



GPTCA



# WORLD TENNIS CONFERENCE



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*GIANLUCA CARBONE*

**BRIDGING THE GAP.  
WHERE TENNIS  
COACHING MEETS  
PHYSICAL TRAINING.**



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## Slide 1: Introduction

My message to coaches and players

Study, study and study!  
The only way to be free.

More education More solutions



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### Slide 2:

The 4 connection points between tennis coach and physical trainer

- Injuries prevention
- Footwork
- Breathing tools
- Communication feedbacks

## Slide 3

### About a professional approach

- Open Education (OE) V Closed Knowledge (CK)
- Abilites V Skills



Slide 4:

## INJURIES CONTROL

- A concrete case of Epycondilite



Slide 4:

## INJURIES CONTROL

- A concrete case of Epycondilite  
THE GAP in the point number 1 could come from beginning a rehabilitation on the court without a full check of lack of synergies from the physical trainer.



Slide 5:

## FOOTWORK

Feet proprioception

Dissociation between up body and low body

Crossing steps and rotational pushes



Slide 5:

## FOOTWORK

Feet proprioception

Dissociation between up body and low body

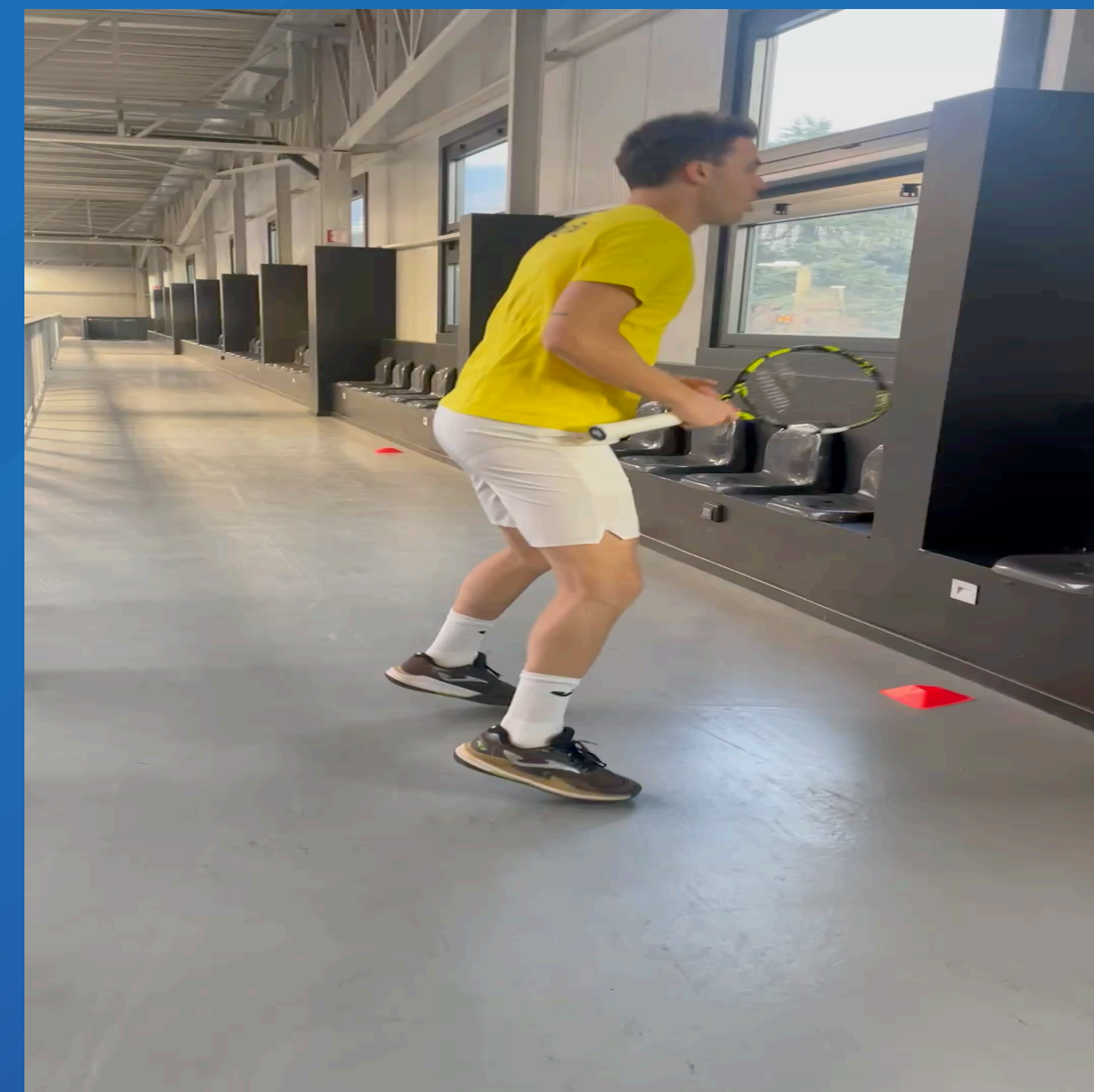
Crossing steps and rotational pushes





## Slide 5: FOOTWORK

Feet proprioception  
Dissociation between up  
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Slide 6:

Apnea or Hypoxia and Hiit

BREATHING  
EFFECT  
AND  
EMOTIONAL  
AREA





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Slide 6:

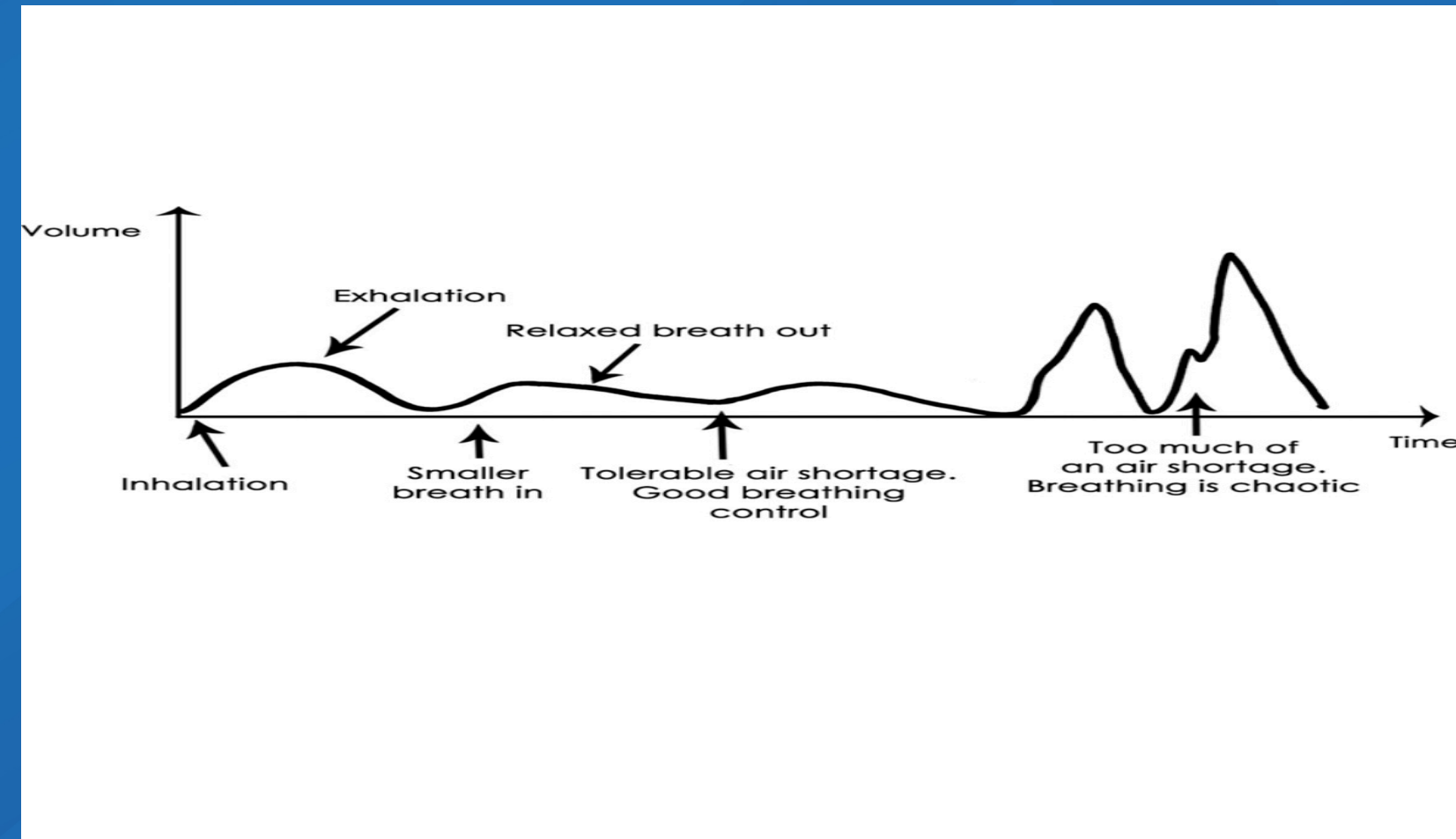
NADI SHODHANA & NAVY SEALS

BREATHING  
EFFECT  
AND  
EMOTIONAL  
AREA

# Slide 6:

# BREATHING EFFECT AND EMOTIONAL AREA

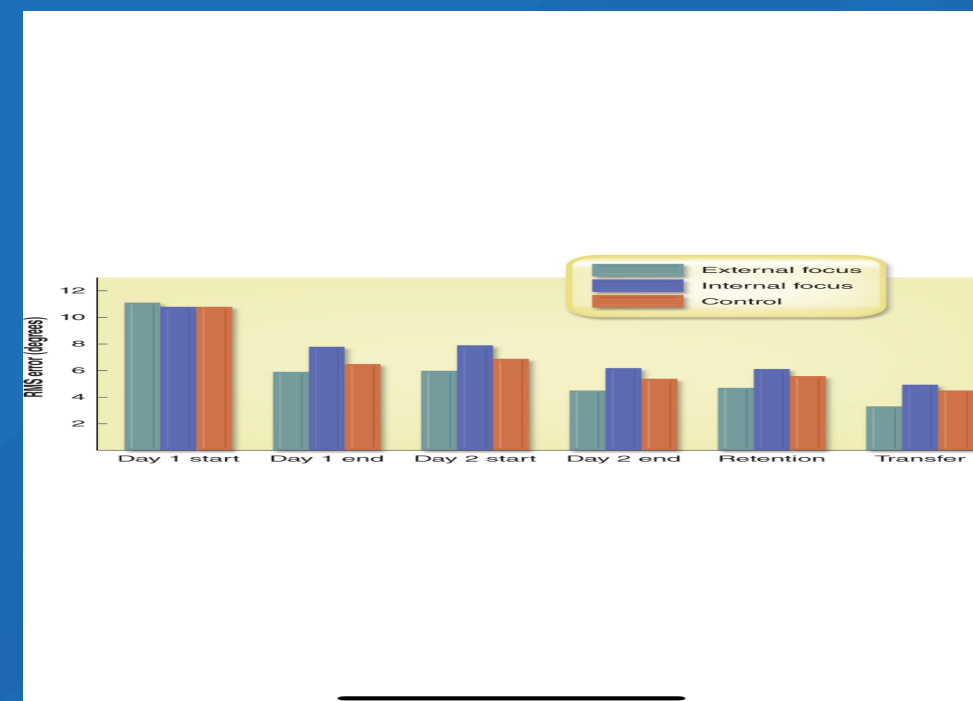
## Apnea or Hypoxia and Hiit



Slide 6:

# FEEDBACK, CORRECTION & MENTAL COACHING

Inherent versus Augmented feedback



Slide 6:

# FEEDBACK, CORRECTION & MENTAL COACHING

Inherent versus  
Augmented feedback

Now!” key word or  
killing word?



Slide 6:

# FEEDBACK, CORRECTION & MENTAL COACHING

Features of Feedback

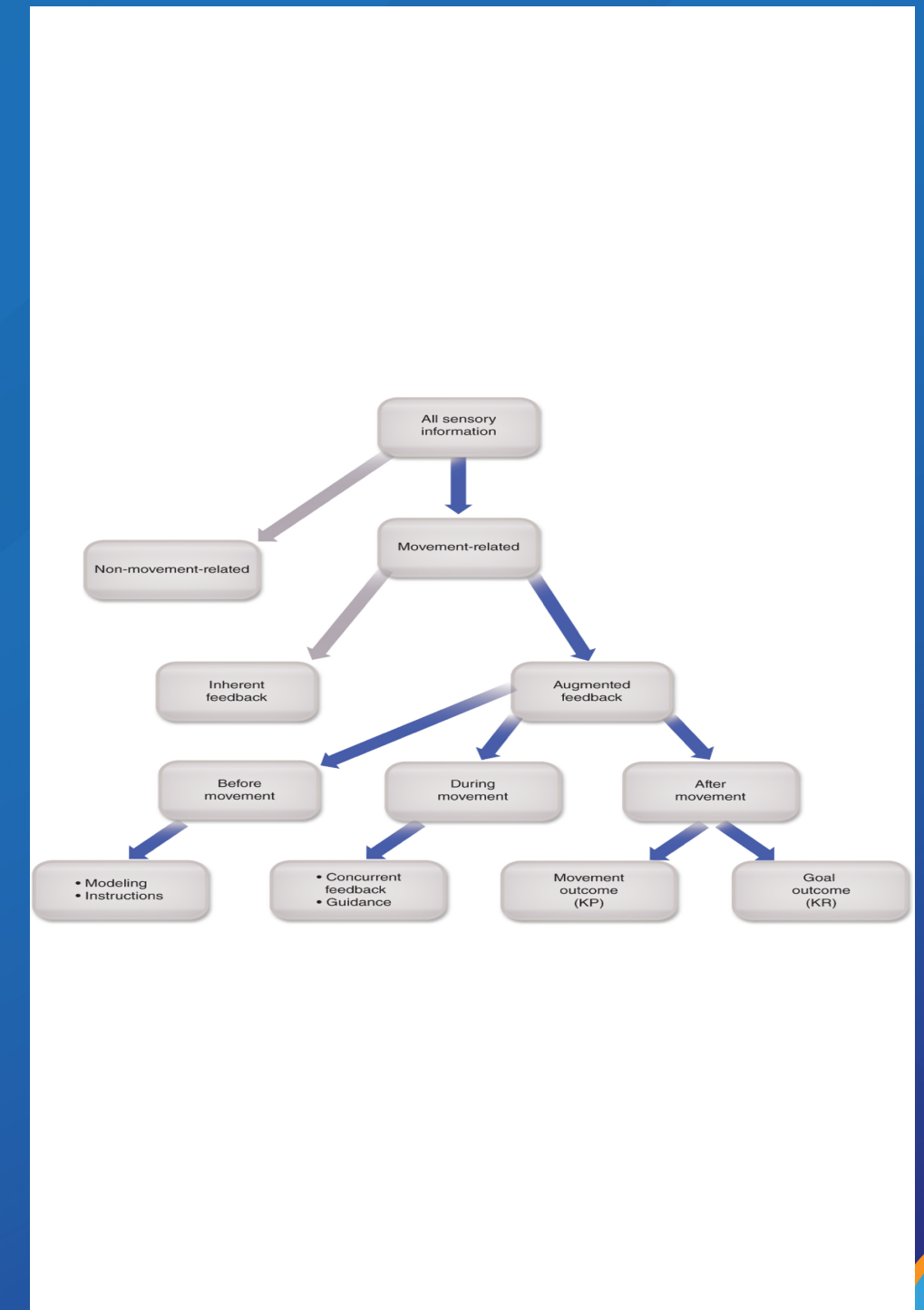
Frequency

Blank

Faded

Bandwidth

Timing

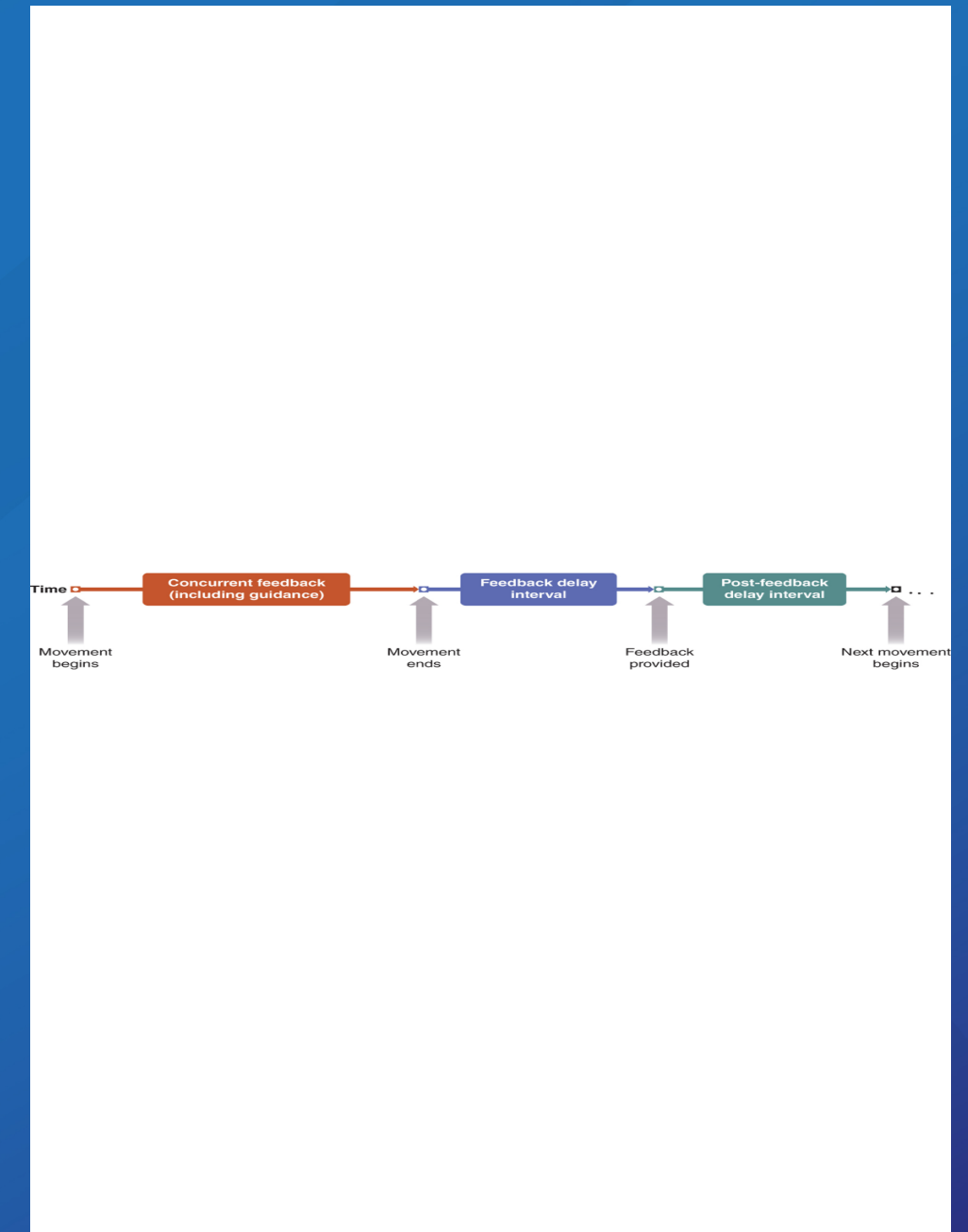




Slide 6:

# FEEDBACK, CORRECTION & MENTAL COACHING

Features of Feedback  
Frequency  
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Bandwidth  
Timing

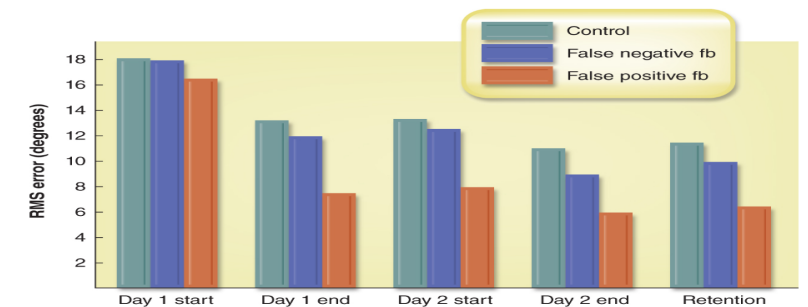


# Slide 6:

# FEEDBACK, CORRECTION & MENTAL COACHING

Features of Feedback  
 Frequency  
 Blank  
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 Timing

ences also contribute to enhanced learning.



**FIGURE 10.2** Results of the Lewthwaite and Wulf (2010) study, using a balance task. One group received false-positive normative feedback about their performance (red bars), another received false-negative normative feedback (blue bars), and a control group received only true feedback (green bars).

## Attentional Focus

Earlier, in [chapter 3](#), we discussed the effects on performance of dir-



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Slide 6:

# CONCLUSIONS