

# 카지노 시큐리티 종사자의 직업사회화 과정

- 경호학 전공자들을 대상으로 -

The Occupational Socialization of the Security Guards in the Casinos

- Case of Security Science Majors -

전용태

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## 요약

본 연구는 카지노에서 근무하고 있는 시큐리티 종사자의 사회화 과정을 알아보는데 목적이 있다. 연구의 이해도를 높이기 위해 각 단계별 사회화 과정 질문이 이루어 졌다. 또한 보다 심층적인 연구를 위해 다양한 질적 연구방법을 채택하였다. 연구대상자로는 서울소재 3곳의 외국인전용 카지노 중 2곳을 선정하였으며, 본 연구의도에 합당하다고 판단되는 시큐리티 종사자 중 본 연구목적의 적합성을 고려하여 학부 과정 중 경호학을 전공한 재직기간, 1년 이상- 5년 이하의 종사자 7인을 선정하였으며, 업무형태로는 영업장 현장에서 안전관리업무를 담당하고 있는 종사자들로 구성되어있다. 자료는 귀납적 내용분석방법과 지속적인 자료 비교를 통하여 이루어졌으며, 자료 수집은 심층면담을 주된 방법으로 활용하였다.

본 연구에서 수집된 자료를 분석 및 해석한 결과는 다음과 같다. 첫째, 적응기 사회화에서는 스포츠참여와 미디어를 통해 사회화가 이루어졌으며 둘째, 직업준비 사회화에서는 다양한 학교 교과과정과 전공학과 선배들이 사회화의 중요한 영향을 미치는 것으로 나타났다. 그리고 셋째, 직장에서의 조직 사회화는 직장 동료들과의 어려움, 전문적인 안전교육 부족, 시큐리티 근무자로서의 자부심, 인사제도의 형평성 등이 직장에서의 사회화에 결정적인 영향을 미쳤다.

■ 중심어 : | 카지노 시큐리티 종사자 | 직업사회화 | 적응기 사회화 | 직업준비 사회화 | 조직 사회화 |

## Abstract

The purpose of this study is to explore how security science graduates in casinos are socialized into the workplace. Participants for this study were seven security guards who work for two of three casinos for foreign customers in the city of Seoul. All the participants majored in the security science in colleges. They had 1 to 5 years of work experience. Their main job responsibilities were deterrent to crimes and watch for impending danger in the casinos. A variety of qualitative data collection techniques for this study included formal and informal interviews, stimulated-recall interview, observations, and field notes. Analytic induction and constant comparison were utilized to analyze data. Triangulating and member checks were employed to enhance trustworthiness. The findings of this study were as follow: Firstly, In acculturation, sports experience and media attraction were revealed as factors. Secondly, In professional socialization, college education and senior students in the program were found. Lastly, organizational socialization, Difficulty of relationship, lack of risk management training, lack of team cohesion, pride himself as a security guard, and unclear evaluation system. In conclusion, a variety of influential factors appeared through his occupational socialization even though there were negative and positive factors.

■ keyword : | Casino Security Guards | Occupational Socialization | Acculturation | Professional Socialization | Organizational Socialization |

## I. Introduction

The growth of the nation's economics and gross national income allows Korean people to become more interested in various leisure activity participations. Specifically, the decree of five-working days per week has an impact on the lives of the people. The Korean people recognize the importance of enjoying a life of leisure to improve the quality of their lives[6].

To meet the current demand of the leisure industry, the casino industry has been transformed to be a part of public leisure activities although it has not been very accessible to the public. It has the big social economic effects on creating employment opportunities and increasing revenues and incomes of local workers and proprietor[8]. To date, the casino industry in Korean tends to expand their markets. There are three casinos in Seoul, two in Busan, eight in Jeju, and three in other local areas respectively for foreign people. In the year of 2000, Kangwon Land opened a casino for domestic people[4]. Despite the positive effects of the casino industry, most people still believe that the casino is closer to a gamble rather than a leisure activity because the casino causes social problems such as gambling addiction, drugs, murders, and so on[1].

Due to the characteristics of the casino, the high security level is required to protect customers and the property. The industry desires people with the high level of physical fitness to place them into the security parts in the casinos[2]. Thus, most of employees in the security -related parts in the casino were formerly martial art athletes, retired military persons, and physical education-related majors. It indicates that the security guard in the casino has become a potential career pathway for physical education related majors. Recently, more than 50 colleges offer the security science program in physical

education- related departments[3].

Despite the current movement on developing the security science program as an academic majors, there has not been many studies about how to become a security guard from college education[7]. Specifically, studies related to the casino security guard have been largely unexplored. Since the casino security service requires more dynamic and diverse professional knowledge for various customers and employees in the field, it is essential to understand the process of becoming the security guard to develop the casino security science programs. Consequently, the purpose of this study is to explore how security science graduates in casinos are socialized into the workplace.

## II. Theoretical Background

### 1. Occupational Socialization

Since the security industry has become popular as a job market for physical education related majors, the security guard is a career choice[1]. It is unsure that how individuals decide to enter the security science programs in colleges. Specifically, the factors that influence individuals to enter the field are largely unexplored. However, there have been many attempts to identify factors in other PE- related disciplines[7][10][17][18][24]. The studies of occupational socialization are well-developed in PE-related areas of the studies. Since most of security science programs in colleges are housed in physical education- related departments[3].

According to Lawson[19], occupational socialization is "all kinds of socialization that initially influence persons to enter the field of physical education and later are responsible for their perceptions and actions as teacher educators and teachers"(p.107). Also, he

stated that there are three different types of socialization: acculturation, professional socialization, and organizational socialization[17][18].

Acculturation is the process of forming initial beliefs about professions before beginning formal training[7][17][18][25]. In acculturation, recruits into Physical education teacher education have been influenced by their parents, sport participation experiences, their physical education teachers and coaches, and have shaped values before they begin formal education[15].

In the field of coaching, a study Sage[24] showed that the factors influencing the decision to become a coach were similar to the factors for becoming a physical education teacher and an athletic trainer Curtner-Smith[10]: early experience in sports, a love of sports, and a desire to work with young people. Experience in organized youth sports and athletic experience in schools prior to college played a key role in forming the image of a coaching job because people work closely with their coaches in the programs.

Interestingly, a study for security science majors Kim[7] showed that recruits for the security science program have been influenced by parents, friends, and media. These factors played a significant role in attracting potential recruits. Over a period of time, recruits have an opportunity by watching their friends who are in the profession and a TV drama. This observation enables recruits to breed a subjective warrant on the perception of professional careers and influences a recruit's future decisions, beliefs, and values as a professional[7].

Professional socialization refers to the process of being trained to become a Physical education teacher in physical education teacher education programs[17]. Unfortunately, the literature said that PETE often has little or no impact on recruits, particularly those with

strong coaching orientations. These recruits may well leave programs untouched[10]. The formal training from the PETE program are used by preservice teachers to confirm previous beliefs[12]. Fortunately, when PETE faculty are seen as credible by students, students appear to have a much improved chance to change their beliefs and values on teaching[11].

In the area of coaching, findings Sage[24] showed that lack of formal coaching education programs did not aid prospective coaches to be trained through the programs. Instead, Involving with organized youth sport programs and school sports teams provided prospective coaches with the opportunity to learn coaching from their own coaches. Thus, organized sports programs and high school athletic experience played an important role in socializing prospective coaches into the workplace[24].

However, formal educations in security service programs have much influence on students in the program. The study Kim[7] indicated that university faculties and curriculums are significant factors that influence to socialize students in the area of security science programs. Security service majors have seen their faculty as a vital agent constructing their beliefs and values on their future jobs. Moreover, course works that related with martial art courses were considered as a key component to be successful in the field as security-related employees.

Organizational socialization is the time individuals are being socialized in the workplace. Individuals acquire values, relationships, and demands necessary to play to be a part of organizations[26]. In physical education settings, young teachers are not successfully socialized through the workplace with new values and beliefs because school culture tends not to be widely open for young teachers[18]. Thus, young teachers struggle to be compatible with new workplace and university education.

Unlike PETE graduates, most coaches learn meanings and occupational culture for their jobs by working with more experienced coaches regardless of starting job positions as an assistant or a head coach. Novice coaches experience reality shock because it is high time demanding[24]. They need to work long hours and very hard. Thus, they begin to construct own conception on the jobs through such processes.

In the field of security service, according to Kim[7], newly hired employees struggled to be socialized into organizations. They had difficulties to work with more experienced persons with higher positions because the structure of organization is a strong hierarchy. Heavy workloads and low wages were additional factors for them not to be socialized successfully. They suffered to identify their roles and job responsibilities in the organizations. Further, they were anxious about the future because there was no clear employee evaluation system. They were unsure of how they are promoted to the upper level position. However, they tend to have a high self-esteem on their job when they have more experience.

### III. Methodology

This was a case study of security guards in casino. Various qualitative techniques, including formal and informal interviews, observations, stimulated-recall interview, and field notes, were utilized to gather data and to explain the socialization process. All the Interview data and field notes were transcribed and analyzed to determine the existence of reliable themes and categories.

#### 1. Participant and Setting

Participants for this study were seven security guards who work for two of three casinos for foreign

customers in the city of Seoul. All the participants majored in the security science in colleges. They had 1 to 5 years of work experience. Their main job responsibilities were deterrent to crimes and watch for impending danger in the casinos.

The following [Table 1] is Characteristic of Participants is following.

Table 1. The Characteristic of Participants

ID	Age	Work Exp.(year)	Academic Ability	Position
H	32	4.6	Bachelor	Assistant Manager
S	28	2.6	Bachelor	Team Member
Y	33	5	Bachelor	Assistant Manager
K1	29	1.6	Bachelor	Team Member
K2	31	4	Bachelor	Assistant Manager
K3	29	4	Bachelor	Team Member
K4	32	4	Bachelor	Team Member

#### 2. Data Collection

The data collection techniques for this study included formal and informal interviews, stimulated-recall interview, observations, and field notes[20]. Formal interviews were conducted twice and each interview lasted approximately 60 minutes and semi-structured[23]. The interviews were focused on the three different phases of occupational socialization: Firstly, why he chose the security guard as a career, secondly, how formal education influenced their career and thirdly, how the workplace influenced their jobs.

The range of interview questions were from the phase of acculturation to organizational socialization. Questions were structured in an open-ended format[21]. All interviews were audio-taped and transcribed later. The field observations were completed at each visit before and after the interviews. The researcher took field notes and Informal interview data were noted at the researcher's

earliest convenience to provide a more detailed information of what occurred in the workplace.

### 3. Data Analysis

Analytic induction and constant comparison were utilized to analyze data[20][23]. The procedures suggested by Goetz and LeCompte[13] was employed, the procedures were as follows: (a) peruse interview and field note transcripts (b) identify information related to each knowledge sources (c) group similar information into categories (d) determine whether categories are consistent or not (e) organize categories (f) draw themes and (g) verify themes. In the case that more questions will arise during the data analysis, follow-up interviews will be used to obtain more information from the participants.

### 4. Data Trustworthiness

In this study, informal and formal interviews, field notes, and documents were analyzed inductively and triangulated to enhance trustworthiness[20]. The taped transcriptions were given back to the participant for a member check. The participant was asked to read the transcripts to clarify and correct any incorrect information. Further, after identifying the findings, the researcher asked the participant to review and confirm findings. After reviewing the findings, the participant responded by electronic mail that "I agree with the content in your findings. The conclusions and interpretations are accurate and reflect my thoughts as a security guard."

## IV. RESULTS

### 1. Acculturation

Sports experience and media attraction were revealed as factors to influence participants to enter

security science majors. They desired to have a career that I can do well with their martial art skills.

Sports experience: most participants previously played martial arts and participated in the competitive levels of tournaments. They wanted to utilize their talents in martial arts for their jobs. They believed that they could be successful if they enter the security science program in colleges.

I was a Judo player when I was young. I wanted to be a national team member to participate in Olympics, world championship tournaments, and so on. However, it was not successful as I wanted. I needed to find how I could use my talents in Judo for my life (S).

I don't know why, but I loved to fight and play some more physical sport activities, then I found that Taekwondo was one of sports I was looking for. So, I just wanted to be more physical and beat anybody. Thus, I just started to practice Taekwondo. When I needed to decide a college, I thought what was most beneficial for my future. Then, I came to conclude that I could enjoy my job if I become a security guard. That's why I entered the security science major (K1).

Media attraction: the participants were interested in the security guard job. Since popular media such as a movie (the Body guard and the Sandglass) had been seen on TV, they became more interested in working in this area.

I watched a TV drama (Sandglass). The actor who played a bodyguard role was very impressed to me. It seemed like he was the real man. Also, I imagined that I was in that situation. I thought I could fight against gang like him. I grew fond of the bodyguard

and began to think how I become like him (H).

Um... I think... Media has a huge impact on my decision for my career. When I watched Sandglass and Bodyguard, I became interested in the body guard job. Specifically, Sandglass was huge... When the actor was dying, I was stunned. I was like...Okay, that's what I like to do (K4).

## 2. Professional Socialization

During professional socialization, most influential factors to breed their potentials to be a security guard were college education, and senior students in the program. These factors played a key role in socializing them to be well-equipped for the workplace.

College education: college curriculums were well designed for prospective security guards to prepare for the potential job markets. Theory courses, field experience, and martial art courses were critical elements for the preparation.

College education is very helpful. I learned a lot from it. I learned the theoretical aspect of security science, and some defense techniques from martial art classes. Most of courses were very helpful. Additionally, field experience was my favorite. It gave me an opportunity to look at the field and convinced that I made a right career choice (H).

I think the field experience was the most critical element of college courses. I kind of got some ideas about my career choice. Actually, there was something bad and I wasn't aware of, but it helped me to prepare better. I already knew something I need to get through as a security guard before graduating from college. I believe that I learned something I need to learn for my job (Y).

Senior students in the program: Senior students were a good guidance for participants because seniors already had a significant role in guiding students in the program. The seniors brought authentic experiences from the workplace and disseminate the knowledge to students in the program.

Of course, I know many people who are already in the field as a security manager. They were my team mates when I played Judo for the school. They told me the pros and cons about the profession. I tend to pay more attention to them because they provide real experience about the security guard. I always try to get advices from them (S).

I think that most people in the program learn about the job in the same way as me. I have a couple of senior people in the field in which they were in the same program while at the college. I learned everything from them. They are kind of my mentors. They advised me how to prepare to get a job like interviews, resume, applications etc... They are really proven knowledge sources for me to know about the security guard (K2).

## 3. Organizational socialization

Difficulty of relationship, lack of risk management training, lack of team cohesion, pride himself as a security guard, and unclear evaluation system appeared as factors that influence participants to be socialized into the workplace.

Difficulty of relationship: they struggle to communicate with other colleagues in the organization. They perceived that communication skills are the key components to establish better relationship with others.

Communicating with people with higher position is hard. It's kind of scary that I could make a mistake when working together. If there is any way I can improve my communication skills, then I really wish to do that. Again, I think that improving communication skill is my biggest concern as a professional in this workplace (Y).

Yes, I want to get along with all other colleagues here. However, I don't know where to start and how to start communicating with others. Also, I don't know what is expected of me at work. I need to be more social or professional? Sometimes, I am confused of what the priority is between these two roles. I really wish to know I can do both very well (H).

Lack of risk management training: The workplace provides on the job training for the employee, but the training mostly consists of office works. It is not closely related to the actual security responsibilities. The training program is deficient for them to handle accidental and incidental events.

I always have safety concerns about customers in the casino. I really need to know how to handle a dangerous situation. I know how to stop one misbehaving customers physically, what about large crowds? I don't know... We need to know how to handle some problems with large crowds to protect the property and the customers. I don't know, but feel like we need more training on this issue (K3)

All I know about safety-related knowledge are from the college education. I feel like we need some training that help us to control emergency situations on a regular basis. For example, if the casino is on fire, we must evacuate customers into a safe place. However, I don't feel comfortable with it... We need more safety-related training in the workplace (S).

Lack of team cohesion: all the workers in the organization have strong personal characters. They have high self-esteem and pride on their accomplishment as an athlete. It weakens team cohesion.

## V. Discussion

The findings of this study indicated that each phase of the socialization process for the security guard were similar to literature guided by occupational socialization theory in physical education teacher education and coaching[10][17-19][24]. In the process of acculturation, Lawson[19] stated that "sport socialization is the process by which individuals acquire the knowledge and skills necessary for sport participation as well as the meaning derived from such participation" (p. 107). Similarly, the security guards in this study formed his conception of the profession through sport socialization. They actively participated in martial arts when they were young. As Kim[7] noted, media facilitated recruits into their occupational fields. A TV drama and a movie influenced them to become interested in the security guard and body guard. Specifically, their sports (martial arts) and the role of actor in the media attracted them to consider the security guard as a career choice. Moreover, Attending sport competitions facilitated their self-esteem and self-confidence. It aided them to perceive that they were strong enough to handle dangerous situations. Thus, The security guard as a profession was desired for them to enter security science program in colleges. The agents to influence security guards as a their career choice in this study were almost same as the study done by Kim [7] even though their job responsibilities were different.

In the process of professional socialization in the coaching setting, coaches learned how to coach mainly from previous coaches because the formal coaching education programs have not been well established[9][14][22][24]. Lack of sound coaching education programs caused prospective coaches to be ill-prepared. Likewise, PETE programs did not affect prospective teachers to be an effective teacher, rather a credible faculty in the program was more influential to students. However, as previous study about the security science majors revealed Kim[7], the security guards in this study learned how to work as a security guard from the formal college education. Furthermore, they learned the knowledge from senior students who were already in the occupational field. The experienced people in the field played a significant role in gain skills and knowledge necessary to enter the profession. It showed that people played a significant role as a knowledge source[7].

The organizational socialization of the security guards in casinos was unique because participants had opportunities to be socialized through the field experience as a intern before he actually entered the workplace. They began their jobs in a more responsible position. Although the organization provided good resources, they had a hard time to work with other colleagues. Most of security guards possessed the strong personal characters due to the accomplishments of sports competitions. Further, working with people with higher positions were one main concerns because of lack of the effective communication skills

Like security secretaries Kim[7], they were not satisfied with employee evaluation system for promoting positions although they prided themselves on doing a security guard job for the government-owned companies. They perceived that

the security-related jobs in the casinos were privileged to them. They were satisfied with the benefit, the job security, and the decent physical work environment. Moreover, security guards in this study did not have a struggle to adapt to the workplace like the security secretaries in the study kim[7] because they already had apprenticeship of observation through college education. Further They have a strong sense of pride on their job.

Interestingly, the participants in the current study recognized the need of risk management training from the organization formally and regularly. Most of on the job training consisted of skills and knowledge necessary for the office works. Also, they were interested in professional development to obtain the better communication skills.

## VI. Conclusion and recommendations

The participants' acculturation, initial sport experience plays a vital role in forming beliefs and values for the profession. Attractors and facilitators such as TV drama and movie serve to build a subjective warrant into career. In the professional socialization, the college course work did directly impact the development of skills and knowledge necessary. Moreover, they learned to become a security guard by interacting with senior students in the program. In organizational socialization, many environmental variables in the workplace are factors that influenced the participants in the study. Some of these factors were negative and positive while working with others. Thus, organizational socialization is unstable. For professional development, organizational leaders associated with the job should be open to share ideas.

Finally, while this is a case study, the findings can



be useful to others in similar circumstances. Further, the findings of this study provide insightful information to those who are responsible for developing training programs. The program should be practical in nature to be more successful in the field.

In light of the findings of the present study, it is recommended that communication skill development courses and workshops with graduates in the occupational fields are highly demanded in the college courses. Policy and political studies as course works are essential because potential security guards need to know how to handle some variables in the working culture. Lastly, a post-induction service should be established to maintain the quality of security guarding skills after finishing the college education. It is necessary for developing their skills and knowledge and updating new information.

Obviously, there is a need for more studies to gather more information to nurture this field of study. Moreover, since this study was focused on the security guards only from two casinos. Researchers need to study how the security guards in other facilities are socialized.

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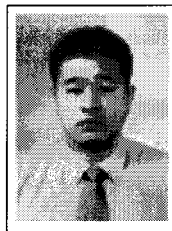
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