



SHARING GOALS TRAINING GUIDE

VERSION 1

THE SYSTEMIC COACHING MANUAL
FOR FOOTBALL COACHES
AROUND THE WORLD



Table of content

1. PREFACE	3
2. EXPRESSION OF GRATITUDE	5
3. EDUCATIONAL FRAMEWORK	7
3.1. Vision	7
3.2. Educational framework for football coaching	7
3.3. Filling the gaps in coaching education	8
3.4. Uniqueness of Sharing Goals	9
3.5. Target groups that will benefit	10
3.6. Using Sharing Goals	11
4. TOWARDS A NEW COACHING CULTURE	12

1. PREFACE

"I have spent many years on football pitches around the world. In small rural communities. In townships. In academies. In professional environments. And no matter where I was - on red dust, artificial turf or perfect grass — I witnessed the same phenomenon: when a ball starts rolling, barriers disappear.

Football is more than a sport. It is a common language spoken without translation. It is a space where children who have nothing and professionals who have everything are connected by the same rules, the same dreams and the same emotions.

I have seen young players in under-resourced communities play with a joy and unity that many elite environments miss – and may even have forgotten that they should search for that level of fun and togetherness. I have seen professional players struggle not because of tactical misunderstandings, but because of broken trust, poor communication or a lack of shared values. And I have realized something fundamental: performance and personality are inseparable.

We at Football for Worldwide Unity believe that football has a unique role to play in this world because it reflects life. It often mirrors societies, or better nowadays we can even say our growing global society. Football demands individual courage and collective responsibility at the same time. It exposes our strengths and weaknesses. It reveals and shapes character. And it provides everyone involved with constant opportunities to grow.

But football is not automatically a force for good. It can reproduce inequality just as easily as it can reduce it. It can strengthen communities - or divide them. The difference lies in how we teach the game.

As Football for Worldwide Unity, we believe that our world needs more equal chances. That is why our content is open source and accessible to everyone who wants to improve their coaching habits and impact future generations. In 2009, I was driving home from a visit in Heideveld (Cape Town), after an inspiring project visit playing with the kids from our first partner organization, GCU Academy. They are located in the Cape Flats, that have about 90% of the population of Cape Town live in poverty and many problems: no jobs, drugs, gang fights, high crime rate, early school dropout. I had tears in my eyes. Cause of the inequalities, the injustice, the imbalance. This visit, being deeply touched, led me to found Football for Worldwide Unity, wanting to make a difference.

Now, 18 years later, we have done some good. But so far, we did not even get close to what we want to achieve. We want more, we believe that all coaches around the world should see themselves as changemakers that impact lives. Yes, we want children to dream to become professional players, but as football educators we need to know more than 99% will never achieve that dream. Coaches are not magicians. We will not be able to raise that number. What we all can do is support every player to become the best version of themselves. We can help young players to be successful in life. Establish healthy relationships, have a better family life, impact their school performance and teach them skills that will impact their later work career. That is possible.

Sascha Bauer
Lead educator and founder of
Football for Worldwide Unity e.V.



But if we want to use the power of football for social good, the most important changemakers are coaches. Coaches do not only train skills. They shape environments. They define standards. They influence how young people treat themselves and others. Every training session is an educational moment, whether we acknowledge it or not.

For many years, technical, tactical and physical development have dominated coaching education. And they are important. But in our experience, the decisive difference between good teams and exceptional teams often lies elsewhere, in emotional strength, social cohesion and shared values.

In 2019 we started talking about Sharing Goals, because we saw this gap. We wanted to provide high-quality, locally applicable and freely accessible knowledge and training. We wanted to create an educational framework that integrates performance development with human development.

Elite academies, youth clubs and social impact organizations often move in separate spheres. Professional clubs pursue titles and performance excellence. Social organizations focus on empowerment and life skills. But these worlds should not be separated.

Children playing in social impact organizations have the right to receive quality football training. And professional clubs have to take their social responsibility seriously and help players to grow as personalities.

We believe that professional environments can learn from the relational depth and empathy often found in community projects. And we believe that social organizations can benefit from the structure, standards and performance clarity of elite football. Sharing Goals was created to connect these worlds. It is designed to become an educational bridge between performance excellence and social responsibility.

As founder and lead educator, together with my colleagues at Football for Worldwide Unity, we see Sharing Goals as part of a broader mission: to use football as a vehicle for personal growth, social cohesion and equal opportunity.

We are committed to building a framework that serves all levels of the game, from small youth clubs to elite clubs, and that evolves through collaboration and shared experience.

Because in the end, success in football should not only be measured by trophies and rankings, but by the character of the people and the strength of the communities the game helps to build. We dream of more football players paying back to the youth clubs they have been growing up with. Reinvesting more into future generations.



Sascha Bauer

Lead Educator and founder of
Football for Worldwide Unity e.V.



2. EXPRESSION OF GRATITUDE

Wow! What a journey this has been! Since we started with our mission in 2010 we have been wanting to develop our own coaching manual. But over the years we realized that there are already many other manuals out there, and we wanted to create something that does not exist so far, something that goes beyond and works for everyone around the planet. Our organization's mission has always been to connect the world through football. So, our manual had to fill some gaps and be applicable to everyone. And our story as an organization is deeply shaped by the people we have been working with in the past.

First, I want to thank all partner organizations in the project countries that we have worked with. As we do not run our own projects and aim to support existing organizations to improve their work with young people, we are strongly connected and dependent on our partner organizations. So from the bottom of my heart I want to thank Cody, Mario and Slits at GCU Academy, Cliff and Dyllan at Oasis – Reach for your dreams, Iris, Jeremy and Xholela at Hout Bay United FC, Joan and Nathan at Mthimkhulu in South Africa, Cecilia, Kadia and Sarita at Futebol da Força Foundation in Mozambique, Daiany at Mais Impacto in Brazil, Rose, Mahapiloe & Lash at Kick4Life in Lesotho – you all are the reason why we exist and what drives us forward. The many hours we have spent together are shaping what you will see in the manual, and I truly hope that the content is meeting what your young people need.

More thanks go to the volunteers that went into our project countries including Jennifer, Julia, Soufiane and Julia. You have all contributed to our story that we are writing. Thank you for your efforts and your time and your motivation to make a difference; you all contributed in your own unique way.

Another big thank you will go to our (football) educators that have been working with us in coaching courses around the world. Thank you for your contribution with your knowledge, commitment, motivation and wisdom, Annabel, Julia, Lydia, Nadica, and Sven. It has been a pleasure to share and exchange knowledge with you.

In South Africa we have worked with the South African Football Federation, so I want to thank Marion, Steve and his son Carl for the collaboration in Pretoria, Cape Town and Kleinmond. In Mozambique I want to thank Abdul and Pinto from the Mozambican Football Federation for their contribution. In Germany I want to thank Alex, Elke and Kim from the Western German



Football and Athletics Federation for the projects we did together for the integration of refugees. And our long-term partner the Bavarian Football Federation and the different acting people Daniela, Michael, Jürgen & Rainer, that helped us to realize various coaching courses in Mozambique over the last 15 years. The German Olympic Sports Confederation and Sevda for the projects we did in Turkey to integrate the Syrian refugees.

Sending more gratitude to all founding members and my initial co-founder Josef and his wife Michaela, my mother for many translation support, Gavin for his extensive English language insights he shared with me, my long-term friends Mirco, Tristan & Chris, my family members Kirsten, Yannic, my brother Chan and his wife Olivia, and all valuable and important members that have been supporting us over many years. And all members and supporters that have joined us recently. Every penny counts for us, and even with a small amount you have been making a difference.

That next big wave of gratitude is directed to our corporate partners that support our work, especially David, David, Eva, James, Louisa, Malou, Ole and Stefan from Sportfive, by granting us financial support, producing high quality videos and with the design and layout for Sharing Goals. Your support has helped us immensely take the next necessary steps as an organization to further improve our work.

Another “thank you” goes to Elke from SAP and Clemens from the Eintracht Frankfurt Football School for the “Kick & Code” project we did together in South Africa in Cape Town and Pretoria.

Another thanks is reserved for my innumerable inspirations from articles, books, research studies and websites. Jerry Lynch, John O’Sullivan, Angela Duckworth, Kelly McGonigal, Daniel Memmert, Yoram Solomon, Carol Dweck, Daniel Goleman and many more have been a great inspiration to this work. Some of them I have met, some have been inspiring me through their works.

More gratitude I would like to send to my sports psychology professors Thorsten and René from the German University of Health and Sports. Without knowing, you have been helping me to create this educational material.

All of you shaped our learning curve and contributed to this work. We are forever grateful that we can continue to work with you all.

During the last few years, we have been trying to grow our number of volunteers that work with us on a long-term basis and our Manager Flo has been successfully growing our team, that helped us a lot to function better and become more professional. To remind everyone, we have never had a full-time position in our organization, and you all are the backbone of our organization. Thank you, Elisa, Nadeen, Naima, Malte, Mannini & Tessa.

After six long writing years, endless circles back and forth about what to include, what not, what to improve, what to leave out, we are finally ready to publish our first chapter. I am sure some people involved in the process of creation went crazy with me, especially my long-term partners and friends, Dohy and Flo. In between my full-time job commitments, I could not finish what I had planned, and I missed internal deadlines countless times. Thank you for believing in me and that one day we will finish what we have started. The day is finally here. We finally have completed one part of our mission and are ready to publish the Social Competence chapter.

The last thank you is to all the coaches that we have been working with. As there are hundreds of coaches that we have been able to share our knowledge with, it is not possible to share all their names, yet all of you have been part of our journey and you all are the reason why we write this material. You are the changemakers, and you are the ones that will impact future generations. All the learnings that we had with you resulted in this educational material. May it impact future generations in the best possible and positive way.



3. EDUCATIONAL FRAMEWORK

3.1. Vision

We envision a future where holistic coaching methods are standard practice—where emotional and social competencies are deliberately developed as enabling foundations for individual and collective performance, and where football is recognized as a powerful educational tool that prepares players for life beyond the field. Every coach in the world who teaches football should know how to support the holistic development of players by strengthening the competencies that allow them to perform individually and collectively—in sports and in society.

To make this vision actionable, we developed the Sharing Goals framework.

3.2. Educational framework for

football coaching

Sharing Goals is a holistic educational framework for football coaching that integrates technical, tactical, and physical development with the deliberate development of emotional and social competencies.

It is designed to support coaches in developing players holistically - strengthening individual performance through emotional competencies, and collective performance through social competencies.

Sharing Goals connects performance excellence with human development, and positions football as a powerful educational environment.

It provides structure, learning objectives, and practical tools that allow coaches to translate holistic principles into daily training practice.



Figure 1: Factors of performance: Competencies, skills, abilities, and principles (Bauer, 2023)

3.3. Filling the gaps in coaching education

Around the world, there are many coaching manuals with valuable exercises, theoretical insights, and pedagogical advice.

Over the course of the last 15 years, we have identified structural gaps in coaching education that limit the holistic development of players.

Many coaches and clubs are predominantly outcome-oriented, and success is measured by results such as wins, rankings, or measurable physical abilities. This leads to an overemphasis on physical and technical attributes.

Social competencies like empathy and communication are difficult to quantify, especially compared with physical metrics (speed, strength, etc.). Because they are more challenging, the definition and assessment of these social metrics are less attractive for clubs and teams.

Another major factor is the culture of elite sports. Young players are looking at professional players as role models, and their behavior from a social perspective often does not set the example it should. Greed, arrogance, and disrespectful behavior toward referees and opponents are common. Toughness, aggression, and competitiveness are often prioritized over collaboration, emotional awareness, or conflict resolution. This can limit the development or recognition of social competencies in the elite sports environment.

The coaching education curricula of most federations worldwide do not incorporate social and emotional competencies into the curriculum in a structured and systematic way. The pedagogical and psychological content is very limited and not sufficient to promote those competencies in a structured way.

As a result, many coaches are left without clear guidance on how to deliberately develop emotional and social competencies within performance-oriented environments.



3.4. Uniqueness of Sharing Goals

Around the world, there are many coaching manuals with many high-quality and impactful exercises, theoretical knowledge, and pedagogical advice. Over the course of the last 15 years, we have identified some gaps that we believe are still missing in our sports world. This is what makes our coaching manual unique and it adds depth to the existing manuals.

1. Science-based foundation

All theoretical parts are science-based and include research on each specific skill or competence.



2. Deliberate integration into coaching practice

Emotional and social competencies are not treated as add-ons but are designed to be deliberately integrated into seasonal planning and daily training routines.

3. Clear performance logic

Emotional competencies are strongly connected to the technical and physical development of players, as they are the foundation of improving individually.

Social competencies are strongly connected with cognitive skills and tactical principles, as they are the foundation of improving together.

This explicit connection between emotional competencies and individual performance, and between social competencies and collective performance, forms the structural backbone of the Sharing Goals framework.



4. Expanding the research horizon

The most evident and thoroughly researched social competencies in football are communication and leadership. Worldwide, a substantial body of scientific research has been conducted to prove the impact of those competencies, at the player and coach levels in sports.

Less research in football-specific sports psychology exists on conflict management, trust, and empathy and compassion, compared to communication and leadership. However, recent sport-focused research increasingly highlights the importance of intrateam conflict dynamics (Lüdemann & Kleinert, 2023; López-Gajardo et al., 2022), team trust and its impact on performance (Mohsen et al., 2023), and prosocial and empathy-related competencies for group cohesion and social development (Ros-Morente et al., 2022; Paz et al., 2023).

We decided to include and deliberately develop these competencies, not despite limited historical emphasis but because emerging evidence and practical experience consistently underline their relevance for sustainable performance environments and long-term athlete development.

5. Age-specific learning objectives

All key learnings are transferred into age-specific learning objectives that help coaches select the most appropriate activities based on the level of their group.

Every skill or competence has (initially) six games or activities that can be used according to the developmental stage of each group.



6. International & cross-sector development

The content is developed by players, coaches, educators, teachers, instructors, and psychologists from various countries (South Africa, North Macedonia, Mexico, Brazil, USA, Germany, Lebanon) to reflect the diversity of our planet and guarantee a diverse approach to the game.

3.5. Target groups that will benefit

Sharing Goals is designed for people of all generations in different roles within the football ecosystem.

1. Coaches

Our main target group is coaches who are willing to apply their knowledge within a new and continuous coaching approach and establish new habits. They can develop their own emotional and social competencies, and learn how to connect them with technical, tactical, and physical development. In doing so, they increase both individual player performance and collective team performance. Additionally, this knowledge can positively influence their professional careers and personal relationships.

2. Players

If we impact young players at an early age and support their process of becoming positive leaders who show integrity, act with positivity, and demonstrate care for others, we influence the next generation of football culture. In an ideal world, the next generation of professional players will not define success solely through financial achievement, but through values, leadership, and their responsibility toward future generations. They will act as responsible role models who give back to younger generations through investment in youth development and social engagement.

3. Parents

Many young players are accompanied by their parents, and in the football environment, the parents' social competencies play a vital role. They are asked to praise their children when they do something well or encourage them when things do not go well. Their communication skills are tested when they speak to coaches about concerns or frustrations. Those conversations can lead to conflict and frustration, or to clarity, mutual understanding, and stronger cooperation. Well-developed social competencies determine which direction those conversations take.

4. Clubs, academies, & social impact organizations

Sharing Goals is designed to serve elite academies, smaller and amateur clubs, and social impact organizations alike. It offers a shared framework that connects performance excellence with social responsibility. Children playing in social impact organizations have the right to receive quality football training. Professional clubs have the responsibility to support the holistic development of players and help them grow as personalities. Sharing Goals creates a common language that allows these environments to learn from each other.



3.6. Using Sharing Goals

Sharing Goals is designed to be applied directly in daily coaching practice, seasonal planning, and long-term development pathways.

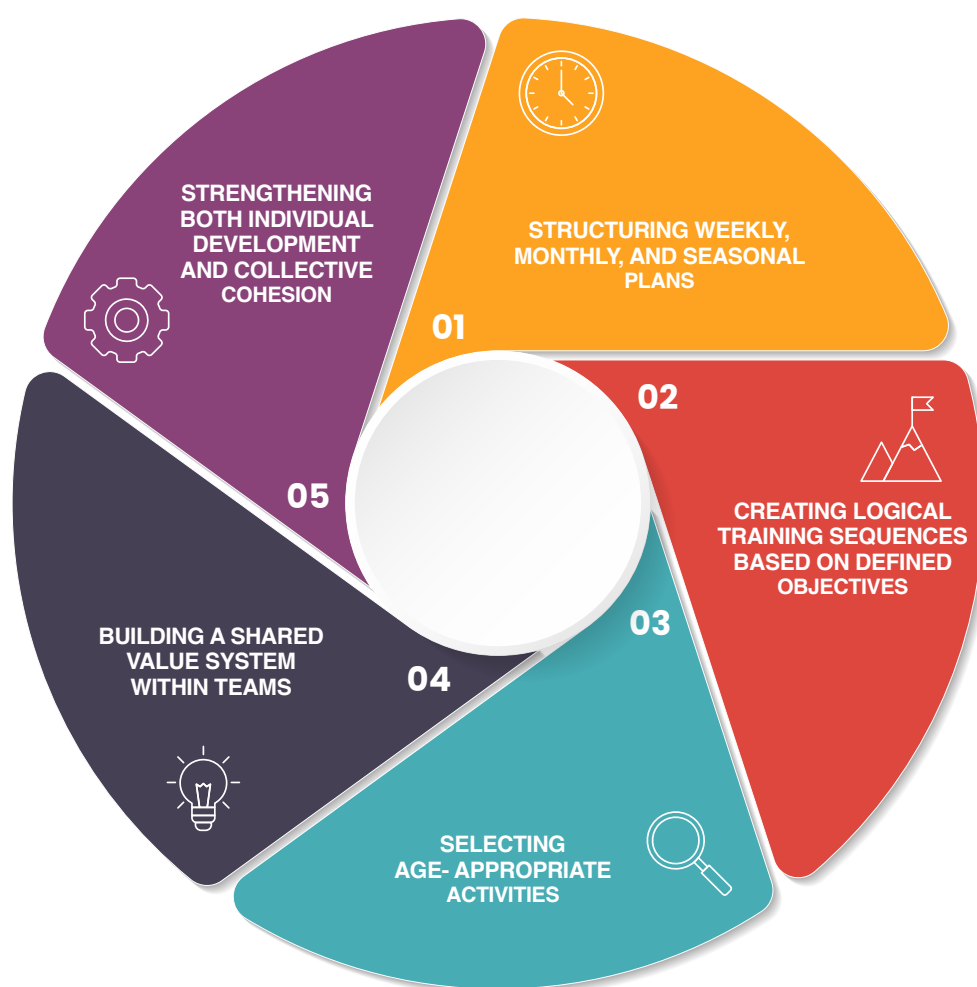
Coaches can use the framework to define clear objectives for emotional and social competencies alongside technical, tactical, and physical goals. Each competence includes structured learning objectives and practical activities that correspond to different developmental stages.

The framework is structured across six developmental stages, aligned with age-appropriate principles of psychological and cognitive development.

These stages allow coaches to adapt the complexity of emotional and social learning objectives to the maturity level of their players, ensuring that competencies are developed progressively and in line with developmental psychology.

Each competence includes six practical activities that correspond to these stages, enabling coaches to select appropriate methods according to the age and development level of their group. The activities are not isolated exercises but can be integrated into regular training sessions. Emotional and social competencies can be trained simultaneously with technical drills, tactical scenarios, and physical development.

Sharing Goals can support coaches in:



The framework is flexible and adaptable to different contexts—from elite academies to smaller and amateur clubs to social impact organizations.

Sharing Goals is not a rigid program, but a structured orientation tool that allows coaches to adjust content according to their environment, culture, and performance level.

In the future, Sharing Goals is intended to further evolve as a platform for exchange and continuous development, where coaches and organizations can contribute best practices and learn from one another.

4. TOWARDS A NEW COACHING CULTURE

Sharing Goals emphasizes the importance of making high-quality coaching knowledge accessible to all, promoting the holistic development of players in technical, physical, emotional, tactical, and social dimensions. By integrating deliberate emotional coaching, players will improve their individual performance. By integrating deliberate social coaching, players will improve their group performance. Sharing Goals advocates for ongoing discussions of individual and team values to strengthen teams and foster a respectful and understanding society. The goal is to make holistic coaching a standard practice, impacting players' lives on and off the field. By using this approach, sports can significantly contribute to a better global society.

SHARINGGOALS

by  FOOTBALL FOR
WORLDWIDE UNITY

