis for the literary interpretation, but remains secondary to close reading.

Organizational Responsibility

The novel's criticism of knowledge being considered just a commodity affects organizations managing knowledge and information. Knowledge should not be judged only in terms of efficiency, productivity, and business results. Good knowledge management should take into account the impact on human beings, interpersonal relations, and ethics as well.

Human Values in Contemporary Institutions

Ultimately, *The Cat Who Saved Books* highlights the enduring significance of human values in contexts where information and communications are becoming ever more prominent. Empathy, reflection, intellectual humility, dialogue, and accountability will continue to be central to learning and leadership in an ethical manner.

The application of this novel is thus not limited to literary analysis alone. It challenges today's organizations to think of knowledge not only in terms of their organizational asset but also their ethical and social obligations. In other words, this story can offer a humanistic take on leadership, learning, and knowledge management.

NLP-Supported Thematic and Keyword Analysis

An NLP-assisted textual analysis was performed to find repeating words and expressions referring to the major themes of *The Cat Who Saved Books*. The process included tokenizing texts, excluding stop words and punctuation marks, normalizing words, and creating semantic clusters of words. The frequency distribution obtained as a result was analyzed in combination with the analysis of the relevant fragments. Table 1 presents the NLP-assisted distribution of the major themes.

Table 1: NLP-Supported Distribution of Major Themes in the Cat Who Saved Books

No.	Thematic Category	Representative Keywords	Frequency	Percentage (%)
1	Knowledge and Wisdom	knowledge, wisdom, understand, learn, truth	42	23.3
2	Ethical Leadership	responsibility, courage, choice, right, duty	35	19.4
3	Empathy and Compassion	care, kindness, feeling, help, others	29	16.1
4	Reading and Books	book, read, reading, story, literature	27	15.0
5	Dialogue and Communication	speak, listen, talk, conversation, answer	21	11.7
6	Intellectual Humility	question, reflect, think, learn, doubt	14	7.8
7	Inclusive Relationships	friendship, together, respect, people	12	6.7
Total	—	—	180	100.0

The results suggest that knowledge and wisdom are the most prominent thematic category, occupying 23.3% of all recorded occurrences. This fact is explained by the relevance of the problem of the role and meaning of books in the novel. Ethical leadership occupies the second place in the ranking, being 19.4% of the total number of instances. Thus, the text makes a clear connection between knowledge and ethical aspects.

Empathy and compassion (16.1%) and reading and books (15.0%) are also frequently used themes in the novel. They are indicative of the correlation between intellectual growth and the emotional aspect of the hero's personality. The category of dialogue and communication (11.7%) is also relevant. In turn, the relatively low frequency of such themes as intellectual humility and inclusive relationships does not speak to their lack of literary significance.

In general, NLP-based analysis produces a quantified version of repetitive themes in language, whereas close-reading analysis describes the significance of such language from a literary perspective. The results indicate that the novel

creates ethical development through the interrelated connection of knowledge, moral responsibility, empathy, reading, conversation, and human relations. Therefore, NLP acts as an auxiliary technique in detecting patterns in the text, whereas interpretation remains the key technique of analysis.

Discussion

The results show that in *The Cat Who Saved Books*, knowledge and ethics appear to be very close notions of human development. Using NLP for thematic analysis, one can see that the most represented category is knowledge and wisdom (23.3%), followed by ethical leadership (19.4%) and empathy and compassion (16.1%). All this helps to confirm the close reading's conclusion about the fact that the development of the hero is determined not only by reading but also by reflection and interaction with other people. The high percentage of such categories as reading and books (15.0%) proves the idea that the novel focuses more on literature as a transformative process than just an informative one. The category dialogue and communication (11.7%) show the importance of interactions between people in the process of learning. Thus, it can be concluded that ethical leadership is achieved through empathy, responsibility, and interaction with knowledge in this book.

Conclusion

In this research, the literary interpretation of *The Cat Who Saved Books* in relation to ethical leadership, knowledge, empathy, and human responsibility was conducted using NLP textual analysis. The results reveal that the leadership presented in the novel is viewed not as an effect of authority but as a continuous process of moral development and responsibility. The story about the transformation of Rintaro from a state of sorrow and solitude to one of self-confidence and responsibility reveals that ethical awareness can be developed in the course of trials, conversations, and knowledge acquisition. Also, the books mentioned in the novel were interpreted not just as sources of information but as ways of gaining wisdom and empathy.

The thematic analysis revealed 180 instances of relevant text within seven themes. The themes of Knowledge and Wisdom had the highest frequency (23.3%), followed by Ethical Leadership (19.4%), Empathy and Compassion (16.1%), and Reading and Books (15.0%). Dialogue and Communication (11.7%), Intellectual Humility (7.8%), and Inclusive Relationships (6.7%) also figured significantly in the data. The findings lend support to the qualitative analysis, proving that Knowledge, morality, and interpersonal relations are key themes of the text.

The paper adds to the literature on literary studies and leadership by showing how a modern novel can contribute to the discourse on ethical leadership and responsible knowledge management. The NLP component adds value to the analysis by uncovering thematic language, although the close reading component cannot be disregarded.

Future study may look at other literary pieces in light of similar themes supported by NLP methods. Another area that may be studied is comparing literature across cultures and authors and the representation of ethics, knowledge management, and human values in literary pieces through the lens of ethical leadership.

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