

# 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, äcÁ^ [ ~!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, @æcÁ^ [ ~Á, æ} cÄc [ Äà^Ää [ ä} *Ää} Äc@^Ä~c~!^ÉÄ Y @æcÄÄ [ Ä^ [ ~Ä^} b [ ~ÑÄ                      Y @^!^Äæ!^Ä^ [ ~Ä&amp;@æ  ^} *^äÑÄ Y @æcÄä^Ç^ [ ] { ^} cÄÄ [ Ä^ [ ~Ä} ^^äÄc [ 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 [ ~ äÄä} &amp;!^æ•^Ä^~, &amp;ä^} &amp;^È</p>	
Steps towards development	<p>]! [ ä ^ { •Äc@æcÄ^ [ ~Ä { ä* @cÄà^Äæä ^Äc [ Ä• [  Ç^ÑÄ U! 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>	



Supporting Indicators for Personal Excellence	Being able to multi-task, effectively keeping various tasks in hand at the same time	
Examples of behaviours that may <i>hinder</i> Personal Excellence	<p>Yæ}cä} *Äc[Ä•cæ!clæ}äÄ, }ä•@Ä[ ] ^Äcæ•\ÄæclæÄcä { ^Ä</p>	<p>Yæ}cä} *Äc[Ä•</p> <p>æ©0ææ</p>
Steps towards development	<p>hinder <b>Personal Excellence</b></p> <p>Ł</p>	

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