RESEARCH ARTICLE

Teaching with Batman and Sherlock: Exploring student perceptions of leadership using fiction, comic books, and Jesuit ideals

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Abstract. Employers seek college graduates with leadership skills, but studies indicate not all students graduate with leadership ability. Furthermore, an interdisciplinary perspective of leadership implies that leadership learning and ability can be achieved with a variety of methods. This study sought to understand how reading fiction, including comic books and traditional books, engages undergraduate student perceptions of leadership. A group (N = 17) of community college students first read a Batman comic book, *The Long Halloween,* and then read a traditional (no images) book, *A Study in Scarlet,* the first Sherlock Holmes story. Participant perceptions of leadership were collected using structured surveys. The study determined that participant perceptions of leadership in the comic book were formed similarly to perceptions of leadership in the traditional book, although slight differences were noted. The study's findings suggest that (a) fiction can engage student perceptions of leadership and (b) comic books can provide educational readings similar to traditional (no images) books.

Keywords: *education, leadership, comic books, graphic novels, literature, fiction*

Introduction

The Society of Jesus was founded under inspiration from Ignatius Loyola, a military man turned religious leader, who had a vision to "mobilize, adapt, and innovate" a new religious order within the Catholic Church during the mid 1500s (Lowney, 2003, p. 59). Early Jesuit educators implemented a study of humanities and sciences "no matter what specialization may be offered" (Traub, 2008, p. 111). The humanist approach allowed the Jesuits to teach that morals can be found in all literature, not just religious texts (O'Malley, 1993). In the 21st century college classroom, the study of popular culture can echo the Jesuit embracement of all literature. Like early Jesuit educators, modern educators cannot ignore cultures and literature within the world that disagree with personal beliefs. O'Malley (1993) stated that culture and moral responsibility were inseparably connected, which allowed early Jesuit educators to adapt to popular culture and stress its importance even when it disagreed with their beliefs.

Popular culture literature in the 21st century varies, but comic books are increasingly being adapted across a variety of multimedia outlets. For example, adaptations of multimillion dollar film franchises, such as Marvel Studio's (2012/2015) *The Avengers* movies and DC Entertainment's (2016) *Batman vs. Superman: Dawn of Justice,* indicate that in terms of popular literature, comic books are crossing literary boundaries. The financial reach of such adaptations is evident from Disney's acquisition of Marvel in 2009, a four billion dollar endeavor (Goldman, 2009) and from Disney's decision to purchase rights to Marvel films released from 2008 to 2011 (Palmeri & White, 2013).

However, a negative stigma of comic books in the United States has affected their academic use. Comic books, in the United States, were associated with juvenile, non-academic literature. In the 1950s, like other popular media including television and rock music, comic books became associated with criminal behavior, violence, and licentiousness

(Botzakis, 2009; Wright, 2001). The American idea of comics as juvenile, superhero kid-literature changed when the comic book industry experienced evolution. In the 1970s, "mainstream comic publishers were desperately seeking the right genre or approach to attract readers" (Duncan & Smith, 2013, p. 63). In the mid 1980s, adult-oriented creations helped create a new marketplace for readers (Ndalianis, 2011). Once society's embracement of comics increased, the risk of purchasing the rights to comics characters and stories decreased, aiding in the future use and acceptance of comics in popular culture venues, such as film and video games.

Problem

The National Association of Colleges and Employers (2015) defines leadership as the ability to "leverage the strength of others to achieve common goals," which includes the use of interpersonal skills, empathy, motivation, organization, prioritizing, delegation, and management of emotions (p. 1). NACE (n.d.) lists leadership as one of seven competencies students should achieve before entering into a career. More importantly, the NACE (n.d.) Job Outlook Survey 2016 found that 80% of employers look for leadership skills on a resume; survey participants listed leadership more often than any other needed skill. However, many college graduates enter the workforce deficient in leadership skills (Casner-Lotto & Benner, 2006; Center for Creative Leadership, 2009). An interdisciplinary perspective, one that concerns leadership learning across a variety of disciplines using a variety of methods, may help address leadership improvement for college graduates. As Brock, Cherney, Martin, Moss Breen and Oltman (2015) stated, interdisciplinary perspectives are needed to solve "real-life problems" (p. 15).

Purpose

The purpose of this study was to address concerns about leadership skills in college students. The researcher wanted to explore how multimodal readings, i.e. the visual and text delivery of a comic, may involve student perceptions of leadership. In addition, the researcher wanted to explore implications about how fictional literature, including comic books, can be used to engage students in leadership discussions within a collegiate environment. The two goals of the study were (a) to explore student perceptions of leadership in a comic book and a traditional (no images) book and (b) to explore how students form these perceptions.

Literature review

To understand how comics and fiction can be used to address leadership skills for students using an interdisciplinary approach, a Jesuit perspective was used to review comics as literature and fiction as leadership texts.

Jesuits and fiction: the educational connection

Jesuit education principles may help to understand why the use of comic books and fiction can be beneficial in the educational setting. First, using popular culture for educational benefit is very fitting within the Jesuit ideal "way of proceeding." For instance, in early Jesuit education, the inclusion of plays (dramas) engaged younger students by increasing their enthusiasm and "exploiting" their skills learned in the classroom (O'Malley, 1993, p. 222). In a 21st century classroom, literary readings should seek to interest the students and engage with activities they find entertaining. From a Jesuit perceptive, inclusion of popular literature can be seen in Ignatius of Loyola's initial "imagination" with literature, which formed an interest in adventure literature. His ability to form meaningful, life-changing theories from the Christian literature he read during his recovery at the castle of Loyola illustrated his ability to creatively interact and learn from all literature. Likewise, the Jesuits systemically engaged with secular culture and literature with the understanding that culture and morals were not

separate entities within one's self (O'Malley, 1993). Early Jesuit educators discerned that "religious and moral inspiration" could be found in forms of rhetoric and literature (O'Malley, 1993, p. 242).

The role of literature and rhetoric is just as important as it was during the Renaissance, perhaps arguably even more so. The Jesuit concept of teaching rhetoric in a humanist tradition is a leadership principle that can be utilized in modern college courses. The use of rhetoric and literature (a humanities perspective) in early Jesuit education offers an insight into why studying fiction (versus real-life case studies) can be beneficial to increase student knowledge of leadership (basic principles and self-knowledge). For example, Possevino stated:

> It is true that wisdom comes slowly for adolescents; they have little experiences and have tasted hardly anything. The short time of youth, however, is when we must instill the many things that will later serve the common good, adjusting our teaching for the powers of comprehension of their tender minds. (Boswell, 2003, pp. 251–252)

Experiences, minds, and traditions of all humans vary considerably, Possevino argued, and as a result, the more variety in reading, the greater the understanding of the world (Boswell, 2003). Variety in reading, for the 21st century student, includes daily communications with not only text, but also visuals. Comic books, as popular culture readings, are multimodal readings that include text and visuals.

Learning leadership and the use of fiction

The ability to learn leadership in fiction is not only reflected in Jesuit education ideals, but also in applied teaching techniques in the 21st century. Literature allows readers to analyze others for lessons, insights, and warnings without preconceived notions that may exist in real-life case studies (Badaracco, 2006). Fiction, unlike real-life case studies, allows leaders to explore situations without answers (Fraiberg, 2010), which allows individuals to use imagination, not just knowledge. To increase knowledge and acceptance of this ambiguity of life, studies of fiction, particularly those in popular culture, can be used to offset the "value judgments rooted in the social sciences" (Ashley, 1989, p. 5).

Thus, when coupled with real-life case studies, fictional leadership allows learners to come to their own conclusions about outcomes and decisions, rather than reviewing the actual outcomes or current editorial about the case studies. Fiction that contains this "truth of life," according to Lackey Hess (2008), offers readers insight into the "the elusive souls of people" while also forcing readers to "look at the stark material of reality" (p. 280). Martinich (2001) stated that the language used in narrative fiction is no less inferior or less linguistic than the language used in narrative nonfiction. The principles of conversation still apply to both nonfictional and fictional contexts. Conversation is meant to express ideas in order to satisfy goals, which is no less evident in fiction, according to Martinich's theory. Cawelti (1976) made a distinction between formulaic and mimetic literature. Formulaic literature is "used as a temporary escape from the frustrations of life," and is often seen as inferior, whereas mimetic literature "confronts us with the world as we know it" (Cawelti, 1976, p. 13). Most literature can be found on the mimetic-formulaic continuum, a continuum that presents the narrative of a story as real within the story itself even if the narrative is not real or possible in the reality of the reader. Furthermore, Cawelti stated that the escapism provided in formulaic literature is valuable because it enhances the imagination and construction of alterative worlds.

The concept of using fictional literature as leadership learning tools is further evident when reviewing texts about leadership. Martin (2007) noted that individuals rarely read books about leadership; rather they prefer engaging, *fictional* storylines with aspects of struggle and compelling characters. As a result, the Center for Creative Leadership advocated that publications about leadership should be told in an engaging, interesting way (Martin, 2007). Leaders need engaging reading experiences because "broad reading habits are often a

defining characteristic of our greatest leaders and can catalyze insight, innovation, empathy, and personal effectiveness" (Coleman, 2012). Subsequently, several universities have implemented the need to study fiction to engage leadership learning. Harvard Business School has offered courses to use literature to develop leadership skills (Leddy, 2013) and Columbia University has offered a leadership through fiction course that uses fiction narratives to evaluate leadership challenges (Columbia Business School, n.d.).

Leaders need to connect the lessons learned from fiction to reality; otherwise the action of reading fiction is just entertainment, which within itself is fine but not necessarily advantageous for leadership improvement. Fiction allows readers to make determinations about the human condition because of its ability to connect to a reader's personal experiences while also exposing them to experiences that differ from his or own reality (Lackey Hess, 2008). A critical study of fiction helps "us learn to see ourselves and our world in valuable new ways, ways that influence" everything from our religious and political views, to the way we deal with and recognize our own "motives, fears, and desires" (Tyson, 2005, p. 2).

The effect of reading fiction also justifies the practice of leadership learning through fiction. Kid and Castanoe (2013) studied the role of fiction on human social relationships and empathic responses, abilities referred to as theory of mind (ToM). Their study was conducted in five experiments; the first experiment compared effects of reading fiction and nonfiction, and the remaining four experiments tested predictions about reading literary fiction and popular fiction. The first experiment included 86 participants who were randomly selected to read one of six texts, three fiction and three nonfiction. Test scores concerning ToM tasks were higher in participants who read fiction. All five experiments supported the hypothesis that reading literary fiction enhanced ToM.

The use of fiction is also discussed by Mar, Oatley, Hirsh, de la Paz, and Peterson (2006), who argued that a positive association exists between a person's interaction with narrative fiction and their increase in empathy. Mar et al. studied 94 participants who first completed the Author Recognition Test, which is a measure to determine exposure to fiction and nonfiction literature. The Interpersonal Reactivity Index was used to measure participant multi-dimensional empathy and narrative transportation. A revised "Reading the Mind in the Eyes" test was administrated to determine "ability to understand and pair mental-state terms with static nonverbal cues" (Mar et al., 2006, p. 700). Finally, The Interpersonal Perception Task-15 video showed interactions between individuals as the participants attended "to dynamic nonverbal cues" to select the correct objective and answer (Mar et al., 2006, p. 701). The study did not ignore the premise that individuals who are more inclined to show empathy are attracted to reading fiction, and therefore the fiction itself might not be a factor in the increase of social ability.

However, the difference between reality and fiction is also exhibited in Djikic, Oatley, Zoeterman, and Peterson's (2009) study on how reading fiction can transform the self. In this study, a group of readers were exposed to narrative fiction, *The Lady with the Toy Dog* by Chekhov, while another group of readers were exposed to a documentary containing similar content. The group exposed to the fictional reading showed great change in self-reported personality traits. Admittedly, Djikic et al. concluded that art's effect on human psyche is difficult to study, but if the ability to create positive human change exists with fiction, the theories are worth exploring.

Jabbi, Bastiaansen, and Keysers (2008) found that the human brain reacts to disgust in a similar fashion regardless of whether the stimulus is experienced or observed. In their study, MRI scans were conducted on participants who (a) watched actors taste the content of a cup and look disgusted, (b) tasted unpleasant bitter liquids to induce disgust, and (c) read and imagined scenarios involving disgust and their neutral counterparts. In all three stimuli of disgust, "simulation in the context of social perception and mental imagery of disgust share[d] a common neural substrate" (Jabbi et al., 2008, p. 1). They concluded, amongst other scientific data, that humans feel emotions in ways that include not only "actual encounters "

but also "the recall of past experiences, the imagination of hypothetical experiences, reading a good book, watching a good movie or witnessing a friend's experience" (p. 7).

Within Jabbi et al.'s (2008) study, the reaction to watching an actor react to a drink with disgust (visual fiction) was similar to that of reading and imagining disgust (prose fiction). The illustrative nature of comics may, on first impression, seem so far from reality that an emotional, real, and useful reaction cannot occur. However, as illustrated in Jabbi et al.'s study, humans react similarly to both fiction and reality, despite having a clear understanding that the fiction is in fact, fiction. Gottschall (2013) argued that fictional interactions could improve "our ability to deal with real problems" (p. 804). Thus, despite being cognizant of the fictional stimulus, readers still react as if the fiction was reality.

The human reaction to fiction, particularly visual fiction, is also illustrated in the Slater et al. (2006) experiment. This study replicated Milgram's (1963) experiments on administering apparent lethal electric shocks to strangers at the request of an authority figure. However, unlike Milgram's experiments, Slater et al.'s experiment did not focus on the aspect of obedience, and the electric shock was administered to a virtually illustrated person. The study focused on the participants' responses after administrating a shock that they knew was fake to a person they knew was not real. When the virtual female answered a question incorrectly, the participants would shock her, igniting a virtual, albeit human, response. The participants who saw and heard the virtual female in discomfort and protest "tended to respond to the situation…as if it were real" (Slater et al., 2006, p. 1). Thus, this study supports that visual fiction, even when clearly not real, affects individuals in ways that mimic reality.

Why comics? Popular culture and multimodal reading

Fiction literature offers leadership examples and the ability to engage the reader in ways that differ from real-life case studies. Additionally, the effect of fiction on the brain, including visual fiction, offers the implication that perhaps comics can be useful reading tools. There are, however, several additional reasons to consider comic books as needed literature reading. Reading rates for teenagers have dropped in the 21th century as compared to previous decades (Common Sense Media, 2014). Theories have suggested that media use, specifically social media, have contributed to lowered reading rates, but more research is needed to understand if social media posts, or short-form reading, is causing a negative effect on reading ability (Common Sense Media, 2014). Yet, according to a Common Sense Media report, more teenagers enjoy watching television on their devices than interacting with social media sites (Robb, 2015). Thus, device use by teenagers is not only for communication but also for multimodal fictional engagement in the form of television shows. Watching fiction is very similar to the type of reading individuals choose. Multimodal reading, or compositions using a variety of forms (Jewitt & Kress, 2003), seem to provide interesting methods of receiving information that may be more popular or appealing to students (Albers & Harste, 2007). However, online reading, and perhaps more so reading without strong narrative or syntax, may not provide adequate consumption of information (Wastlund, Reinikka, Norlander, & Archer, 2005). As a result, compositions that people choose to engage with provide entertainment and evaluation of a variety of modes (text and visual), but may not be conducive to learning. Comic books, as a composition, use visual and text delivery that not only gives a multimodal experience, but also offers a storyline using narrative and syntax, which may help address the inadequately of information consumption.

The ability of comics to offer complex reading experiences with visual and verbal language is explained by Cohn (2015), who suggested that different domains of communication, such as language, music, and visual narrative, have a similar structure. The narrative structure of comics, Cohn determined, allows for significant complexity between the visual panels and the words to guide meaning. In addition, comics, as opposed to text-only fiction, offer needed visual interaction. Traditionally, McCloud (1993) stated, art and literature are separated in study unless it is for commercialism; however, children first read

picture books, then books with less pictures, then books with no pictures. In the meantime, television and movies maintain popularity with the masses through their ability to tell a story with dialogue and visuals.

Morrison, Bryan and Chilcoat (2002) discussed how popular culture integration in the classroom is important to engage middle school and high school students. In their study, they found that comic books allowed students to "construct meaningful associations and relationships" with literary exploration by constructing comic books (p. 767). Students stated they "learned more" by engaging with the comic book process than with traditional teaching methods (p. 767). At the collegiate level, Versaci (2001) used comics in the classroom to engage students with a different method, one that would better mirror the complex and diverse media experienced outside the classroom. Such a method, Versaci discussed, helped his students to expand reading horizons, to understand that academic reading comes in many forms, and to engage in meaningful classroom discussion.

Method

The purpose of this study was to explore student perceptions of leadership in a comic book and a traditional (no images) book. In addition, the study sought to form a theory of the process to perceive leadership in literature and to explore differences in the process and perceptions when reading a comic book as compared to a traditional book. Overall, the study explored (a) implications for the use of literature in leadership engagement and (b) the application of comic books in the college classroom.

The study was a component of a larger research endeavor to also explore critical thinking when perceiving leadership in literature. Critical thinking affects leadership ability (Flores, Matkin, Burbach, Quinn, & Harding, 2012; Stedman 2009) and leadership improves critical thinking skills (Allen & Hartman 2009, Eich 2008). However, this particular article focuses on the findings of the leadership perceptions and the process to form these perceptions.

Batman and Sherlock: a justification of the study's chosen literature

Part of the study's intention was to understand any similarities or differences that exist between students' perceptions of leadership in comic books and perceptions of leadership in traditional books. For this reason, the study did not use a comic adaptation of a traditional book or a traditional book adaptation from a comic. To understand the qualities of comics and literature, the researcher chose stories with characters unique to each medium. Batman, as a comic character, offers a leadership exemplar that students, even if not comic readers, understand as a popular culture figure. Likewise, Sherlock, as a literary character, offers a leadership exemplar that students, even if they are not avid readers, understand as a popular culture figure. The researcher chose Doyle's (1887/2001) *A Study in Scarlet* and Loeb and Sale's (1996/2011) *The Long Halloween.*

In addition to their popular medium outlets, both character are detective characters. In *The Long Halloween,* Batman/Bruce Wayne is collecting clues to discover the identity of The Holiday Murderer, an endeavor that forces him to make decisions about action, justice, and evoking the help of police detective James Gordon and district attorney Harvey Dent. *The Long Halloween* is a complex story featuring corruption, responsibility, and social service. *A Study in Scarlet* features an initial murder that offers clues for Sherlock Holmes to uncover the identity and location of the killer, all while belittling and out minding the police detectives around him. Both stories offer a unique approach to understanding the identity of the villain. *A Study in Scarlet* provides an interlude and detailed backstory of the murderer, making him, as Doyle intended, to be a complex, personable individual. *The Long Halloween* offers a complex look at who the killer is, one that confuses even Batman. The crimes in *The Long Halloween*, much like *A Study in Scarlet,* have complex motives and reasoning. Both stories offered memorable characters, a detective/mystery genre, and complex decision making amongst the main characters and apparent killers. In summary, the researcher needed two

stories, one comic book and one traditional book, that were connected to popular culture, contained memorable characters, and included examples of leadership.

Participants

Participants were enrolled in the researcher's Introduction to Literature course, an elective class, at a small Midwestern community college during spring 2015. The study was approved by an outside Internal Review Board (IRB) to ensure student privacy and rights. Gender, age, and other demographic information (to include reading ability and English proficiency) as well as classroom attendance, behavior, and grades were not recorded as outlined in the approval of the study. Nineteen students enrolled in the course and each was given the option of having his or her data used in the study. Approval sheets were maintained by the researcher's dean to ensure that the researcher was not aware, during the duration of the course, which students did or did not choose to participate. One student withdrew from the course and was not included in the data analysis. Another student did not submit the approval form and was not included in the analysis. Seventeen ($N = 17$) participants were included in the data.

Procedure

To explore how fiction, comic books and traditional books, engage student leadership, the researcher formed two primary research questions:

(1) What are student perceptions of leadership when reading comic books and how are these perceptions similar to or different from leadership perceptions in traditional (no images) books?

(2) How do students form perceptions about leadership in a comic book and how does this process compare to perceiving leadership in a traditional (no images) book?

The first research question helped to determine the actual perceptions of leadership, to include characters perceived as leaders and attributes of these characters that showed leadership, as determined by the participants. The second question helped identify the process of how participants determine these perceptions. In addition, both questions allowed the researcher to determine differences and similarities between the use of a comic book and a traditional (no images) book. From these two questions, two secondary research questions were identified to add to the educational use of the findings:

(1) How can literature, specifically fiction literature, be used to engage students' leadership perceptions?

(2) How does the use of comic books in the college classroom engage students, specifically when perceiving leadership?

Participants completed two written surveys (Appendixes A and B) created by the researcher similar to the survey used in Krusemark's (2015) study of reader critical thinking when perceiving leadership in *The Walking Dead* comic books. The surveys asked open-ended questions about participant perceptions of leadership in the assigned comic and traditional book, how these perceptions were formed, and what factors influence the perceptions and the process to form these perceptions. The surveys also asked students about their previous reading experience with comics and traditional (no images) books. The researcher, as outlined by the IRB approval, was not allowed to interview participants or use classroom behavior and participation in the study's data collection and analysis. Therefore, the data collection method required a structured set of questions.

In addition, the structured data collection method allowed the researcher to practice bracketing. The participants in the study were enrolled in a course taught and graded by the researcher. Face-to-face interviews or data collected during class discussions may have

influenced the participants to give responses that they assumed the researcher would agree with. The researcher did not want the participants, as students, to feel as if their every action was being studied. To prevent bias in the data collection, the researcher did not interject opinions in class discussions about leadership and allowed participants the freedom to discuss whatever ideas of leadership they perceived in the comic book and traditional book. In addition, the surveys were graded for completion, not content. The surveys were recorded as participation grades, whereas participants who showed effort in responding to the questions were given full credit. Participants were told that responses that showed little to no effort would be given no credit, and responses that showed minimal effort would be given half credit. All participants received full credit for the comic book survey and one student was given half credit for the book survey.

Data collection

The participants completed the surveys after (a) reading a comic book, *The Long Halloween*, and (b) reading a traditional (no images) book, *A Study in Scarlet*. Class content included a discussion about leadership and a quiz about leadership for both *The Long Halloween* and *A Study in Scarlet*. As a sequential design, participants first discussed leadership within the comic/book together as a class, took an individual quiz about the leadership, and then completed the surveys individually. The quizzes were open-ended, short essay questions that allowed participants to respond with any leadership they determined from the comic and book. The discussion and quizzes were graded on quality of writing and quality of evidence from the comic/book to support their leadership ideas. The researcher was not allowed to have the data collection interfere with class objectives and class time. Therefore, participants were not placed in groups and the data collection were sequential, i.e. all participants read the comic book and completed the comic survey (Appendix A) before they read the traditional book and completed the book survey (Appendix B).

Data analysis

Data from the comic book and traditional book surveys were analyzed to determine (a) student perceptions of leadership and (b) a theory of the process used to form these perceptions. Surveys were first analyzed to determine leadership themes (i.e. perceptions of leadership). Leadership themes were analyzed using in vivo coding, or the words of the participants. Codes were formed into categories of leadership. Then, surveys were analyzed using a grounded-theory analysis to determine the process for perceiving leadership in the comic and book. A Straussian grounded theory was used because of its use of structure, in this case structured surveys, to lead to a "more forced emergency of a theory" (Jones & Alony, 2011, p. 99). Creswell (2013) stated that grounded theory determines a theory on an action or process that does not have a current theory or explanation. For this study, the researcher sought to understand the process or action used by students to perceive leadership in a comic book and traditional book. The process to perceive leadership was analyzed using a three phrase coding system to determine (a) open themes, whereas categories of influence were determined, (b) axial coding, whereas the relationship between the categories was determined, and (c) selective coding, whereas the relationship between categories was used to create a theory model of how readers perceive leadership.

Results

Leadership Themes: The Long Halloween

Four leaders were mentioned: (a) James Gordon, (b) Harvey Dent (c) Bruce Wayne/Batman and (d) Bruce's dad. Most participants (76%) only referred to one character when discussing a leadership example from the comic. One participant mentioned Gordon, Bruce/Batman, and Dent, and another participant discussed Gordon and Bruce/Batman. Another participant

discussed Bruce/Batman and Dent, and another mentioned Gordon and Bruce/Batman. In total, 10 participants (59%) mentioned Gordon as a leader, three (18%) mentioned Bruce/Batman as a leader, six (35%) mentioned Dent, and one discussed Bruce's dad. Table 1 lists the character, frequency of mention (co-occurring), and the associated leadership category.

Table 1. Leaders and leadership traits in *The Long Halloween*

Character	Frequency mentioned	Categories
Gordon	10	Dedication
		Self-sacrifice
		Greater good
		Assertiveness
		Hard working
		Takes action
		Helps others
Dent	6	Greater good
		Takes action
		Assertiveness
		Motivating
		Decisive
Bruce/Batman	5	Self-Responsible
		Dedication
		Takes Action
		Gets Power
Bruce's Dad	1	Helps others

Note: One student mentioned three characters (Gordon, Bruce/Batman, Dent), and
one student mentioned Gordon and Dent. One student mentioned Dent and
Bruce/Batman. One student mentioned Gordon and Batman/Bruce.

Process for perceiving leadership: *The Long Halloween*

A step-by-step process to perceive leadership was not determined, but a theory model was created after data analysis to show influences. Figure 1 shows the theory of influences to perceive leadership.

Figure 1. Theory model: Influences of perceiving leadership in *The Long Halloween*

Influences to perceive leadership were first open-coded into categories. The categories were then reviewed within each individual survey to determine the relationship of the

categories and their influence on the participant's perception of leadership. All participants (*N* =17) described their process for perceiving leadership as determining what character is leading. All responses implied that participants simply looked for a character who had traits they considered to be leadership. A snapshot of participant responses is below:

I determine good leadership by certain good traits that characters reveal…

I look for someone who wants to do things for a bigger cause not just themselves…

I look at their role in the story…

I personally look at a character [who] takes actions and is admired…

I look for situations where a character stands out among the rest…

First, I read about the person, such as their background. Then I look for leadership traits…

I look for leadership qualities in characters…

Simply, participants looked for a leader in the comic book who showed traits they considered to be traits of a leader.

Comic Book/visual knowledge and experience

Fifteen (88%) participants noted that their knowledge, or lack of knowledge, about comic books affected their perceptions, and/or the visual delivery of the story influenced their perceptions. Participants did not make a distinction between comic book education/knowledge and the visual/verbal delivery of a comic. The below responses are a snapshot of responses used to determine this influence:

It was easier to see emotion and the intentions of the characters because of the visuals. It helped to see some of the characters' thoughts and how they changed throughout the stories.

My lack [of comic books knowledge/experience] affects my perceptions of leadership because I am not accustomed to the visuals presented in comics.

Perhaps my lack of comic books experiences makes me less able to perceive leadership within the characters of *The Long Halloween.* With less words and more pictures, as the reader, I am forced to look at all the information in order to gather an impression of the character.

The visuals and verbal delivery of the comic makes the story easier to understand. This is because the way the words and pictures are portrayed describe how they act and live. For example, they showed Harvey as a strong, confident man.

This was the first comic I ever read so there would have been things that I would have saw or read that I wouldn't know were important.

In summary, participants noted that the visual storytelling and their understanding of this visual storytelling affected their leadership perceptions.

Previous Leadership Experience or Knowledge

Fifteen (88%) participants noted that their previous leadership experience or knowledge affected their leadership perceptions. The responses below are a snapshot of responses:

Being around teachers, learning about past leaders in history, and seeing leaders in society today, helped me understand how to be a leader and what qualities it takes to be a great leader [which affected my perceptions of leadership in *The Long Halloween*].

> I think leadership in the comic only revolved around a small number of people. In real life, more people tend to get involved with the leader and support them.

> I am the oldest of my siblings so I have to be a good role model for them. [This affects my leadership perceptions because] I can see when someone is trying to do something good for others…

> The way I was raised and taught has made me believe that a leader is someone who helps others and does nothing bad.

In summary, previous life experiences that were seen as leadership affected participant perceptions, i.e. they perceived leadership as qualities they determine to be leadership in real life.

Critical Thinking

Twelve (71%) participants noted that their critical thinking, or lack of critical thinking, affected their perceptions. The below responses are a snapshot of responses:

> I have no experience with critical thinking studies. While reading I had to think deeper than just what was going on with the story. I had to think about the meaning behind things in the story and try to put pieces together in order to figure out who the Holiday killer was before the end of the story.

> I think that my lack of experiences in critical thinking affected me because I didn't really think things out 100%. I just thought about it and if I couldn't figure it out I kind of just gave up.

> I would say that the biggest gift I took away from what little exposure I had to critical thinking was to be open-minded. Never having read comics, that skills allowed me to get into the fantasy and make my decisions on leadership with a more clear and rational mind. I read this comic with an open minded skills, I would have probably missed a lot of the leadership cues [without doing that].

In summary, participants found that critical thinking skills either positively or negatively affected their perceptions of leadership.

Other fiction reading/watching

Six (35%) participants stated that other fiction interactions, including books, movies, and television shows, affected their leadership perceptions. Below is a snapshot of responses.

> I would have to say literature had given me a great amount of influence. Specifically, fiction. In many stories I have read there is always at least one dynamic character who sets the pace, tone, and goals of the story. This character seems to be much more curious than the people around them.

> I've seen other detective shows and they were very relatable to this story.

> I think what could have influenced my process [of perceiving leadership] during *The Long Halloween* would be reading a lot in my spare time…as well as previous reading in the mystery/detective genre.

In summary, exposure to other fiction affected perceptions. Notably, exposure to a similar genre of the comic, in this case mystery/detective, seemed to influence perceptions.

Leadership Themes: A Study in Scarlet

Three leaders were mentioned by the participants: (a) Sherlock Holmes, (b) Jefferson Hope, and (c) John Watson. Most participants (88%) only referred to one character when discussing a leadership example from the story. Two participants mentioned all three characters.

Sherlock Holmes was mentioned as a leader by 14 (82%) participants, Jefferson Hope was mentioned by four participants, and John Watson was mentioned by three participants. Leadership traits were formed into categories. Table 2 lists the character, frequency of mention (co-occurring), and the associated leadership category.

Table 2. Leaders and leadership traits in *A Study in Scarlet*

Character	Frequency mentioned	Categories
Sherlock	14	Determined
		Leads by example
		Motivates others
		Makes a difference
		Dedicated
		Honest
		Self sufficient
		Efficient
		Takes action
		Intelligent
		Detailed
		Needed by others
		Initiative
		Responsible
Hope	4	Responsible
		Risks his life
		Cares for others
		Takes charge
		Morally driven
Watson	3	Emotionally driven
		Honest
		Humble
		Generous

Note: Two students mentioned all three characters.

Process for perceiving leadership: Study in Scarlet

A step-by-step process was not determined, but like the comics survey, influences on student perceptions were apparent. Figure 2 shows a theory model for influences on student perceptions of leadership in *A Study in Scarlet*.
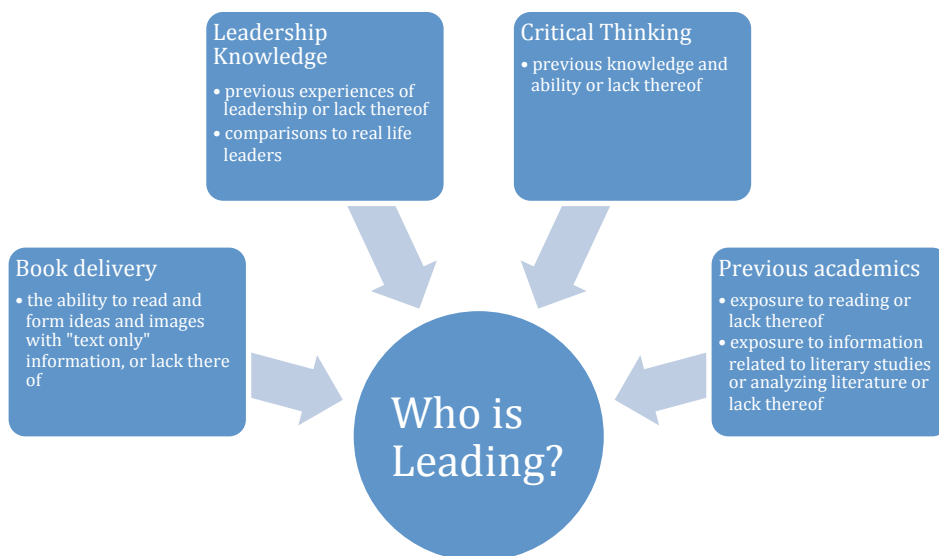

Figure 2. Theory model: Influences of perceiving leadership in *A Study in Scarlet*

Like the comics survey, all participants (*N* =17) described their process for perceiving leadership as determining what character is leading. A snapshot of participant responses is below:

I first go by seeing [a character's] motive for doing something.

I look at the character's attitude and actions which a lot of times expose who is the leader and who is not.

I determined leadership in *A Study in Scarlet* off of what qualities a leader should have and also an investigator because I feel that the investigators are the leaders in the book.

I look for the traits possessed by a good leader…

I look for meaningful characters that have an ability to influence people in real life.

I determine leadership by what a certain character does and how much effort they put into something…

Simply, participants looked for a leader in the book who showed traits they considered to be traits of a leader.

Previous Leadership Experience or Knowledge

Fourteen (82%) participants mentioned throughout the survey that previous leadership experiences or knowledge affected their leadership perceptions. Examples of this influence are evidenced in the snapshot of responses provided below:

I have experiences with leadership that stem back to high school athletic teams, group projects, and other forms of leadership whether it be leader of a group of friends and what [we] have to do…I believe that because I am somewhat of a natural leadership it helped me to better understand the leadership roles throughout the novel.

Some of my life experiences that help me perceive leadership in *A Study in Scarlet* would be me always controlling situations that demand leadership; for example, paying the bills at home. I always have to pay them because my husband wouldn't know where the bills were even if he looked for them. That helps me become a leader just like Sherlock does when he talks with the detectives.

I have academic experiences and personal experience in leadership. Academically, I am involved in certain clubs/groups that expand on leadership skills. Personally, team sports usually involve leadership and teamwork with other teammates [so] I have a fair knowledge on what skills are necessary to have good leadership.

Previous academic experience

Fourteen (82%) participants indicated their previous academic experiences or lack thereof influenced their perceptions, to include the survey and class content with *A Long Halloween*. The following responses are a snapshot of these responses:

We studied a graphic novel earlier in the semester, so I knew what I should be looking for in the characters and what traits make each character a leader.

The prior knowledge that my [instructor] gave us before reading the books was helpful in putting myself in the setting the books was written in. Also, the first part of the books where they give information about the author and the setting itself was helpful.

I feel like it's harder for me to analyze some of the reading that we do. If anything, I believe it isn't a lack of studies, I just need more practice [reading].

I have some academic experiences and most classes require reading…I think it helps me a lot, especially all the background with psychology I have had over the past two school years.

Book delivery and content

Twelve (71%) participants mentioned the book's content and delivery as an influence. The delivery of the book was written in the survey as "without pictures or images." A snapshot of responses provides examples of this influence:

Having to read a book without pictures makes our brain develop a mental image that replaces the words that show leadership. For example, with Sherlock when he controls a situation or a conversation, I imagine him being rude and cocky.

Text-only books only describe characters and events with words. Since there are no pictures [I] have to pay closer attention to the story and what words are being used to describe certain characters.

When it comes to reading books, obviously one would like to learn about the subject they are reading about. But when I think of reading, I see it as more of a way to stimulate my mind and make me think more clearly and make me somewhat "smarter." I just have a hard time learning from books.

[Without pictures] the reader must pay close attention to the minor details in the story rather than the situation as a whole.

I believe the text-only gives me more details to expand on when looking at the characters. I can observe specific details rather than try to create meaning out of pictures.

I don't think [having images] changes anything [with my leadership perceptions] at all. I would say that I am a very visual learner, not that I need pictures, but that I can imagine something just with words quite easily.

Critical thinking

Eleven (65%) participants mentioned critical thinking knowledge or experience as an influence in perceiving leadership. A snapshot of responses provides examples of this influence:

[The] critical thinking study towards the beginning of the second semester in [this class helped me] know what to expect and I knew what traits to look for in all of the characters and show evidence from the story to support those traits.

My lack of critical thinking makes it more difficult to think quickly [in terms of perceiving leadership].

The first thing I learned in critical thinking was to keep an open mind and view of things. My tendency is to jump to judgment too soon. Since learning that quality, it's helped a lot in schools and my personal life. So of course I applied it to the book as I was reading. If not, I would have had pegged the wrong person too soon. I wouldn't have been able to follow Holmes and Watson with such intrigue and patience to pick up on the true leadership within the characters.

Merged results

Participants seemed to perceive leadership in the comic book and traditional book in similar ways. The theory models, Figures 1 and 2, show similar influences. Notably, this may likely be from the survey questions and participants not expanding on open-ended questions with possible other influences. Participants indicated that reading other fiction would influence

their perceptions of leadership in the comic book, but this was not a factor for *A Study in Scarlet*. Instead, participants seemed to reference other academic experiences in general, to include reading fiction and textbook materials.

The researcher determined that the process and influences were likely influenced by the structured survey questions. For example, the surveys asked about critical thinking, leadership, and previous reading experiences; therefore participants may have indicated these influences only because the questions directly asked about them. The open-ended questions of the surveys that sought to identify other influences were often not expanded on by the participants. The researcher, therefore, more closely analyzed the surveys of two participants who showed clear expansion on each of the survey questions. These two participants notably wrote more in the surveys and wrote responses that denoted they considered influences beyond the questions posed in the structured surveys. The participants were referred to as Focal Participant 1 and Focal Participant 2.

Focal Participants

Perceptions of leadership as determined by the surveys may have been influenced by the structured surveys and the researcher wanted to determine if other influences could be determined from the two participants who expanded with more details. Table 3 is a snapshot of comic book survey responses from Focal Participant 1 and 2.

Table 3. Focal Participants: comic survey sample responses

	Focal Participant 1	Focal Participant 2
Opinion about reading comics	I was pleasantly surprised at how intriguing I found the comic book to be [because] it kept me guessing right up until the end…I will admit I didn't' see [comics for learning]. Once I read and took part in the group [classroom] discussions, I definitely would [read a comic] again. I can see them as a learning tool for sure, [although] I still prefer the more traditional forms of literature.	I was surprised that I enjoyed reading *The Long Halloween*. I've never been much of a comic book reader. [Reading *The Long Halloween*] has definitely given me perspective on comic books being more than just a picture book. I've always known that there are good versus evil in superhero comics, I just never though that they force you to do so much thinking and solving.
Critical Thinking and its influence on leadership perceptions	The skill of open-mindedness allowed me to get into the fantasy and make my decisions on leadership with a more clear and rational mind."	I think being a critical thinker helped my look behind the obvious clues and keep me suspicious throughout the story, even when evidence pointed to someone else.
Previous leadership experience/knowledge and its on leadership perceptions	Those experiences I feel have made me skilled at seeing leadership qualities in others. This is why I think my perceptions of leadership were effected in a positive way [while reading] *The Long Halloween*."	I suppose I can connect with each of the characters better than others who have not lead, or prefer not to read. Without personal life experiences to influence my perception of leadership, I would have to say literature has given me a great amount of influence. Specifically, fiction.
Visual and verbal delivery of comics influence on leadership perceptions	Honestly do not think my lack of experience and knowledge in comic books studies influenced or affected my process in any sort of negative way in perceiving leadership… The visual and verbal delivery right next to the visuals [affected] the way I perceive leadership at first. Overall, I am able to step back, look at the big picture, and all the evidence before making a decision.	[The] little verbal instances there are specifically indicate to me which person is in charge…For instance, what is Batman doing when he is trying to get the head of the board at the bank to step down. Although with his words, we can see how menacing he appears to the person he is intimidating. Because there are not words to tell me how he looks, I am forced to look for myself.

Both participants wrote in length about their critical thinking ability. A secondary influence for Focal Participant 1 was his/her leadership, while Focal Participant 2 discussed his/her previous fiction reading as an influence. Both participants indicated a learning value from both the comic and book, although both indicated they prefer traditional books.

Discussion

This study analyzed participant perceptions of leadership in a comic book and how these perceptions were similar to or different from their perceptions of leadership in a traditional (no images) book. In addition, the study analyzed the process of participants to perceive leadership in a comic book and traditional book and how these processes were similar or different. The results of the study showed that participants were capable of perceiving leadership in the book and comic, and differences between perceptions seemed to be reflective of the stories' contents, not necessarily reflective of the delivery difference (images and no images).

Perceiving leadership

In the comic, four leaders were mentioned by the participants: (a) James Gordon, (b) Harvey Dent (c) Bruce Wayne/Batman and (d) Bruce's dad. Participants indicated a variety of leadership attributes, all of which suggested that participants perceive leadership as making change and helping others. Examples of leadership qualities included: dedication, a focus on the greater good, taking action, and assertiveness. Interestingly, participants mentioned Gordon and Dent more often more Bruce/Batman as a leader, despite the focus of the storyline on Batman (Table 1). The suggestion is that participants review other characters, not just the main character, for leadership.

Three leaders were mentioned by the participants from *A Study in Scarlet*: (a) Sherlock Holmes, (b) Jefferson Hope, and (c) John Watson. Sherlock was mentioned by more participants (*n = 14)* than the other two characters (Table 2). In *The Long Halloween* participants perceived leadership as making change and helping others; in contrast, participant perceived characteristics of leadership in *A Study in Scarlet* as getting tasks accomplished. For example, participants viewed Sherlock's leadership as determined, motivating, dedicated, sufficient, and intelligent.

In summary, participants perceived leadership from *The Long Halloween* as actions that make lives better. In *A Study in Scarlet* participants viewed the means, rather than the outcomes, as leadership qualities. The implication is that participants are capable of perceiving leadership in fiction, both traditional texts and comic, and the story's content, including plot and characters, are an influence.

Process of perceiving leadership

For both *The Long Halloween* and *A Study in Scarlet,* perceptions were first made by looking for characters with leadership qualities. Other influences included critical thinking ability, previous leadership experience, previous reading experience, and the delivery of the book/comic book. A notable difference is participants indicated that reading other fiction would influence their perceptions of leadership in the comic book, but this was not a factor for *A Study in Scarlet*. Instead, participants seemed to reference other academic experiences in general, to include reading fiction and textbook materials. Perhaps participants find a relationship between reading a traditional book and previous academic reading whereas because comic book are not typically used for academic purposes, participants did not view previous experiences with academics as an influence. Figures 1 and 2 illustrate a theory of influences that affect students' perceptions of leadership in the comic book and traditional book, respectively.

When reviewing the surveys, one influence did not seem to have a greater impact than the others; however, when reviewing the surveys of two participants who responded with more words and more detailed responses, impact of influencers was suggested. For example, with both Focal Participants, in the comics survey, critical thinking was determined to be the greater influence, followed by the visual delivery of the comic. In the book survey, critical thinking was a factor for both, but that was the only commonality. Reviewing these Focal Participant surveys did not present any large discrepancy in the process to perceive leadership as determined from reviewing all the surveys. A variety of influences are likely, and participants did not seem to have a particular process to perceive leadership: in contrast, leadership is perceived naturally and simply by considering a character or characters who show(s) qualities and action the participants previously considered to be leadership. Previous consideration of leadership is likely influenced by previous leadership exposure, critical thinking ability, previous academic and reading experience, and the content of the story, i.e. the situation the characters are placed within.

Limitations

The researcher, as outlined in IRB approval, could not interview participants to understand a more detailed reasoning behind leadership perceptions. In addition, the structured nature of surveys may have limited the amount of data collected. The study was also part of a larger endenvour to understand reader critical thinking; thus, the classroom review of critical thinking and the inclusion of asking about critical thinking in the surveys may have led participants to view this as a factor. Observations of and interviews with participants may have added clarity about the process to determine leadership. Furthermore, the researcher could not record classroom demeanor, participation, and attendance, which may have determined classroom interaction and activities as influences of leadership perceptions. Classroom observation may have allowed the researcher to study social influences of leadership perceptions. In addition, because the researcher did not have a control group, the sequential data collection may have created bias. All participants first read the comic book before reading the traditional book. Participants' perceptions of leadership in the comic book may have influenced what they perceived in the traditional book; likewise, completing the surveys for the comic book may have influenced how participants read the traditional book and how they decided to perceive leadership and respond to the questions in the traditional book survey. Interrater reliability was not practiced because the researcher was the only individual coding and analyzing the data. Reading and English language proficiency were not recorded, both of which may influence a student's ability to understand the literature and determine leadership.

Implications for future study

Future studies should seek to decrease the amount of limitations experienced in this study. The implications of this study could be further understood by exploring the connection of fiction readings to perceiving leadership in real life. Qualitative studies interviewing participants could determine any differences that exist in a person's ability to perceive leadership as a result of previous reading experience. Control groups of comic book readers and readers of traditional (no images) books could determine if the multimodal delivery of comics affects real-life perceptions. Additional studies could seek to understand if reading experience affects the leadership of individuals who are considered to be in leadership positions. For educational courses specifically seeking to improve knowledge of leadership terms and ideas, pre and post assessments could determine if reading fiction affects knowledge of important terms or concepts. An intervention of reading comics could be given to one group and traditional (no images) books could be given to the other group. The process of perceiving leadership could be compared to individuals perceiving leadership in reality, in a comic book, and in a traditional book. Then, a comparison between the processes, using

grounded-theory for analysis, could determine if individuals use similar processes for perceiving leadership across a variety of fiction readings and real-life perceptions. Ideally, given the limitations of this study, such a study would use open-ended interviews rather than structured or semi-structured surveys or questionnaires. Future studies seeking to replicate the study design should include multiple coders to ensure blind review of the study data. Future researchers should seek to use literature familiar to peers or individuals who are available to code the data. For example, in this study, coders would need to be familiar with *The Long Halloween* and *A Study in Scarlet*.

Conclusion

Participants were able to perceive leadership in the traditional book and the comic book, despite both stories being fiction. Perceptions of leadership in the comic seemed to focus more on the outcome of actions, and the perceptions of leadership in the book seemed to focus on the means to produce an action. Differences in perceptions were determined to be a result of the differences in the plots, characters, and events. The study did not determine that leadership was perceived differently because of the medium of the stories, i.e. one being a traditional book and the other a comic. Although participants' processes included simply looking for leadership qualities, these types of qualities seemed highly influenced by the stories; to mean, that their natural perceptions of leadership were influenced by the context and characters of the story. The suggestion may be that leadership is perceived not only by previous thoughts about leadership, but also by the context in which leadership is being evaluated. Influences on student perceptions of leadership varied, but no significant differences existed between the comic and traditional book, although the researcher perceived that the structured surveys likely influenced participant responses. The researcher did not perceive any difference in the ability of participants to use a comic book to perceive leadership as compared to the traditional book. Participants indicated that they enjoyed reading the comic books, and survey responses indicated that the participants considered the comic to be just as academic as the traditional book. Overall, the findings suggest that fiction can engage student leadership perceptions and that comic books provide educational readings similar to traditional (no images) books. Furthermore, the study shows that leadership engagement can occur in a general education course, in this case a literature course, while still adhering to the course's outcomes and objectives.

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Appendix A: The comics survey

1. How would you define your thoughts about *The Long Halloween* comic book?
I strongly like it
I like it
It's ok
I did not like it
I strongly did not like it
Please explain:

2. How would you define your knowledge of *The Long Halloween* comic book?
Expert
Knowledgeable
Ok
Poor
Very poor
Please explain:

3. Do you consider yourself a comic book reader?
Yes
No

4. Outside of class, how many comic books do you read in an average month?
10 or more
5-9
2-4
1
None

5. Do you have academic, personal, or professional experiences in comic book studies? If yes, please explain.
5a. How do you think your academic or professional experiences or lack of academic or professional experiences in comic book studies influences or affects your process in perceiving leadership in *The Long Halloween*?
6. Do you have academic, personal or professional experiences in leadership? If yes, please explain.
6a. How do you think your academic, personal, or professional experiences or lack of academic or professional experiences in leadership influences or affects your process in perceiving leadership in *The Long Halloween*?
7. Do you have academic, personal or professional experiences in critical thinking studies? If yes, please explain.
7a. How do you think your academic or professional experiences or lack of academic or professional experiences in critical thinking influences or affects your process in perceiving leadership in *The Long Halloween*?
8. How do you value comic books for learning experiences? Please be as specific as possible.
9. What is a specific example of leadership in *The Long Halloween*?
9a. Please explain why you see this as leadership? Please be as specific as possible.
9b. What is your process for determining leadership in *The Long Halloween*? In other words, how do you "go about" determining an example of leadership? Please be as specific as possible.
9c. How does the visual and verbal delivery of comic books affect your ability to perceive leadership within *The Long Halloween*? Please be as specific as possible.
10. How many college credits have you received?
        Or, how would you classify your current year in college? Freshman or sophomore?
11. What are life experiences, social interactions, or academic interactions that influence how you perceive leadership in *The Long Halloween*?
12. How do you compare leadership in the comic to your own leadership (i.e. What would I do in this situation?)?
13. How do you compare leadership in the comic to the leadership of people in real life?
14. How do the decisions of the characters influence your own leadership decisions?
15. What are other issues, thoughts, or ideas that you would like to mention concerning your perceptions of leadership within *The Long Halloween*?

Appendix B: the book survey

1. How would you define your thoughts about *A Study in Scarlet*?
I strongly like it
I like it
It's ok
I did not like it
I strongly did not like it
Please explain:

2. How would you define your knowledge of *A Study in Scarlet*?
Expert
Knowledgeable
Ok
Poor
Very poor
Please explain:

3. Do you consider yourself a book (not comic books) reader?
Yes
No

4. Outside of class, how many books (not comics) do you read in an average month?
10 or more
5-9
2-4
1
None

5. Do you have academic, personal, or professional experiences in literary studies? If yes, please explain.
5a. How do you think your academic or professional experiences or lack of academic or professional experiences in literary studies influences or affects your process in perceiving leadership in *A Study in Scarlet*?
6. Do you have academic, personal or professional experiences in leadership? If yes, please explain.
6a. How do you think your academic, personal, or professional experiences or lack of academic or professional experiences in leadership influences or affects your process in perceiving leadership in *A Study in Scarlet*?
7. Do you have academic, personal or professional experiences in critical thinking studies? If yes, please explain.
7a. How do you think your academic or professional experiences or lack of academic or professional experiences in critical thinking influences or affects your process in perceiving leadership in *A Study in Scarlet*?
8. How do you value books (not comics) for learning experiences? Please be as specific as possible.
9. What is a specific example of leadership in *A Study in Scarlet*?
9a. Please explain why you see this as leadership? Please be as specific as possible.
9b. What is your process for determining leadership in *A Study in Scarlet*? In other words, how do you "go about" determining an example of leadership? Please be as specific as possible.
9c. How does the text-only delivery of books (most books) affect your ability to perceive leadership within *A Study in Scarlet*? Please be as specific as possible.
10. How many college credits have you received?
        Or, how would you classify your current year in college? Freshman or sophomore?
11. What are life experiences, social interactions, or academic interactions that influence how you perceive leadership in *A Study in Scarlet*?
12. How do you compare leadership in *A Study in Scarlet* to your own leadership (i.e. What would I do in this situation?)?
13. How do you compare leadership in *A Study in Scarlet* to the leadership of people in real life?
14. How do the decisions of the characters influence your own leadership decisions?
15. What are other issues, thoughts, or ideas that you would like to mention concerning your perceptions of leadership within *A Study in Scarlet*?