



Guidelines for SAP Coaching

SAP Global Coaching Practice

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ABSTRACT

Organizations with a highly effective coaching culture show higher employee productivity, are more likely to have strong business results, and rate higher in developing and retaining employees, hiring best people and retaining top talent. Coaching clients noted greater self-confidence, enhanced relationships, better work-and-life balance and an improvement in wellness. These are the results of two independent coaching studies conducted in 2011 and 2012. Therefore, SAP has established the internal Global Coaching Practice (GCP) to bring this valuable service closer to its employees worldwide. Internal means that the coaching service is provided by SAP employees with the necessary coaching education, core competencies, ethics and service attitude.

The GCP is run by the Global Peer Learning Program Office (GPL). This document describes its tasks and responsibilities, as well as the tasks and responsibilities of SAP Coaches. It also provides guidance to SAP employees who are interested in receiving coaching from the GCP.

The GCP adopts definition, philosophy and ethical standards of the International Coach Federation (ICF). This document¹ presents the ICF coaching definition and shows how coaching is different from other services like mentoring, training, etc. It also presents the Coaching Core Competencies and Coaching Ethics established by ICF and the GCP Quality Framework.

Providing coaching services within SAP requires the commitment and the competencies of SAP Coaches to serve the needs of their coaching clients as well as the needs of SAP as the sponsor of this service. Those commitments are reflected in 1) the Declaration of SAP Coaches which must be signed by every SAP Coach, and 2) the SAP Coaching Agreement that has to be signed by coaching clients before SAP Coach and client engage in a coaching relationship. Both documents are important elements to guarantee the professionalism of the GCP and are shown in this document as well.

¹ This document partly uses language from the ICF website. Please see www.coachfederation.org for more details.

BACKGROUND

Organizations with a highly effective coaching culture have approximately 42% higher employee productivity, are 30% more likely to have strong business results, and rate 75% higher in developing and retaining employees, hiring best people and retaining top talent². Most coaching clients reported improved work performance, better business management, more efficient time management, increased team effectiveness, and more growth and opportunities. Also, clients noted greater self-confidence, enhanced relationships, more effective communications skills, better work-and-life balance and an improvement in wellness³.

SAP recognizes the value of coaching as well for its business as for its employees and therefore has established the Global Coaching Practice (GCP) to bring its coaching culture to the next level and to make professional coaching available to all SAP employees worldwide. Due to the global nature of the program and the fact that the coaching profession is still evolving, the GCP adopts the definition, philosophy and ethical standards established by the International Coach Federation (ICF) which defines **coaching** as partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential.

Professional coaching focuses on setting goals, creating outcomes and managing personal change and adds a unique value in comparison to other personal or organizational support professions:

- **Therapy:** Therapy deals with healing pain, dysfunction and conflict within an individual or in relationships. The focus is often on resolving difficulties arising from the past that hamper an individual's emotional functioning in the present, improving overall psychological functioning, and dealing with the present in more emotionally healthy ways. Coaching, on the other hand, supports personal and professional growth based on self-initiated change in pursuit of specific actionable outcomes. These outcomes are linked to personal and professional success which is always future focused.
- **Consulting:** Individuals or organizations retain consultants for their expertise. While consulting approaches vary widely, the assumption is the consultant will diagnose problems and prescribe and, sometimes, implement solutions. With coaching, the assumption is that individuals or teams are capable of generating their own solutions, with the coach supplying supportive, discovery-based approaches and frameworks.
- **Mentoring:** A mentor is an expert who provides wisdom and guidance based on his or her own experience. Mentoring may include advising, counseling and coaching. The coaching process does not include advising or counseling, and focuses instead on individuals or groups setting and reaching their own objectives.
- **Training:** Training programs are based on objectives set out by the trainer or instructor. Though objectives are clarified in the coaching process, they are set by the individual or team being coached, with guidance provided by the coach. Training also assumes a linear learning path that coincides with an established curriculum. Coaching is less linear without a set curriculum.
- **Athletic Development:** Though sports metaphors are often used, professional coaching is different from sports coaching. The athletic coach is often seen as an expert who guides and directs the behavior of individuals or teams based on his or her greater experience

² Bersin by Deloitte, 2011

³ Independent Coaching Client Study, International Coach Federation, 2012

and knowledge. Professional coaching, unlike athletic development, does not focus on behaviors that are being executed poorly or incorrectly. Instead, the focus is on identifying opportunity for development based on individual strengths and capabilities.

The GCP focuses on delivering professional *coaching* services. This does not exclude that SAP Coaches might offer other services like the ones mentioned above on top of their coaching, as long as they make it transparent to their clients and receive explicit permission. Those other services however do not count as SAP Coaching.

TASKS AND RESPONSIBILITIES OF THE GLOBAL PEER LEARNING PROGRAM OFFICE

The GPL Program Office has the mandate to run the GCP at SAP and therefore has the task to make professional coaching services available to all SAP employees worldwide by using internal resources. Professional means that the coaching services provided are based on generally acknowledged professional standards to serve the needs of both, the coaching clients (SAP employees) and the sponsor (SAP). Internal resources means, that the coaching services are provided by SAP employees that fulfill the prerequisites of a sound coaching education, proven competencies and service attitude. The GPL Program Office has the task to build up and maintain a geographically balanced pool of SAP Coaches, to guarantee their coaching professionalism and the accessibility of the coaching service to all SAP employees worldwide. The GPL Program Office specifically

- provides the necessary rules and regulations for SAP Coaches including
 - Professional coaching standards⁴
 - Levels of coaching experiences⁵, and
 - A binding framework for SAP Internal Coaching⁶
- grants admission of coaches to the GCP's coaching pool provided the applicant has the necessary coaching education
- conducts continuous quality review of all coaching services and offers an escalation process for SAP Coaching clients in case of formal complaints⁷
- provides visibility of the GCP to all SAP employees worldwide, explains its philosophy and potential, and makes it accessible for employees interested in coaching through a matching service
- offers guidance to SAP employees who are interested in becoming an SAP Coach⁸
- supports SAP Coaches to share experiences and best practices as well as to reflect on coaching cases and challenges

Finally, the GPL Program Office is responsible for the professionalism of the GCP which includes that

- all of its processes are efficient, transparent and reviewed on a regular basis
- all decision criteria are clearly communicated, especially those related to the admission as a coach to the GCP and the termination of a coach membership to the GCP
- this document (Guidelines for SAP Internal Coaching) is continuously improved and updated to respond to the needs of SAP as the sponsor of the SAP GCP, the coaching clients of the GCP and the SAP Internal Coaches

4 The GCP adopts as a basic standard the definition and philosophy of coaching as developed by the ICF, as well as its ethical standards.

5 The GCP Program adopts the ICF competency levels

6 Additional rules and regulations are necessary due to the SAP-specific setting and to avoid or help resolve any conflict that may occur between coaching requirements and business requirements

7 Escalations with respect to SAP Coaching can be addressed any time to the GPL Program Office or to the SAP Global Ombudsperson, respectively.

8 The GPL Program Office offers guidance regarding coaching philosophy and education standards (ICF accreditation). The GPL Program Office does NOT recommend individual coaching training institutes and does not approve of any advertisement for coaching education on SAP Campus.

The following section lists the tasks and responsibilities of SAP Coaches who belong to the coaching pool of the GCP.

TASKS AND RESPONSIBILITIES OF SAP COACHES

An SAP Coach interacts in a setting where coaching client (an SAP employee) and coaching sponsor (SAP) are two different entities with individual needs and limitations. The SAP Coach is responsible to both sides and has to ensure that the coaching relationship stays professional at all times while still being aware of the relationship to the sponsor.

Therefore, SAP Coaches must be well trained in all coaching core competencies, especially to setting a sound foundation with the coaching client in the beginning of a coaching relationship and to continuously co-create the coaching relationship in the course of the coaching sessions, as this type of relationship is new to many clients. Other core competencies required from the coaches are equally important like communicating effectively with their clients and facilitating learning and results for them.

With respect to coaching ethics, especially in the context of a corporate coaching practice, it is very important that the SAP Coaches are very sensitive and alert with respect to conflicts of interest and confidentiality and privacy.

Therefore, the GCP requires from its SAP Coaches that they know and practice the Coaching Core Competencies according to ICF, as well as to uphold the Coaching Ethics⁹. This guarantees not only that the coaching services provided by the GCP complies with a high global standard, but also allows SAP Coaches to grow their coaching experience in a business environment on a daily basis, and to count their coaching hours towards an ICF credential.

The license to coach as an SAP Coach is granted by the GPL Program Office to applicants if the manager of the applicant approves that he or she dedicates at least 5% of his or her time to the GCP and if the applicant fulfills the following requirements:

The applicant

- provides sufficient coaching credentials, i.e. an ICF ACTP (ICF Accredited Coach Training Program)¹⁰, or a minimum amount of 125 coaching education hours of ICF ACSTH (Approved Coaching Specific Training Hours)¹¹, or exceptionally approved coach training institute¹².
- agrees to offer a minimum amount of coaching hours to other SAP employees applying only coaching tools and practices he or she has been trained for by the credentialing coaching education institute. Any other services require prior approval by the GCP Program Office.
- is willing to actively contribute to the GCP for a specific amount of his or her time
- signs the Declaration of SAP Coaches¹³.

⁹ See appendix of this document for details.

¹⁰ See <http://coachfederation.org/program/landing.cfm?ItemNumber=2151&navItemNumber=3354> for details

¹¹ See <http://coachfederation.org/program/landing.cfm?ItemNumber=3352&navItemNumber=3353> for details

¹² This exception applies to SAP employees who began their coaching education before 2016 at a coach training institute that is certified by the DBVC or DVCT or at another coach training institute that was individually approved by the GCP before 2016. As of 2016, only coach trainings that are accredited by the ICF or are currently in the process of being accredited by the ICF, are approved by the GCP.

¹³ See appendix of this document

The license to coach at SAP as SAP Coach and as part of the GCP ends as soon as

- the SAP Coach cancels his or her membership to the GCP or
- the SAP GPL Program Office revokes the license because the SAP Coach
 - has not been active for a longer period of time as stated in the Declaration of SAP Coaches
 - breached the Code of Ethics of the GCP in a severe way

An active SAP Coach is willing to accept the following tasks and responsibilities¹⁴ :

- Providing a minimum amount of professional coaching to other SAP employees. Professional refers to coaching sessions based on ICF standards and under a SAP Coaching Agreement¹⁵, requested and accepted via the matching tool. Non-formal coaching conversations without a written SAP Coaching Agreement and not matched via the matching tool do not qualify as SAP Coaching and do not count towards the minimum requirement.
- Supporting the GCP per request, e.g. by conducting learning & development offerings, functioning as a mentor for less experienced SAP Coaches, etc.
- Keeping the coach profile in the matching tool up-to-date.
- Continuing to learn about coaching and to practice as an SAP Coach by
 - participating in continued coaching education like workshops or education sessions (virtual or in person), qualified by ICF or the GPL Program Office¹⁶
 - participating in regular supervision or peer consulting sessions or being coached by other certified coaches (SAP or ICF) to foster self-reflection about the role as SAP Coach
- Seeking for advice from a mentor coach in case of uncertainties related to his or her coaching or any concrete conflicts that might come up during coaching sessions in the context of the GCP.

¹⁴ The actual amount expected in the different categories is stated in the Declaration of SAP Coaches, see appendix of this document.

¹⁵ See appendix of this document

¹⁶ Based on ICF and SAP Coaching ethical and quality standards and with relevance for professional coaching in a business context

GUIDELINES FOR SAP EMPLOYEES INTERESTED IN RECEIVING COACHING FROM GLOBAL COACHING PRACTICE

If you already have a clear understanding of what coaching is (and what not), and you have already decided that you want to try out coaching, please check the matching tool to find an SAP Coach or contact the GPL Program Office¹⁷ if you have further questions. It is important, however, to understand that coaching comes with clear commitments and responsibilities for both, the client and the coach. Before an SAP Coaching can start, you will have to come to an agreement with your SAP Coach regarding

- size and time frame of the coaching package
- your contribution for the service (usually a donation)
- organizational rules and
- ground rules

Once an agreement is found, you will have to sign the SAP Coaching Agreement¹⁸. Please read it carefully! Paragraphs 1 – 3 of the agreement are negotiable between you and your SAP Coach. Paragraph 4 which represents basic rules for a successful coaching relationship, is mandatory and non-negotiable.

It is recommended to meet with two to three different SAP Coaches to make sure any questions you might have are discussed before you decide about your SAP Coach and commit to a coaching relationship. All SAP Coaches offer introduction sessions to learn about your coaching topics and to give you the opportunity to clarify the questions you might have, especially if you have never been in a coaching relationship before.

Once you feel confident that coaching (and the SAP Coach) is right for you and the SAP Coaching Agreement is signed, the coaching process can start. The SAP Coach will clarify with you your desired outcome and will work with you that you achieve it. It is recommended that any further agreements made during a coaching session like goals, steps, inquiries, etc. are documented to be clear about your commitments.

The major advantage of working with a professional coach is that they uphold certain professional standards. All SAP Coaches are committed to coach according to ICF standards, including the ICF Coaching Code of Ethics¹⁹.

The SAP Coaching Agreement, ethical guidelines for SAP Coaches, and your coaching notes will help you to be clear about your commitment to your personal coaching goal. It will also support you in case you have reasons to complain about the coaching you received or regarding the professional conduct of your SAP Coach. As a client of the GCP you have rights, and if you feel they are violated by your SAP Coach, you can escalate towards the GPL Program Office²⁰.

¹⁷ peerlearning@sap.com

¹⁸ See appendix of this document for details.

¹⁹ See appendix of this document for details.

²⁰ Escalations with respect to SAP Coaching can be addressed any time to the GPL Program Office or to the Global Ombudsperson, respectively.

APPENDIX

Definition of coaching and how it is different from other service professions

The Coaching Core Competencies according to ICF

The Coaching Code of Ethics according to ICF

The Declaration of SAP Coaches

SAP Coaching Agreement

DEFINITION OF COACHING AND HOW IT IS DIFFERENT FROM OTHER SERVICE PROFESSIONS

The GCP adopts the definition, philosophy and ethical standards established by ICF which defines coaching as partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential.

Professional coaching focuses on setting goals, creating outcomes and managing personal change. Sometimes it's helpful to understand coaching by distinguishing it from other personal or organizational support professions.

- **Therapy:** Therapy deals with healing pain, dysfunction and conflict within an individual or in relationships. The focus is often on resolving difficulties arising from the past that hamper an individual's emotional functioning in the present, improving overall psychological functioning, and dealing with the present in more emotionally healthy ways. Coaching, on the other hand, supports personal and professional growth based on self-initiated change in pursuit of specific actionable outcomes. These outcomes are linked to personal and professional success which is always future focused.
- **Consulting:** Individuals or organizations retain consultants for their expertise. While consulting approaches vary widely, the assumption is the consultant will diagnose problems and prescribe and, sometimes, implement solutions. With coaching, the assumption is that individuals or teams are capable of generating their own solutions, with the coach supplying supportive, discovery-based approaches and frameworks.
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THE COACHING CORE COMPETENCIES ACCORDING TO THE ICF

The following 11 core coaching competencies were developed by ICF to support greater understanding about the skills and approaches used within today's coaching profession. They are grouped into 4 clusters of 2 - 4 core competencies. Each core competency is explained in more detail.

A. Setting the Foundation

1. Meeting Ethical Guidelines and Professional Standards - Understanding of coaching ethics and standards and ability to apply them appropriately in all coaching situations.

- i. Understands and exhibits in own behaviors the ICF Code of Ethics.
- ii. Understands and follows all ICF Ethical Guidelines.
- iii. Clearly communicates the distinctions between coaching, consulting, psychotherapy and other support professions.
- iv. Refers client to another support professional as needed, knowing when this is needed and the available resources.

2. Establishing the Coaching Agreement - Ability to understand what is required in the specific coaching interaction and to come to agreement with the prospective and new client about the coaching process and relationship.

- i. Understands and effectively discusses with the client the guidelines and specific parameters of the coaching relationship (e.g., logistics, fees, scheduling, inclusion of others if appropriate).
- ii. Reaches agreement about what is appropriate in the relationship and what is not, what is and is not being offered, and about the client's and coach's responsibilities.
- iii. Determines whether there is an effective match between his/her coaching method and the needs of the prospective client.

B. Co-Creating the Relationship

3. Establishing Trust and Intimacy with the Client - Ability to create a safe, supportive environment that produces ongoing mutual respect and trust.

- i. Shows genuine concern for the client's welfare and future.
- ii. Continuously demonstrates personal integrity, honesty and sincerity.
- iii. Establishes clear agreements and keeps promises.
- iv. Demonstrates respect for client's perceptions, learning style, personal being.
- v. Provides ongoing support for and champions new behaviors and actions, including those involving risk taking and fear of failure.
- vi. Asks permission to coach client in sensitive, new areas.

4. Coaching Presence - Ability to be fully conscious and create spontaneous relationship with the client, employing a style that is open, flexible and confident.

- i. Is present and flexible during the coaching process, dancing in the moment.
- ii. Accesses own intuition and trusts one's inner knowing—"goes with the gut."
- iii. Is open to not knowing and takes risks.
- iv. Sees many ways to work with the client and chooses in the moment what is most effective.
- v. Uses humor effectively to create lightness and energy.

- vi. Confidently shifts perspectives and experiments with new possibilities for own action.
- vii. Demonstrates confidence in working with strong emotions and can self-manage and not be overpowered or enmeshed by client's emotions.

C. Communicating Effectively

5. Active Listening - Ability to focus completely on what the client is saying and is not saying, to understand the meaning of what is said in the context of the client's desires, and to support client self-expression.

- i. Attends to the client and the client's agenda and not to the coach's agenda for the client.
- ii. Hears the client's concerns, goals, values and beliefs about what is and is not possible.
- iii. Distinguishes between the words, the tone of voice, and the body language.
- iv. Summarizes, paraphrases, reiterates, and mirrors back what client has said to ensure clarity and understanding.
- v. Encourages, accepts, explores and reinforces the client's expression of feelings, perceptions, concerns, beliefs, suggestions, etc.
- vi. Integrates and builds on client's ideas and suggestions.
- vii. "Bottom-lines" or understands the essence of the client's communication and helps the client get there rather than engaging in long, descriptive stories.
- viii. Allows the client to vent or "clear" the situation without judgment or attachment in order to move on to next steps.

6. Powerful Questioning - Ability to ask questions that reveal the information needed for maximum benefit to the coaching relationship and the client.

- i. Asks questions that reflect active listening and an understanding of the client's perspective.
- ii. Asks questions that evoke discovery, insight, commitment or action (e.g., those that challenge the client's assumptions).
- iii. Asks open-ended questions that create greater clarity, possibility or new learning.
- iv. Asks questions that move the client toward what they desire, not questions that ask for the client to justify or look backward.

7. Direct Communication - Ability to communicate effectively during coaching sessions, and to use language that has the greatest positive impact on the client.

- i. Is clear, articulate and direct in sharing and providing feedback.
- ii. Reframes and articulates to help the client understand from another perspective what he/she wants or is uncertain about.
- iii. Clearly states coaching objectives, meeting agenda, and purpose of techniques or exercises.
- iv. Uses language appropriate and respectful to the client (e.g., non-sexist, non-racist, non-technical, non-jargon).
- v. Uses metaphor and analogy to help to illustrate a point or paint a verbal picture.

D. Facilitating Learning and Results

8. Creating Awareness - Ability to integrate and accurately evaluate multiple sources of information and to make interpretations that help the client to gain awareness and thereby achieve agreed-upon results.

- i. Goes beyond what is said in assessing client's concerns, not getting hooked by the client's description.
- ii. Invokes inquiry for greater understanding, awareness, and clarity.
- iii. Identifies for the client his/her underlying concerns; typical and fixed ways of perceiving himself/herself and the world; differences between the facts and the interpretation; and disparities between thoughts, feelings, and action.
- iv. Helps clients to discover for themselves the new thoughts, beliefs, perceptions, emotions, moods, etc. that strengthen their ability to take action and achieve what is important to them.
- v. Communicates broader perspectives to clients and inspires commitment to shift their viewpoints and find new possibilities for action.
- vi. Helps clients to see the different, interrelated factors that affect them and their behaviors (e.g., thoughts, emotions, body, and background).
- vii. Expresses insights to clients in ways that are useful and meaningful for the client.
- viii. Identifies major strengths vs. major areas for learning and growth, and what is most important to address during coaching.
- ix. Asks the client to distinguish between trivial and significant issues, situational vs. recurring behaviors, when detecting a separation between what is being stated and what is being done.

9. Designing Actions - Ability to create with the client opportunities for ongoing learning, during coaching and in work/life situations, and for taking new actions that will most effectively lead to agreed-upon coaching results.

- i. Brainstorms and assists the client to define actions that will enable the client to demonstrate, practice, and deepen new learning.
- ii. Helps the client to focus on and systematically explore specific concerns and opportunities that are central to agreed-upon coaching goals.
- iii. Engages the client to explore alternative ideas and solutions, to evaluate options, and to make related decisions.
- iv. Promotes active experimentation and self-discovery, where the client applies what has been discussed and learned during sessions immediately afterward in his/her work or life setting.
- v. Celebrates client successes and capabilities for future growth.
- vi. Challenges client's assumptions and perspectives to provoke new ideas and find new possibilities for action.
- vii. Advocates or brings forward points of view that are aligned with client goals and, without attachment, engages the client to consider them.
- viii. Helps the client "Do It Now" during the coaching session, providing immediate support.
- ix. Encourages stretches and challenges but also a comfortable pace of learning.

10. Planning and Goal Setting - Ability to develop and maintain an effective coaching plan with the client.

- i. Consolidates collected information and establishes a coaching plan and development goals with the client that address concerns and major areas for learning and development.
- ii. Creates a plan with results that are attainable, measurable, specific, and have target dates.
- iii. Makes plan adjustments as warranted by the coaching process and by changes in the situation.
- iv. Helps the client identify and access different resources for learning (e.g., books, other professionals).
- v. Identifies and targets early successes that are important to the client.

11. Managing Progress and Accountability - Ability to hold attention on what is important for the client, and to leave responsibility with the client to take action.

- i. Clearly requests of the client actions that will move the client toward his/her stated goals.
- ii. Demonstrates follow-through by asking the client about those actions that the client committed to during the previous session(s).
- iii. Acknowledges the client for what they have done, not done, learned or become aware of since the previous coaching session(s).
- iv. Effectively prepares, organizes, and reviews with client information obtained during sessions.
- v. Keeps the client on track between sessions by holding attention on the coaching plan and outcomes, agreed-upon courses of action, and topics for future session(s).
- vi. Focuses on the coaching plan but is also open to adjusting behaviors and actions based on the coaching process and shifts in direction during sessions.
- vii. Is able to move back and forth between the big picture of where the client is heading, setting a context for what is being discussed and where the client wishes to go.
- viii. Promotes client's self-discipline and holds the client accountable for what they say they are going to do, for the results of an intended action, or for a specific plan with related time frames.
- ix. Develops the client's ability to make decisions, address key concerns, and develop himself/herself (to get feedback, to determine priorities and set the pace of learning, to reflect on and learn from experiences).
- x. Positively confronts the client with the fact that he/she did not take agreed-upon actions

THE COACHING CODE OF ETHICS ACCORDING TO ICF

Preamble:

ICF is committed to maintaining and promoting excellence in coaching. Therefore, ICF expects all members and credentialed coaches (coaches, coach mentors, coaching supervisors, coach trainers or students), to adhere to the elements and principles of ethical conduct: to be competent and integrate ICF Core Competencies effectively in their work. In line with the ICF core values and ICF definition of coaching, the Code of Ethics is designed to provide appropriate guidelines, accountability and enforceable standards of conduct for all ICF Members and ICF Credential-holders, who commit to abiding by the following ICF Code of Ethics:

Section 1: Professional Conduct At Large

As a coach, I:

1. Conduct myself in accordance with the ICF Code of Ethics in all interactions, including coach training, coach mentoring and coach supervisory activities.
2. Commit to take the appropriate action with the coach, trainer, or coach mentor and/or will contact ICF to address any ethics violation or possible breach as soon as I become aware, whether it involves me or others.
3. Communicate and create awareness in others, including organizations, employees, sponsors, coaches and others, who might need to be informed of the responsibilities established by this Code.
4. Refrain from unlawful discrimination in occupational activities, including age, race, gender orientation, ethnicity, sexual orientation, religion, national origin or disability.
5. Make verbal and written statements that are true and accurate about what I offer as a coach, the coaching profession or ICF.
6. Accurately identify my coaching qualifications, expertise, experience, training, certifications and ICF Credentials.
7. Recognize and honor the efforts and contributions of others and only claim ownership of my own material. I understand that violating this standard may leave me subject to legal remedy by a third party.
8. Strive at all times to recognize my personal issues that may impair, conflict with or interfere with my coaching performance or my professional coaching relationships. I will promptly seek the relevant professional assistance and determine the action to be taken, including whether it is appropriate to suspend or terminate my coaching relationship(s) whenever the facts and circumstances necessitate.
9. Recognize that the Code of Ethics applies to my relationship with coaching clients, coachees, students, mentees and supervisees.
10. Conduct and report research with competence, honesty and within recognized scientific standards and applicable subject guidelines. My research will be carried out with the necessary consent and approval of those involved, and with an approach that will protect participants from any potential harm. All research efforts will be performed in a manner that complies with all the applicable laws of the country in which the research is conducted.
11. Maintain, store and dispose of any records, including electronic files and communications, created during my coaching engagements in a manner that promotes confidentiality, security and privacy and complies with any applicable laws and agreements.
12. Use ICF Member contact information (email addresses, telephone numbers, and so on) only in the manner and to the extent authorized by the ICF.

Section 2: Conflicts of Interest

As a coach, I:

13. Seek to be conscious of any conflict or potential conflict of interest, openly disclose any such conflict and offer to remove myself when a conflict arises.
14. Clarify roles for internal coaches, set boundaries and review with stakeholders conflicts of interest that may emerge between coaching and other role functions.
15. Disclose to my client and the sponsor(s) all anticipated compensation from third parties that I may receive for referrals of clients or pay to receive clients.
16. Honor an equitable coach/client relationship, regardless of the form of compensation.

Section 3: Professional Conduct with Clients

As a coach, I:

17. Ethically speak what I know to be true to clients, prospective clients or sponsors about the potential value of the coaching process or of me as a coach.
18. Carefully explain and strive to ensure that, prior to or at the initial meeting, my coaching client and sponsor(s) understand the nature of coaching, the nature and limits of confidentiality, financial arrangements, and any other terms of the coaching agreement.
19. Have a clear coaching service agreement with my clients and sponsor(s) before beginning the coaching relationship and honor this agreement. The agreement shall include the roles, responsibilities and rights of all parties involved.
20. Hold responsibility for being aware of and setting clear, appropriate and culturally sensitive boundaries that govern interactions, physical or otherwise, I may have with my clients or sponsor(s).
21. Avoid any sexual or romantic relationship with current clients or sponsor(s) or students, mentees or supervisees. Further, I will be alert to the possibility of any potential sexual intimacy among the parties including my support staff and/or assistants and will take the appropriate action to address the issue or cancel the engagement in order to provide a safe environment overall.
22. Respect the client's right to terminate the coaching relationship at any point during the process, subject to the provisions of the agreement. I shall remain alert to indications that there is a shift in the value received from the coaching relationship.
23. Encourage the client or sponsor to make a change if I believe the client or sponsor would be better served by another coach or by another resource and suggest my client seek the services of other professionals when deemed necessary or appropriate.

Section 4: Confidentiality/Privacy

As a coach, I:

24. Maintain the strictest levels of confidentiality with all client and sponsor information unless release is required by law.
25. Have a clear agreement about how coaching information will be exchanged among coach, client and sponsor.
26. Have a clear agreement when acting as a coach, coach mentor, coaching supervisor or trainer, with both client and sponsor, student, mentee, or supervisee about the conditions under which confidentiality may not be maintained (e.g., illegal activity, pursuant to valid court order or subpoena; imminent or likely risk of danger

to self or to others; etc) and make sure both client and sponsor, student, mentee, or supervisee voluntarily and knowingly agree in writing to that limit of confidentiality. Where I reasonably believe that because one of the above circumstances is applicable, I may need to inform appropriate authorities.

27. Require all those who work with me in support of my clients to adhere to the ICF Code of Ethics, Number 26, Section 4, Confidentiality and Privacy Standards, and any other sections of the Code of Ethics that might be applicable.

Section 5: Continuing Development

As a coach, I:

28. Commit to the need for continued and ongoing development of my professional skills.

THE DECLARATION OF SAP COACHES

As an SAP Coach, I understand the mission of the Global Coaching Practice (GCP) and I commit to support it and to follow the rules and regulations set by the SAP Global Peer Learning (GPL) Program Office.

Specifically, I am willing to provide

- a. A minimum of 20 hours/year of SAP Coaching to other SAP employees. SAP Coaching refers to coaching sessions based on a SAP Coaching Agreement signed by the client. Non-formal coaching conversations without a SAP Coaching Agreement and without a request and approval via the matching tool do not qualify as SAP Coaching.
- b. Voluntarily, additional engagement for areas where the GPL Program Office asks for support, like conducting learning & development offerings for other coaches, being a mentor coach for less experienced SAP Coaches etc.
- c. An up-to-date public profile in the matching tool.

I am willing to participate in

- d. At least 5 hours/year of continuous coaching education, qualified by ICF or the SAP GPL Program Office.
- e. At least 2 hours/year of supervision, self-reflection (e.g. via Peer Consulting) or coaching for myself, with me being coached by other coaches, certified by SAP or ICF.

I acknowledge and agree

- f. To honor my ethical and legal obligations to my SAP Coaching clients and SAP, colleagues, and to the public at large. I pledge to comply with the Global Coaching Practice Guidelines for SAP Coaching and the ICF Code of Ethics. I will practice these standards with those whom I coach.
- g. That if I breach this Pledge of Ethics or any part of the ICF Code of Ethics, the GPL Program Office may hold me accountable and may terminate my status as SAP Coach.

I have read and agree to the above.

SAP Coach signature / Date

SAP COACHING AGREEMENT

between <Client's name> (Client) and <Coach's name> (SAP Coach)

SAP Coach agrees to provide coaching services to Client based on the standards and ethics for professional coaching, set by the International Coach Federation (ICF) and the Global Coaching Practice (GCP). The SAP Coaching consists of the following package:

Paragraphs 1 – 3 of the agreement are negotiable between SAP Coach and Client. Paragraph 4 which represents basic rules for a successful coaching relationship, is mandatory and non-negotiable.

1. Size and time frame:

- 1 h introduction: held on <date of first meeting>
- <hrs> h coaching: to be held during <timeframe>

2. Client's contribution:

- As the Client receives high quality professional coaching at no direct cost, offered by SAP, the Client voluntarily agrees to donate to a charity project in order to compensate for the received value of professional coaching.
- The Client may identify a charity project individually or choose to donate to a project from betterplace.org.

3. Organizational rules:

- *Client* is responsible for organizing the sessions via Outlook. In case of a virtual session, *Client* provides the dial-in information. If the session is in person, *Client* takes care of the reservation of a conference room. Appointments are confirmed when *Coach* accepts the invite.
- Any cancellation requires written communication at least 24h before the session.
- *Client* and *Coach* will meet in person or virtually at the agreed time.
- *Client* agrees to provide anonymous feedback to the SAP GPL Program Office via the official feedback process.
- *Client* agrees that *Coach* may use *Client's* email address to earn credentials from ICF.

4. Ground rules:

- As a client, I understand and agree that I am fully responsible for my physical, mental and emotional well-being during my coaching sessions, including my choices and decisions. I am aware that I can choose to discontinue coaching at any time.
- I understand that SAP Coaching is a professional relationship between a client and an SAP Coach that is designed to facilitate the creation/development of professional business goals and to develop and carry out a strategy/plan for achieving those goals.
- I understand that coaching is a comprehensive process that may involve all areas of my life, including work, health, relationships, education and recreation. I acknowledge that deciding how to handle these issues, incorporating coaching into those areas, and implementing my choices is exclusively my responsibility.

- I understand that coaching does not involve the diagnosis or treatment of mental disorders. I understand that coaching is not a substitute for counseling, psychotherapy, psychoanalysis, mental health care or substance abuse treatment and I will not use it in place of any form of diagnosis, treatment or therapy.
- I promise that if I am currently in therapy or otherwise under the care of a mental health professional, that I have consulted with the SAP Coach and the mental health care provider regarding the advisability of working with a coach and a mental health care provider at the same time. Both parties are aware of my decision to proceed with the coaching relationship and the therapy in parallel.
- I understand that information will be held as confidential unless I state otherwise, in writing, except as required by law.
- I understand that certain topics may be anonymously and hypothetically shared with other coaching professionals for training or consultation purposes.
- I understand that coaching is not to be used as a substitute for professional advice by legal, medical, financial, business, spiritual or other qualified professionals. I understand that all decisions in these areas are exclusively mine and I acknowledge that my decisions and my actions regarding them are my sole responsibility.

I have read and agree to the above.

Client Signature / Date