

# UCL WAYS OF WORKING FOR PROFESSIONAL SERVICES STEPS TO DEVELOPMENT



PERSONAL EXCELLENCE	
Commitment	
Outstanding Service	
Integrity	

WORKING TOGETHER	
Communication	
Collaboration	
Shared Learning	

ACHIEVING OUR MISSION	
Vision	
Innovative Practice	
Ownership	

# STEPS TO DEVELOPMENT

## GRADE 5

Ways of Working Steps to Development

support hinder

PERSONAL EXCELLENCE		GRADE 5
Supporting Indicators for Personal Excellence	Being committed to UCL and taking pride in your work.	
Examples of behaviours that may hinder Personal Excellence	<p>^} cá!^ ^Á•æcä•, ^âÁ, äc@Á^ [ ~!Á, [! \ÉÁ { ^æ} ä} *Á                      ^ [ ~!Á&amp; [ }, ä^} &amp; ^!æ} äÁ, ^  Éä^ä} *Á { æ^ Ä^Ä</p>	
Steps towards development	<p>Væ \ ^Äcä { ^Äc [ Á! ^' ^&amp;cÄ [ } Á, @æcÄ^ [ ~Á, æ} cÄc [ Äà^Ää [ ä} *Ää} Äc@^Ä~ c~! ^ÉÁ Y @æcÄä [ Ä^ [ ~Ä^} b [ ~ÑÄ                      Y @^! ^Äæ! ^Ä^ [ ~Ä&amp;@æ  ^} * ^äÑÄ Y @æcÄä^Ç^ [ ] { ^} cÄä [ Ä^ [ ~Ä} ^ÄäÄc [ Ä~ ],  Ä^ [ ~! Ä&amp;æ! ^Ä! * [ æ] •Ñ</p>	
Supporting Indicators for Personal Excellence	Contributing to keeping the workplace running smoothly and efficiently.	
Examples of behaviours that may hinder Personal Excellence	<p>&amp;@æ} * ^•Äc@æcÄ&amp; [ ~ äÄä} &amp;! ^æ• ^Ä^~, &amp;ä^} &amp; ^È</p>	
Steps towards development	<p>] : [ ä ^ { •Äc@æcÄ^ [ ~Ä { ä* @cÄà^Äæä ^Äc [ Ä• [  Ç^ÑÄU! Ää [ Ä^ [ ~Äc^} äÄc [ Ä ^æÇ^Äc@æcÄc [ Ä [ c@! •ÑÄÖ [ { ^Ä</p>	
Supporting Indicators for Personal Excellence	Being able and willing to recognise and report bullying, harassment and discriminatory behaviour.	
Examples of behaviours that may hinder Personal Excellence	C	
Steps towards development	<p>Ü^&amp; [ * } ä•^Ä] æcc! } •Ä [ -Äà^@æÇä [ ~! Äc@æcÄäi•æäÇæ} cæ* ^Ä• ] ^&amp;ä, &amp;Ä*! [ ~ ] •Ä [ -Ä&amp; [   ^æ* ^•ÉÄ•cæ--ÉÄ                      ä^@æÇä [ ~! ÉÄQ-Ä^ [ ~Ää [ Ä] [ cÄ-^ ^Ä&amp; [ }, ä^} cÄc [ Ää [ Äc@äi•Ä, äc@Ä^ [ ~! Ä { æ} æ* ^! Äc@^} Äcæ \Äc [ Ä^ [ ~! ÄPÜÄ                      ä} æäÇ^! c^} c ^Ääi•æäÇæ} cæ* ^•Äæ} [ c@! Ä&amp; [   ^æ* ^ÑÄV@ä} \Äæä [ ~cÄ@ [ , Ä^ [ ~Ä&amp;æ} Ä] [ •äcÇ^ ^Ä                      ä} ' ~^} &amp; ^Ää} Ä æ! * ^Ä [ ! Ä• { æ  Ä, æ^•Ä, äc@ä} Ä^ [ ~! Äc^æ { Äæ} äÄ { [ ä^ ÄæÄ&amp; [ ] •ä•c^} cÄæ} ] : [ æ&amp;@Ä</p>	

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<b>Supporting Indicators for Personal Excellence</b>	<b>Being able to multi-task, effectively keeping various tasks in hand at the same time</b>	
<b>Examples of behaviours that may hinder Personal Excellence</b>	Yæ}cä} *Äc[Ä•cæ!clæ}äÄ, }ä•@Ä[ ] ^Äcæ•\ÄæclæÄcä { ^Ä	Yæ}cä} *Äc[Ä•
<b>Steps towards development</b>	hinder <b>Personal Excellence</b>	

Supporting Information 54 cmgrs for

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