

## AI Report

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## situational leadership.docx - 8/31/2026

### Situational Leadership During Crisis Situations

Situational leadership in crises is an important field of knowledge as it helps to address the unwanted or traumatic events and reduce their negative impact on the organization and all processes within it.

For instance, the recent COVID-19 pandemic is an illustration of a situational crisis that required effective management.

The pandemic and its effects showed that problems of this kind are always associated with specific features and tactics.

First, there is the urgency and the need for immediate solutions to ensure that the problem will not become more complex in the future (Su, 2024).

Second, it can lead to the emergence of global insecurities threatening the lives of many individuals in different regions (Newman, 2022).

This implies that the scope of the challenge is significant, while the actions should be taken immediately to avoid the escalation of the problems.

Also, crises are characterized by uncertainty since in many situations, leaders do not have experience in dealing with similar problems.

Finally, there is a strong emotional element because of the higher responsibility and the need to select the most effective approach to manage the problem within a short time.

Situational leadership can help leaders to be prepared for problems and act as champions in these unfavorable settings.

The leader can successfully deal with a crisis primarily by acquainting themselves with the existing situational leadership models, such as the Skill-Will matrix and the path-goal theory (Gruenewald & Mueller, 2025).

These models provide a framework for acting in complex situations and allow for adjusting leadership styles to the current crisis through teaching them how to be adaptable, flexible, and proactive.

Next, it is vital to learn and master effective styles of interacting with the employees, such as coaching, supporting, and delegating (Woodard & Hyatt, 2024).

The adherence to the situational leadership style helps to boost employee morale and cultivate the ability to react flexibly to the presenting problems. Additionally, since crises are associated with emotional strain, emotional intelligence and regulation are two critical factors that can help leaders to be more effective in challenging situations. Paying attention to these elements will help the leader to develop expertise in addressing situational challenges.

## References

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High Human Impact  High AI Impact

## FAQs

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### What is GPTZero?

GPTZero is the leading AI detector for checking whether a document was written by a large language model such as ChatGPT. GPTZero detects AI on sentence, paragraph, and document level. Our model was trained on a large, diverse corpus of human-written and AI-generated text with support for English, Spanish, French, German, and other languages. To date, GPTZero has served over 17 million users around the world, and works with over 100 organizations in education, hiring, publishing, legal, and more.

### When should I use GPTZero?

Our users have seen the use of AI-generated text proliferate into education, certification, hiring and recruitment, social writing platforms, disinformation, and beyond. We've created GPTZero as a tool to highlight the possible use of AI in writing text. In particular, we focus on classifying AI use in prose. Overall, our classifier is intended to be used to flag situations in which a conversation can be started (for example, between educators and students) to drive further inquiry and spread awareness of the risks of using AI in written work.

### Does GPTZero only detect ChatGPT outputs?

No, GPTZero works robustly across a range of AI language models, including but not limited to ChatGPT, GPT-5, GPT-4, GPT-3, Gemini, Claude, and AI services based on those models.

### What are the limitations of the classifier?

The nature of AI-generated content is changing constantly. As such, these results should not be used to punish students. We recommend educators to use our behind-the-scenes [Writing Reports](#) as part of a holistic assessment of student work. There always exist edge cases with both instances where AI is classified as human, and human is classified as AI. Instead, we recommend educators take approaches that give students the opportunity to demonstrate their understanding in a controlled environment and craft assignments that cannot be solved with AI. Our classifier is not trained to identify AI-generated text after it has been heavily modified after generation (although we estimate this is a minority of the uses for AI-generation at the moment). Currently, our classifier can sometimes flag other machine-generated or highly procedural text as AI-generated, and as such, should be used on more descriptive portions of text.

### I'm an educator who has found AI-generated text by my students. What do I do?

Firstly, at GPTZero, we don't believe that any AI detector is perfect. There always exist edge cases with both instances where AI is classified as human, and human is classified as AI. Nonetheless, we recommend that educators can do the following when they get a positive detection: Ask students to demonstrate their understanding in a controlled environment, whether that is through an in-person assessment, or through an editor that can track their edit history (for instance, using our [Writing Reports](#) through Google Docs). Check out our list of [several recommendations](#) on types of assignments that are difficult to solve with AI.

Ask the student if they can produce artifacts of their writing process, whether it is drafts, revision histories, or brainstorming notes. For example, if the editor they used to write the text has an edit history (such as Google Docs), and it was typed out with several edits over a reasonable period of time, it is likely the student work is authentic. You can use GPTZero's Writing Reports to replay the student's writing process, and view signals that indicate the authenticity of the work.

See if there is a history of AI-generated text in the student's work. We recommend looking for a long-term pattern of AI use, as opposed to a single instance, in order to determine whether the student is using AI.