

So You Want To Be A Video Game Designer?

Timothy P. Kowalski, M.A., C.C.C.
Professional Communication Services, Inc.
1401-A Edgewater Dr. Orlando, FL 32804
www.socialpragmatics.com

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Disclosure

I declare that aside from materials I have authored, I, or my family, do not have any financial relationship in any amount with a commercial interest whose products or services are discussed in my presentation. Additionally all Planners involved in today's presentation do not have any financial relationship.

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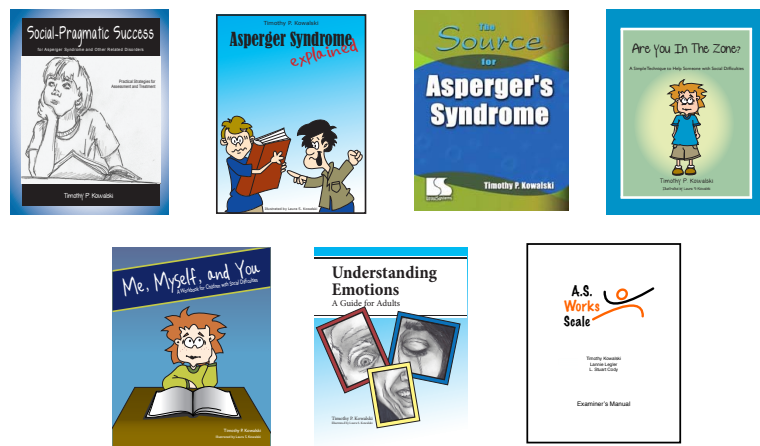
- *Florida Association of Speech-Language-Pathologists and Audiologists*

Financial:

- *Professional Communication Services, Inc.: President*
- *AS Works: Co-owner*
- *Author*

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My Books



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“It seems that for success in science and art, a dash of autism is essential.”

– Hans Asperger



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What is Asperger Syndrome?

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ICD-10

Asperger's Syndrome

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ICD-10

World Health Organization (1992)

A. A lack of any clinically significant general delay in spoken or receptive language or cognitive development. Diagnosis requires that single words should have developed by two years of age or earlier and that communicative phrases be used by three years of age or earlier. Self-help skills, adaptive behaviour and curiosity about the environment during the first three years should be at a level consistent with intellectual development. However, motor milestones may be somewhat delayed and motor clumsiness is usual (although not a necessary diagnostic feature). Isolated special skills, often related to abnormal preoccupations, are common, but are not required for diagnosis.

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B. Qualitative abnormalities in reciprocal social interaction (criteria as for autism).

C. An unusually intense circumscribed interest or restrictive, repetitive, and stereotyped patterns of behaviour, interests and activities (criteria as for autism; however, it would be less usual for these to include either motor mannerisms or preoccupations with part-objects or non-functional elements of play materials).

D. The disorder is not attributable to other varieties of pervasive developmental disorder; schizotypal disorder (F21); simple schizophrenia (F20.6); reactive and disinhibited attachment disorder of childhood (F94.1 and .2); obsessional personality disorder (F60.5); obsessive-compulsive disorder (F42).

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Gillberg's Criteria

Gillberg, C. (2002). *A Guide To Asperger's Syndrome*. NY: Cambridge University Press.



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1. Severe impairment in reciprocal social interaction (at least two of the following)

- a. inability to interact with peers
- b. lack of desire to interact with peers
- c. lack of appreciation of social cues
- d. socially and emotionally inappropriate behavior

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2. All-absorbing narrow interest (at least one of the following)

- a. exclusion of other activities
- b. repetitive adherence
- c. more rote than meaning

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3. Imposition of routines and interests (at least one of the following)

- a. on self, in aspects of life
- b. on others

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4. Speech & Language Delays

(at least three of the following)

- a. delayed development
- b. superficially perfect expressive language
- c. formal, pedantic language
- d. odd prosody, peculiar voice characteristics
- e. impairment of comprehension including misinterpretations of literal / implied meanings

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5. Nonverbal Communication Problems

(at least one of the following)

- a. limited use of gestures
- b. clumsy / gauche body language
- c. limited facial expression
- d. inappropriate expression
- e. peculiar, stiff gaze

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6. Motor Clumsiness

(All six criteria must be met for confirmation of diagnosis.)

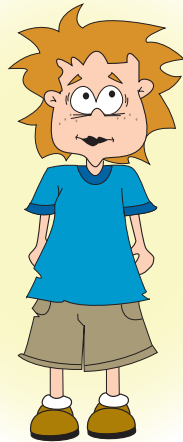
- a. poor performance on neurodevelopment examination

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Where's The Problem?

- ❖ Theory of Mind
- ❖ Executive Function
- ❖ Central Coherence
- ❖ Emotional Intelligence
- ❖ Social Interaction
- ❖ Social Communication
- ❖ Social Emotional Regulation

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What's Theory of Mind?

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Deficits Related to ToM

B. Myles and J. Southwick, 1999

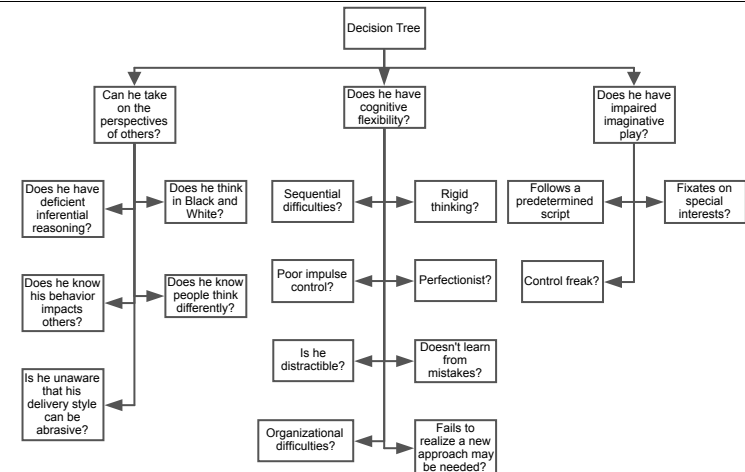
- ❖ difficulty explaining one's own behaviors
- ❖ difficulty understanding emotions
- ❖ difficulty predicting the behavior and emotional states of others
- ❖ problems understanding the perspectives of others

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- ❖ problems inferring the intentions of others
- ❖ lack of understanding that behavior impacts how others think and/or feel
- ❖ problems with joint attention and other social conventions
- ❖ problems differentiating fiction from fact

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Theory of Mind



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Executive functions

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EF Concerns

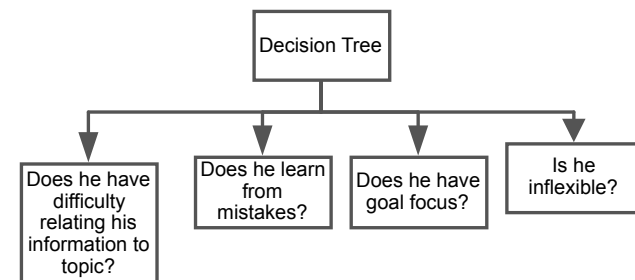
- ❖ Flexibility of thought
 - ❖ thought shifting
 - ❖ changing an idea
 - ❖ hyper-focus on a specific area (OCD)
- ❖ Relevance
 - ❖ detail oriented
 - ❖ fail to see the global picture

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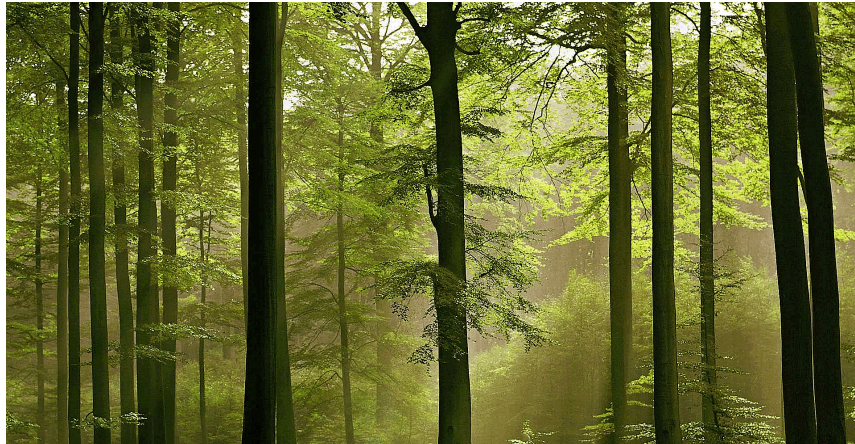
- ❖ Goal focus
 - ❖ getting stuck in details
 - ❖ getting distracted
- ❖ Experiential learning
 - ❖ identifying what works and what doesn't
 - ❖ applying a skill to a new situation
 - ❖ difficult to see similarity of old situation and how to apply "old" skills to "new" situation

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Executive Function



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Central Coherence

Seeing the Forest Through the Trees

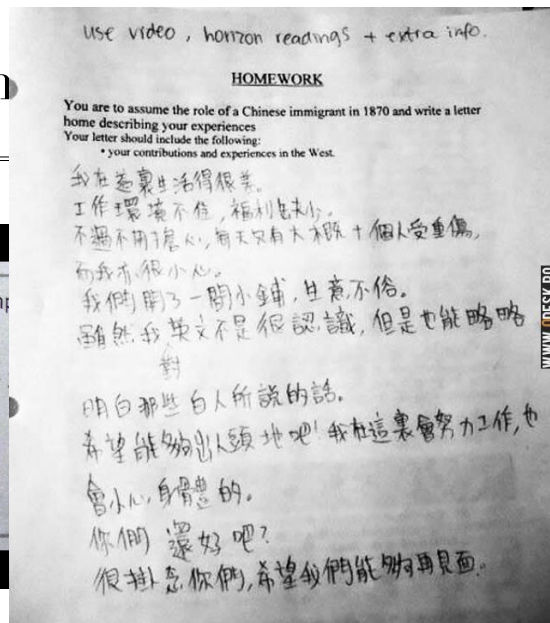
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Typical Deficits

- ❖ details rule
- ❖ inability to outline
- ❖ inability to summarize
- ❖ inability to come to the point

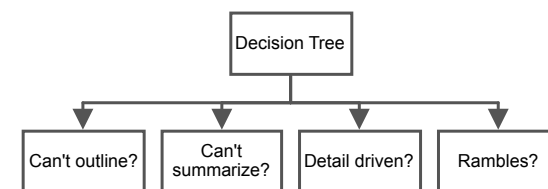
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som



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Central Coherence



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Emotional Intelligence EQ



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What is EQ?

- ❖ the ability to perceive, identify, and manage emotions on a personal and social level

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Typical Coping Strategies

- ❖ social regression
- ❖ fear reaction
- ❖ somatic complaints (hypochondriasis)
- ❖ paranoid thoughts &/or feelings
- ❖ depression

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- ❖ clowning to hide inefficiencies
- ❖ poor self image
- ❖ passive aggression to elicit anger
- ❖ impulsivity

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Personal Competence

the ability to...

- ❖ recognize one's emotions and their effects
- ❖ know one's strengths and limits
- ❖ be sure of one's own capabilities
- ❖ manage disruptive emotions/impulses
- ❖ be trustworthy
- ❖ be conscientious and responsible for one's own actions
- ❖ be flexible and open to new ideas

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- ❖ develop a drive to achieve
- ❖ meet or exceed a given standard
- ❖ be committed
- ❖ embrace the goals of the group
- ❖ take the initiative
- ❖ act on opportunities
- ❖ be optimistic
- ❖ continue a goal despite setbacks

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Social Competence

the ability to...

- ❖ recognize others' feelings and perspectives and taking an active interest in their concerns (Theory of Mind)
- ❖ anticipate, recognize, and meet the needs of others
- ❖ recognize what others need to enhance their abilities
- ❖ be an effective persuader

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- ❖ influence others appropriately
- ❖ express oneself clearly and effectively
- ❖ be a leader and inspire and guide individuals and groups
- ❖ initiate change in others
- ❖ negotiate and resolve differences
- ❖ build bonds and nurture appropriate relations

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- ❖ collaborate and work with others for shared goals
- ❖ develop team capabilities
- ❖ create group dynamics to achieve collective goals

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What does it look like when an individual has deficient EQ?

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Deficits in Personal Competence

Often seen as a difficulty in ...

- ❖ recognizing and explaining their emotions
- ❖ associating feelings with their behavior
- ❖ realizing their feelings impact their performance
- ❖ being aware of their own strengths and limits
- ❖ experiential learning
- ❖ being open to new ideas or suggestions

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- ❖ self confidence - especially in new situations
- ❖ tactfulness - being overly opinionated to the point of being obsessive
- ❖ self-control
- ❖ managing impulsive feelings
- ❖ managing distressing emotions
- ❖ maintaining composure in stressful situations

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- ❖ admitting their own mistakes
- ❖ showing a sense of humor/perspective about themselves
- ❖ ability to handle
 - ❖ multiple demands
 - ❖ rapid change
 - ❖ shifting priorities
- ❖ adapting when necessary

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- ❖ taking multiple perspectives
- ❖ generating new ideas
- ❖ Bloom's cognitive process: "Create"
- ❖ problem solving skills – often due to lack of flexibility
- ❖ being open to new ideas
- ❖ determining the best option from a wide variety of sources

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- ❖ having a strong desire to excel
- ❖ taking risks
- ❖ failing to learn how to improve performance
- ❖ sacrificing one's own desires for the good of the group
- ❖ going beyond minimal expectations
- ❖ mobilizing others
- ❖ leadership qualities

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- ❖ managing frustration
- ❖ being optimistic and instead, operating on a fear of failure rather than hope of success
- ❖ seeing a setback as an opportunity for change instead of a personal failure

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Deficits in Social Competence

Often seen as a difficulty in ...

- ❖ embracing multiculturalism
- ❖ recognizing a group's emotional current and power relationships

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- ❖ attending to emotional cues
- ❖ listening
- ❖ expressing sensitivity using socially expected means
- ❖ use of the language of emotions
- ❖ recognizing the needs of others
- ❖ offering assistance to others
- ❖ recognizing another person's perspective

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- ❖ acknowledging the achievements of others
- ❖ using mentoring qualities
 - ❖ they are often overshadowed by perspective deficits
- ❖ recognizing and considering the cultural differences of others
- ❖ tolerance

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- ❖ reading emotional currents
- ❖ recognizing social networks
- ❖ recognizing the factors that shape the actions of others
- ❖ seeing how external events shape the internal environment

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- ❖ persuading others
- ❖ appealing to the listener's needs
- ❖ being a consensus builder
- ❖ recognizing and acting on emotional cues when communicating
- ❖ managing difficult situations
- ❖ being open minded – especially to bad / unpleasant information

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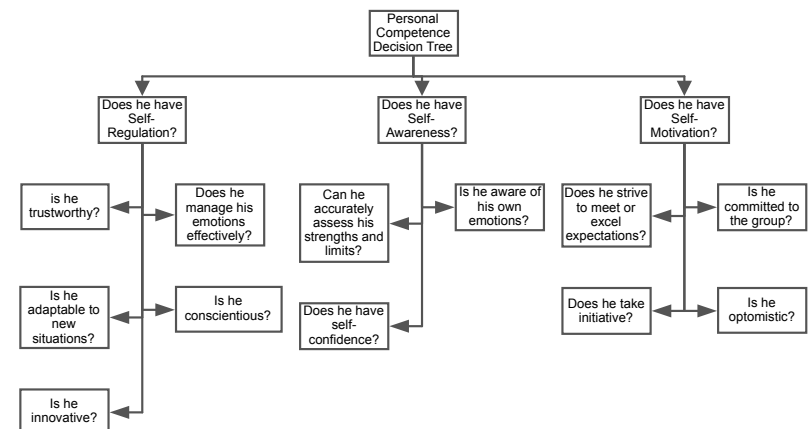
- ❖ arousing enthusiasm – often seen as lecturing
- ❖ leadership positions – often seen as dictatorial
- ❖ managing change
- ❖ producing improvement – often seen as arguing simply *to* argue
- ❖ handling difficult people
- ❖ initiating methods to deescalate disagreements
- ❖ establishing open dialogues

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- ❖ making and keeping friends – often perceived as stalking and alienates colleagues
- ❖ seeing relationships – often hyper focuses on details
- ❖ collaborating
- ❖ identifying collaborating opportunities
- ❖ being helpful, respectful, and cooperative – often due to perspective taking
- ❖ large group dynamics – they often create excess stress

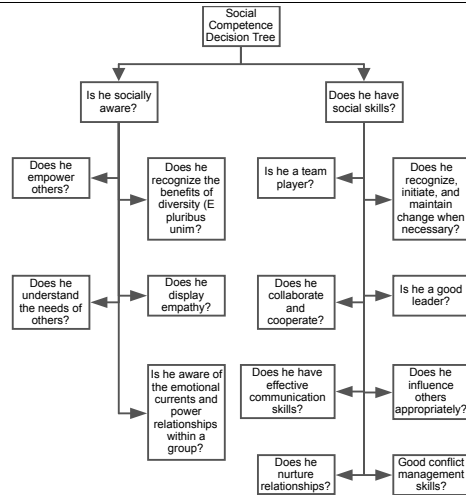
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EQ: Personal Competence



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EQ: Social Competence



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How do these deficits impact employability?

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Quick Search for:
video game designed

Showing top 20 occupations for video game designed. Closest matches are shown first.

How do they match?	Code	Occupation
15-1199.11	Video Game Designers	Bright Outlook
27-4011.00	Audio and Video Equipment Technicians	
39-3012.00	Gaming and Sports Book Writers and Runners	
33-3031.00	Fish and Game Wardens	Green
27-1014.00	Multimedia Artists and Animators	
27-4031.00	Camera Operators, Television, Video, and Motion Picture	
27-4032.00	Film and Video Editors	
49-9091.00	Coin, Vending, and Amusement Machine Servicers and Repairers	
33-9031.00	Gaming Surveillance Officers and Gaming Investigators	
39-3011.00	Gaming Dealers	
39-1011.00	Gaming Supervisors	
15-1132.00	Software Developers, Applications	
15-1131.00	Computer Programmers	
49-2097.00	Electronic Home Entertainment Equipment Installers and Repairers	
27-3043.05	Poets, Lyricists and Creative Writers	
27-4014.00	Sound Engineering Technicians	
11-9071.00	Gaming Managers	
49-9061.00	Camera and Photographic Equipment Repairers	
39-3019.00	Gaming Service Workers, All Other	
27-2012.00	Producers and Directors	

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Summary Report for:
15-1199.11 - Video Game Designers

Updated 2019

Design core features of video games. Specify innovative game and role-play mechanics, story lines, and character biographies. Create and maintain design documentation. Guide and collaborate with production staff to produce games as designed.

Sample of reported job titles: Design Director, Designer/Writer, Game Designer, Game Designer/Creative Director, Lead Designer, Lead Game Designer, Lead Level Designer, Mid Level Game Designer, Senior Game Designer, World Designer

View report: **Summary** Details Custom

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Tasks

5 of 22 displayed

Balance and adjust gameplay experiences to ensure the critical and commercial success of the product.

Provide feedback to designers and other colleagues regarding game design features.

Create core game features including storylines, role-play mechanics, and character biographies for a new video game or game franchise.

Devise missions, challenges, or puzzles to be encountered in game play.

Guide design discussions between development teams.

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Tools & Technology

10 of 27 displayed

Tools used in this occupation:

Audioconferencing systems

Fixed computer gaming console — Video gaming equipment

Mobile phones — Smart phones

Notebook computers — Laptop computers

Scanners — Computer data input scanners

Technology used in this occupation:

Development environment software — Adobe Systems Adobe Creative Suite software; C++ ; Simple DirectMedia Layer SDL; Unity Technologies Unity

Graphical user interface development software — Graphical user interfaces GUI; Microsoft Expression Blend

Graphics or photo imaging software — Adobe Systems Adobe Photoshop software ; Balsamiq Studios Balsamiq Mockups; Microsoft Visio ; OpenGL

Object or component oriented development software — C++ ; Microsoft Visual C#; Practical extraction and reporting language Perl ; Python

Video creation and editing software — Adobe Systems Adobe After Effects; Autodesk 3ds Max; Sound development software

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Tasks

10 of 24 displayed (22 important)

Importance	Category	Task
93	Core	Balance and adjust gameplay experiences to ensure the critical and commercial success of the product.
85	Core	Provide feedback to designers and other colleagues regarding game design features.
83	Core	Create core game features including storylines, role-play mechanics, and character biographies for a new video game or game franchise.
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78	Core	Develop and maintain design level documentation, including mechanics, guidelines, and mission outlines.
76	Core	Create and manage documentation, production schedules, prototyping goals, and communication plans in collaboration with production staff.
74	Core	Present new game design concepts to management and technical colleagues, including artists, animators, and programmers.
74	Core	Conduct regular design reviews throughout the game development process.
73	Core	Solicit, obtain, and integrate feedback from design and technical staff into original game design.

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Tasks

5 of 22 displayed

Display 10 items scoring at least 50 on the Importance scale

on the Frequency scale

Tools & Technology

20 categories with up to 4 examples for each category

Tools (8 categories)

Technology (19 categories)

Knowledge

10 items scoring at least 50 on the Importance scale

Show scale anchors

Skills

10 items scoring at least 50 on the Importance scale

Show scale anchors

Abilities

10 items scoring at least 50 on the Importance scale

Show scale anchors

Work Activities

10 items scoring at least 50 on the Importance scale

Show scale anchors

Detailed Work Activities

10 items

Work Activities Outline

Show generalized work activities

Show intermediate work activities

Show detailed work activities

Show task statements

Work Context

10 items scoring at least 50 on the Context scale

Job Zone

Education

Credentials

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- Document all aspects of formal game design, using mock-up screenshots, sample menu layouts, gameplay flowcharts, and other graphical devices.
- Provide feedback to production staff regarding technical game qualities or adherence to original design.
- Prepare two-dimensional concept layouts or three-dimensional mock-ups.
- Consult with multiple stakeholders to define requirements and implement online features.
- Oversee gameplay testing to ensure intended gaming experience and game adherence to original vision.
- Keep abreast of game design technology and techniques, industry trends, or audience interests, reactions, and needs by reviewing current literature, talking with colleagues, participating in educational programs, attending meetings or workshops, or participating in professional organizations or conferences.
- Create gameplay prototypes for presentation to creative and technical staff and management.
- Write or supervise the writing of game text and dialogue.
- Collaborate with artists to achieve appropriate visual style.
- Determine supplementary virtual features, such as currency, item catalog, menu design, and audio direction.
- Review or evaluate competitive products, film, music, television, and other art forms to generate new game design ideas.
- Prepare and revise initial game sketches using two- and three-dimensional graphical design software.

Find occupations related to multiple tasks

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Do you see any potential areas of difficulty?

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Find occupations related to multiple tasks

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Related Task Search

15-1199.11 — Video Game Designers

Check the tasks you want to explore. Then click "Continue" to find occupations that match.

- Balance and adjust gameplay experiences to ensure the critical and commercial success of the product.
- Provide feedback to designers and other colleagues regarding game design features.
- Create core game features including storylines, role-play mechanics, and character biographies for a new video game or game franchise.
- Devise missions, challenges, or puzzles to be encountered in game play.
- Guide design discussions between development teams.
- Develop and maintain design level documentation, including mechanics, guidelines, and mission outlines.
- Create and manage documentation, production schedules, prototyping goals, and communication plans in collaboration with production staff.
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- Prepare and revise initial game sketches using two- and three-dimensional graphical design software.
- Provide test specifications to quality assurance staff.
- Create gameplay test plans for internal and external test groups.

Continue

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Related Task Search

More than 20 occupations have tasks related to the **14 tasks** from your current occupation, [Video Game Designers](#).

15-1199.01

[Software Quality Assurance Engineers and Testers](#)

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11 closely related tasks

15-1134.00

[Web Developers](#)

8 closely related tasks

15-1199.04

[Geospatial Information Scientists and Technologists](#)

7 closely related tasks

15-1143.00

[Computer Network Architects](#)

5 closely related tasks

15-1199.03

[Web Administrators](#)

5 closely related tasks

15-1131.00

[Computer Programmers](#)

4 closely related tasks

15-2041.02

[Clinical Data Managers](#)

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15-1199.05

[Geographic Information Systems Technicians](#)

4 closely related tasks

15-1121.00

[Computer Systems Analysts](#)

3 closely related tasks

15-1151.00

[Computer User Support Specialists](#)

3 closely related tasks

15-1133.00

[Software Developers, Systems Software](#)

3 closely related tasks

15-2041.00

[Statisticians](#)

3 closely related tasks

15-1199.02

[Computer Systems Engineers/Architects](#)

2 closely related tasks

15-1199.10

[Search Marketing Strategists](#)

2 closely related tasks

15-1121.01

[Informatics Nurse Specialists](#)

2 closely related tasks

15-1199.07

[Data Warehouse Specialists](#)

2 closely related tasks

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15-1199.01

[Software Quality Assurance Engineers and Testers](#)

Bright Outlook

11 closely related tasks

- Design test plans, scenarios, scripts, or procedures.
- Develop testing programs that address areas such as database impacts, software scenarios, regression testing, negative testing, error or bug retests, or usability.
- Plan test schedules or strategies in accordance with project scope or delivery dates.
- Document test procedures to ensure replicability and compliance with standards.
- Update automated test scripts to ensure currency.
- Conduct software compatibility tests with programs, hardware, operating systems, or network environments.
- Identify program deviance from standards, and suggest modifications to ensure compliance.
- Design or develop automated testing tools.
- Coordinate user or third party testing.
- Perform initial debugging procedures by reviewing configuration files, logs, or code pieces to determine breakdown source.
- Visit beta testing sites to evaluate software performance.

15-1134.00

[Web Developers](#)

8 closely related tasks

15-1199.04

[Geospatial Information Scientists and Technologists](#)

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Updated 2019
Bright Outlook

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15-1199.11 - Video Game Designers

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Sample of reported job titles: Design Director, Designer/Writer, Game Designer, Game Designer/Creative Director, Lead Designer, Lead Game Designer, Lead Level Designer, Mid Level Game Designer, Senior Game Designer, World Designer

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Tasks | Tools & Technology | Knowledge | Skills | Abilities | Work Activities | Detailed Work Activities | Work Context | Job Zone | Education | Credentials | Interests | Work Styles | Work Values | Stress & Employment | Job Outlook

Tasks

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Tools & Technology

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Tools used in this occupation:

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- Mobile phones — Smart phones
- Notebook computers — Laptop computers
- Scanners — Computer data input scanners

Technology used in this occupation:

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Tasks | Tools & Technology | Knowledge | Skills | Abilities | Work Activities | Detailed Work Activities | Work Context | Job Zone | Education | Credentials | Interests | Work Styles | Work Values | Wages & Employment | Job Openings

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Do you see any potential areas of difficulty?

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Summary Report for:

15-1199.11 - Video Game Designers

Updated 2019

Bright Outlook

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Object or component oriented development software — C++ ; Microsoft Visual C#; Practical extraction and reporting language Perl ; Python

Video creation and editing software — Adobe Systems Adobe After Effects; Autodesk 3ds Max; Sony Vegas Pro

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Tools used in this occupation:

- Audioconferencing systems
- Desktop computers
- Fixed computer gaming console — Video gaming equipment
- Mobile phones — Smart phones
- Notebook computers — Laptop computers
- Personal computers
- Scanners — Computer data input scanners
- Tablet computers

Technology used in this occupation:

- Analytical or scientific software — Virtual Battlespace 2 VBS2
- Data base management system software — MySQL software 🔥
- Data base user interface and query software — Oracle software; Structured query language SQL 🔥
- Development environment software — Adobe Systems Adobe Creative Suite software; C 🔥 ; Simple DirectMedia Layer SDL; Unity Technologies Unity
(see all 9 examples)
- Device drivers or system software — Microsoft DirectX
- Electronic mail software — Microsoft Outlook 🔥
- Enterprise application integration software — Extensible markup language XML 🔥
- Graphical user interface development software — Graphical user interfaces GUI; Microsoft Expression Blend
- Graphics or photo imaging software — Adobe Systems Adobe Photoshop software 🔥 ; Balsamiq Studios Balsamiq Mockups; Microsoft Visio 🔥 ;
OpenGL (see all 8 examples)
- Metadata management software — Perforce software
- Object or component oriented development software — C++ 🔥 ; Microsoft Visual C#; Practical extraction and reporting language Perl 🔥 ; Python 🔥
(see all 7 examples)
- Office suite software — Microsoft Office software
- Operating system software — Linux 🔥
- Presentation software — Microsoft PowerPoint 🔥
- Project management software — Atlassian JIRA; Microsoft Project 🔥
- Spreadsheet software — Microsoft Excel 🔥
- Video creation and editing software — Adobe Systems Adobe After Effects; Autodesk 3ds Max; Sound development software
- Web platform development software — JavaScript 🔥 ; PHP; Hypertext Preprocessor 🔥
- Word processing software — Microsoft Word

🔥 Hot Technology — a technology requirement frequently included in employer job postings.

Knowledge

All 6 displayed

- Ⓢ **Computers and Electronics** — Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.
- Ⓢ **Design** — Knowledge of design techniques, tools, and principles involved in production of precision technical plans, blueprints, drawings, and models.
- Ⓢ **English Language** — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
- Ⓢ **Communications and Media** — Knowledge of media production, communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media.
- Ⓢ **Psychology** — Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.
- Ⓢ **Mathematics** — Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.

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Skills

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- Ⓢ **Programming** — Writing computer programs for various purposes.
- Ⓢ **Active Listening** — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- Ⓢ **Complex Problem Solving** — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
- Ⓢ **Critical Thinking** — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
- Ⓢ **Reading Comprehension** — Understanding written sentences and paragraphs in work related documents.
- Ⓢ **Active Learning** — Understanding the implications of new information for both current and future problem-solving and decision-making.
- Ⓢ **Judgment and Decision Making** — Considering the relative costs and benefits of potential actions to choose the most appropriate one.
- Ⓢ **Time Management** — Managing one's own time and the time of others.
- Ⓢ **Coordination** — Adjusting actions in relation to others' actions.
- Ⓢ **Speaking** — Talking to others to convey information effectively.
- Ⓢ **Systems Analysis** — Determining how a system should work and how changes in conditions, operations, and the environment will affect outcomes.
- Ⓢ **Monitoring** — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.
- Ⓢ **Systems Evaluation** — Identifying measures or indicators of system performance and the actions needed to improve or correct performance, relative to the goals of the system.
- Ⓢ **Writing** — Communicating effectively in writing as appropriate for the needs of the audience.
- Ⓢ **Persuasion** — Persuading others to change their minds or behavior.
- Ⓢ **Social Perceptiveness** — Being aware of others' reactions and understanding why they react as they do.
- Ⓢ **Learning Strategies** — Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
- Ⓢ **Operations Analysis** — Analyzing needs and product requirements to create a design.

Do you see any potential areas of difficulty?

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Operations Analysis — Analyzing needs and product requirements to create a design.

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- Fluency of Ideas — The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).
- Near Vision — The ability to see details at close range (within a few feet of the observer).
- Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.
- Oral Expression — The ability to communicate information and ideas in speaking so others will understand.
- Problem Sensitivity — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.
- Written Comprehension — The ability to read and understand information and ideas presented in writing.
- Deductive Reasoning — The ability to apply general rules to specific problems to produce answers that make sense.
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- Selective Attention — The ability to concentrate on a task over a period of time without being distracted.
- Written Expression — The ability to communicate information and ideas in writing so others will understand.
- Visualization — The ability to imagine how something will look after it is moved around or when its parts are moved or rearranged.
- Speech Recognition — The ability to identify and understand the speech of another person.
- Speech Clarity — The ability to speak clearly so others can understand you.
- Category Flexibility — The ability to generate or use different sets of rules for combining or grouping things in different ways.
- Finger Dexterity — The ability to make precisely coordinated movements of the fingers of one or both hands to grasp, manipulate, or assemble very small objects.
- Visual Color Discrimination — The ability to match or detect differences between colors, including shades of color and brightness.

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Work Activities

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- Interacting With Computers — Using computers and computer systems (including hardware and software) to program, write software, set up functions, enter data, or process information.
- Thinking Creatively — Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.
- Making Decisions and Solving Problems — Analyzing information and evaluating results to choose the best solution and solve problems.
- Communicating with Supervisors, Peers, or Subordinates — Providing information to supervisors, co-workers, and subordinates by telephone, in

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Do you see any potential areas of difficulty?

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- Getting Information — Observing, receiving, and otherwise obtaining information from all relevant sources.
- Establishing and Maintaining Interpersonal Relationships — Developing constructive and cooperative working relationships with others, and maintaining them over time.
- Documenting/Recording Information — Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.
- Organizing, Planning, and Prioritizing Work — Developing specific goals and plans to prioritize, organize, and accomplish your work.
- Updating and Using Relevant Knowledge — Keeping up-to-date technically and applying new knowledge to your job.
- Identifying Objects, Actions, and Events — Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.
- Analyzing Data or Information — Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts.
- Coordinating the Work and Activities of Others — Getting members of a group to work together to accomplish tasks.
- Processing Information — Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.
- Developing and Building Teams — Encouraging and building mutual trust, respect, and cooperation among team members.
- Interpreting the Meaning of Information for Others — Translating or explaining what information means and how it can be used.
- Developing Objectives and Strategies — Establishing long-range objectives and specifying the strategies and actions to achieve them.
- Guiding, Directing, and Motivating Subordinates — Providing guidance and direction to subordinates, including setting performance standards and monitoring performance.
- Judging the Qualities of Things, Services, or People — Assessing the value, importance, or quality of things or people.
- Resolving Conflicts and Negotiating with Others — Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others.
- Training and Teaching Others — Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others.
- Estimating the Quantifiable Characteristics of Products, Events, or Information — Estimating sizes, distances, and quantities; or determining time, costs, resources, or materials needed to perform a work activity.
- Scheduling Work and Activities — Scheduling events, programs, and activities, as well as the work of others.
- Provide Consultation and Advice to Others — Providing guidance and expert advice to management or other groups on technical, systems-, or process-related topics.

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Detailed Work Activities

80

Do you see any potential
areas of difficulty?

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Work Activities

All 23 displayed

- ❖ **Interacting With Computers** — Using computers and computer systems (including hardware and software) to program, write software, set up functions, enter data, or process information.
- ❖ **Thinking Creatively** — Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.
- ❖ **Making Decisions and Solving Problems** — Analyzing information and evaluating results to choose the best solution and solve problems.
- ❖ **Communicating with Supervisors, Peers, or Subordinates** — Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.
- ❖ **Getting Information** — Observing, receiving, and otherwise obtaining information from all relevant sources.
- ❖ **Establishing and Maintaining Interpersonal Relationships** — Developing constructive and cooperative working relationships with others, and maintaining them over time.
- ❖ **Documenting/Recording Information** — Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.
- ❖ **Organizing, Planning, and Prioritizing Work** — Developing specific goals and plans to prioritize, organize, and accomplish your work.
- ❖ **Updating and Using Relevant Knowledge** — Keeping up-to-date technically and applying new knowledge to your job.
- ❖ **Identifying Objects, Actions, and Events** — Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.
- ❖ **Analyzing Data or Information** — Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts.
- ❖ **Coordinating the Work and Activities of Others** — Getting members of a group to work together to accomplish tasks.
- ❖ **Processing Information** — Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.
- ❖ **Developing and Building Teams** — Encouraging and building mutual trust, respect, and cooperation among team members.
- ❖ **Interpreting the Meaning of Information for Others** — Translating or explaining what information means and how it can be used.
- ❖ **Developing Objectives and Strategies** — Establishing long-range objectives and specifying the strategies and actions to achieve them.
- ❖ **Guiding, Directing, and Motivating Subordinates** — Providing guidance and direction to subordinates, including setting performance standards and monitoring performance.
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Detailed Work Activities

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❖ **Communicating with Supervisors, Peers, or Subordinates** — Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.

❖ **Getting Information** — Observing, receiving, and otherwise obtaining information from all relevant sources.

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Detailed Work Activities

All 12 displayed

- ❖ Manage information technology projects or system activities.
- ❖ Design video game features or details.
- ❖ Develop testing routines or procedures.
- ❖ Analyze market or customer related data.
- ❖ Prepare graphics or other visual representations of information.
- ❖ Test software performance.
- ❖ Communicate project information to others.
- ❖ Update knowledge about emerging industry or technology trends.
- ❖ Supervise information technology personnel.
- ❖ Collaborate with others to determine design specifications or details.
- ❖ Document design or development procedures.
- ❖ Manage documentation to ensure organization or accuracy.

[Find occupations related to multiple detailed work activities](#)

[back to top](#)

Work Context

5 of 20 displayed

- ❖ **Electronic Mail** — 95% responded "Every day."
- ❖ **Indoors, Environmentally Controlled** — 90% responded "Every day."
- ❖ **Duration of Typical Work Week** — 90% responded "More than 40 hours."
- ❖ **Face-to-Face Discussions** — 90% responded "Every day."
- ❖ **Work With Work Group or Team** — 76% responded "Extremely important."

[back to top](#)

Job Zone

Title Job Zone Four: Considerable Preparation Needed

Education Most of these occupations require a four-year bachelor's degree, but some do not.

Related Experience A considerable amount of work-related skill, knowledge, or experience is needed for these occupations. For example, an

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Do you see any potential
areas of difficulty?

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- Communicating with supervisors, peers, or subordinates — 70% responded "Constant contact with others."
- Written form, e-mail, or in person.
- Getting Information — Observing, receiving, and otherwise obtaining information from all relevant sources.

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Detailed Work Activities

All 12 displayed

- Manage information technology projects or system activities.
- Design video game features or details.
- Develop testing routines or procedures.
- Analyze market or customer related data.
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Job Training Employees in these occupations usually need several years of work-related experience, on-the-job training, and/or vocational training.

Job Zone Examples Many of these occupations involve coordinating, supervising, managing, or training others. Examples include accountants, sales managers, database administrators, teachers, chemists, art directors, and cost estimators.

SVP Range (7.0 to < 8.0)

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- Work With Work Group or Team — 76% responded "Extremely important."
- Spend Time Sitting — 71% responded "Continually or almost continually."
- Contact With Others — 57% responded "Constant contact with others."
- Level of Competition — 48% responded "Highly competitive."
- Freedom to Make Decisions — 48% responded "A lot of freedom."
- Structured versus Unstructured Work — 75% responded "Some freedom."
- Coordinate or Lead Others — 55% responded "Very important."
- Time Pressure — 52% responded "Once a month or more but not every week."
- Responsibility for Outcomes and Results — 43% responded "High responsibility."
- Telephone — 38% responded "Once a week or more but not every day."
- Frequency of Conflict Situations — 57% responded "Once a week or more but not every day."
- Importance of Being Exact or Accurate — 29% responded "Very important."
- Spend Time Using Your Hands to Handle, Control, or Feel Objects, Tools, or Controls — 30% responded "Continually or almost continually."
- Impact of Decisions on Co-workers or Company Results — 52% responded "Important results."
- Physical Proximity — 70% responded "Slightly close (e.g., shared office)."
- Spend Time Making Repetitive Motions — 29% responded "More than half the time."

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Still think you won't need social skills?

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SVP Range

(7.0 to < 8.0)

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Education

Percentage of Respondents

Education Level Required

57

Bachelor's degree

19

Associate's degree

10

Some college, no degree

This occupation may require a background in the following science, technology, engineering, and mathematics (STEM) educational disciplines:

Computer Science — Computer Graphics

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Credentials

Find Training

Find Certifications

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Interests

All 2 displayed

Interest code: AE

Artistic

Artistic occupations frequently involve working with forms, designs and patterns. They often require self-expression and the work can be done without following a clear set of rules.

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All 2 displayed

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Artistic occupations frequently involve working with forms, designs and patterns. They often require self-expression and the work can be done without following a clear set of rules.

Enterprising

Enterprising occupations frequently involve starting up and carrying out projects. These occupations can involve leading people and making many decisions. Sometimes they require risk taking and often deal with business.

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Work Styles

All 16 displayed

Innovation

Job requires creativity and alternative thinking to develop new ideas for and answers to work-related problems.

Attention to Detail

Job requires being careful about detail and thorough in completing work tasks.

Initiative

Job requires a willingness to take on responsibilities and challenges.

Analytical Thinking

Job requires analyzing information and using logic to address work-related issues and problems.

Cooperation

Job requires being pleasant with others on the job and displaying a good-natured, cooperative attitude.

Adaptability/Flexibility

Job requires being open to change (positive or negative) and to considerable variety in the workplace.

Persistence

Job requires persistence in the face of obstacles.

Achievement/Effort

Job requires establishing and maintaining personally challenging achievement goals and exerting effort toward mastering tasks.

Leadership

Job requires a willingness to lead, take charge, and offer opinions and direction.

Stress Tolerance

Job requires accepting criticism and dealing calmly and effectively with high stress situations.

Dependability

Job requires being reliable, responsible, and dependable, and fulfilling obligations.

Self Control

Job requires maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.

Social Orientation

Job requires preferring to work with others rather than alone, and being personally connected with others on the job.

Independence

Job requires developing one's own ways of doing things, guiding oneself with little or no supervision, and depending on oneself to get things done.

Concern for Others

Job requires being sensitive to others' needs and feelings and being understanding and helpful on the job.

Integrity

Job requires being honest and ethical.

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Work Values

All 3 displayed

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Do you see any potential areas of difficulty?

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Work Values

All 3 displayed

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Work Values

All 3 displayed

Independence

Occupations that satisfy this work value allow employees to work on their own and make decisions. Corresponding needs are Creativity, Responsibility and Autonomy.

Achievement

Occupations that satisfy this work value are results oriented and allow employees to use their strongest abilities, giving them a feeling of accomplishment. Corresponding needs are Ability Utilization and Achievement.

Working Conditions

Occupations that satisfy this work value offer job security and good working conditions. Corresponding needs are Activity, Compensation, Independence, Security, Variety and Working Conditions.

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Wages & Employment Trends

Median wages data collected from Computer Occupations, All Other.
Employment data collected from Computer Occupations, All Other.
Industry data collected from Computer Occupations, All Other.

Median wages (2014)

\$40.10 hourly, \$83,410 annual

State wages

Local Salary Info

Employment (2014)

233,000 employees

Projected growth (2014-2024)

Slower than average (2% to 4%)

Projected job openings (2014-2024)

37,700

State trends

Employment Trends

Top industries (2014)

Government
Professional, Scientific, and Technical Services

Source: Bureau of Labor Statistics 2014 wage data and 2014-2024 employment projections. *Projected growth* represents the estimated change in total employment over the projections period (2014-2024). *Projected job openings* represent openings due to growth and replacement.

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Job Openings on the Web

Find Jobs

Job Banks

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HelpFind OccupationsAdvanced SearchCrosswalksO*NET Sites

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HelpFind OccupationsAdvanced SearchCrosswalks

ShareO*NET Sites

Details Report for:

15-1199.11 - Video Game Designers

Updated 2016
Bright Outlook

Design core features of video games. Specify innovative game and role-play mechanics, story lines, and character biographies. Create and maintain design documentation. Guide and collaborate with production staff to produce games as designed.

Sample of reported job titles: Design Director, Designer/Writer, Game Designer, Game Designer/Creative Director, Lead Designer, Lead Game Designer, Lead Level Designer, Mid Level Game Designer, Senior Game Designer, World Designer

View report:

Summary

Details

Custom

Tasks | Tools & Technology | Knowledge | Skills | Abilities | Work Activities | Detailed Work Activities | Work Context | Job Zone | Education | Credentials | Interests | Work Styles | Work Values | Wages & Employment | Job Openings

Tasks

Save Table (XLS/CSV)

10 of 24 displayed (22 important)

Importance	Category	Task
93	Core	Balance and adjust gameplay experiences to ensure the critical and commercial success of the product.
85	Core	Provide feedback to designers and other colleagues regarding game design features.
83	Core	Create core game features including storylines, role-play mechanics, and character biographies for a new video game or game franchise.
82	Core	Devise missions, challenges, or puzzles to be encountered in game play.
79	Core	Guide design discussions between development teams.
79	Core	Develop and maintain design level documentation, including mechanics, guidelines, and mission outlines.
76	Core	Create and manage documentation, production schedules, prototyping goals, and communication plans in collaboration with production staff.
74	Core	Present new game design concepts to management and technical colleagues, including artists, animators, and programmers.
74	Core	Conduct regular design reviews throughout the game development process.
73	Core	Solicit, obtain, and integrate feedback from design and technical staff into original game design.

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Tools & Technology

Save Table (XLS/CSV)

20 of 27 displayed

Tools used in this occupation:

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Tasks

Save Table (XLS/CSV)

All 24 displayed (22 important)

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74	Core	Present new game design concepts to management and technical colleagues, including artists, animators, and programmers.
74	Core	Conduct regular design reviews throughout the game development process.
73	Core	Solicit, obtain, and integrate feedback from design and technical staff into original game design.
72	Core	Document all aspects of formal game design, using mock-up screenshots, sample menu layouts, gameplay flowcharts, and other graphical devices.
66	Core	Provide feedback to production staff regarding technical game qualities or adherence to original design.
67	Core	Prepare two-dimensional concept layouts or three-dimensional mock-ups.
66	Core	Consult with multiple stakeholders to define requirements and implement online features.
65	Core	Determine supplementary virtual features, such as currency, item catalog, menu design, and audio direction.
65	Core	Oversee gameplay testing to ensure intended gaming experience and game adherence to original vision.
63	Core	Keep abreast of game design technology and techniques, industry trends, or audience interests, reactions, and needs by reviewing current literature, talking with colleagues, participating in educational programs, attending meetings or workshops, or participating in professional organizations or conferences.
63	Core	Create gameplay prototypes for presentation to creative and technical staff and management.
62	Core	Write or supervise the writing of game text and dialogue.
62	Core	Collaborate with artists to achieve appropriate visual style.
61	Core	Determine supplementary virtual features, such as currency, item catalog, menu design, and audio direction.
56	Core	Review or evaluate competitive products, film, music, television, and other art forms to generate new game design ideas.
52	Core	Prepare and revise initial game sketches using two- and three-dimensional graphical design software.
49	Supplemental	Provide test specifications to quality assurance staff.
41	Supplemental	Create gameplay test plans for internal and external test groups.

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Tools & Technology

Save Table (XLS/CSV)

All 27 displayed

Tools used in this occupation:

Audioconferencing systems

Desktop computers

Fixed computer gaming console — Video gaming equipment

Mobile phones — Smart phones

Notebook computers — Laptop computers

Personal computers

Scanners — Computer data input scanners

Tablet computers

Technology used in this occupation:

Analytical or scientific software — Virtual Battlespace 2 VBS2

Data base management system software — MySQL software

Data base user interface and query software — Oracle software; Structured query language SQL

Development environment software — Adobe Systems Adobe Creative Suite software; C; Simple DirectMedia Layer SDL; Unity Technologies Unity

Device drivers or system software — Microsoft DirectX

Electronic mail software — Microsoft Outlook

Enterprise application integration software — Extensible markup language XML

Graphical user interface development software — Graphical user interfaces GUI; Microsoft Expression Blend

Graphics or photo imaging software — Adobe Systems Adobe Photoshop software; Balsamiq Studios Balsamiq Mockups; Microsoft Visio; OpenGL

Metadata management software — Perforce software

Object or component oriented development software — C++; Microsoft Visual C#; Practical extraction and reporting language Perl; Python

Office suite software — Microsoft Office software

Operating system software — Linux

Presentation software — Microsoft PowerPoint

Project management software — Atlassian JIRA; Microsoft Project

Spreadsheet software — Microsoft Excel

Video creation and editing software — Adobe Systems Adobe After Effects; Autodesk 3ds Max; Sound development software

Web platform development software — JavaScript; PHP; Hypertext Preprocessor

Word processing software — Microsoft Word

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Knowledge Save Table (XL/5/CSV)	
All 33 displayed (6 Important)	
Importance	Knowledge
89	<ul style="list-style-type: none"> Computers and Electronics — Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.
85	<ul style="list-style-type: none"> Design — Knowledge of design techniques, tools, and principles involved in production of precision technical plans, blueprints, drawings, and models.
74	<ul style="list-style-type: none"> English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
64	<ul style="list-style-type: none"> Communications and Media — Knowledge of media production, communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media.
54	<ul style="list-style-type: none"> Psychology — Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.
51	<ul style="list-style-type: none"> Mathematics — Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.
49	<ul style="list-style-type: none"> Engineering and Technology — Knowledge of the practical application of engineering science and technology. This includes applying principles, techniques, procedures, and equipment to the design and production of various goods and services.
40	<ul style="list-style-type: none"> Fine Arts — Knowledge of the theory and techniques required to compose, produce, and perform works of music, dance, visual arts, drama, and sculpture.
44	<ul style="list-style-type: none"> Administration and Management — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.
41	<ul style="list-style-type: none"> Clerical — Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and other office procedures and terminology.
38	<ul style="list-style-type: none"> Sociology and Anthropology — Knowledge of group behavior and dynamics, societal trends and influences, human migrations, ethnicity, cultures and their history and origins.
30	<ul style="list-style-type: none"> Sales and Marketing — Knowledge of principles and methods for showing, promoting, and selling products or services. This includes marketing strategy and tactics, product demonstration, sales techniques, and sales control systems.
29	<ul style="list-style-type: none"> Physics — Knowledge and prediction of physical principles, laws, their interrelationships, and applications to understanding fluid, material, and atmospheric dynamics, and mechanical, electrical, atomic and sub-atomic structures and processes.
28	<ul style="list-style-type: none"> Personnel and Human Resources — Knowledge of principles and procedures for personnel recruitment, selection, training, compensation and benefits, labor relations and negotiation, and personnel information systems.
26	<ul style="list-style-type: none"> Geography — Knowledge of principles and methods for describing the features of land, sea, and air masses, including their physical characteristics, locations, interrelationships, and distribution of plant, animal, and human life.
25	<ul style="list-style-type: none"> Education and Training — Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
24	<ul style="list-style-type: none"> Customer and Personal Service — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.

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Skills Save Table (XL/5/CSV)	
All 35 displayed (18 Important)	
Importance	Skill
75	<ul style="list-style-type: none"> Programming — Writing computer programs for various purposes.
69	<ul style="list-style-type: none"> Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
66	<ul style="list-style-type: none"> Complex Problem Solving — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
66	<ul style="list-style-type: none"> Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
66	<ul style="list-style-type: none"> Reading Comprehension — Understanding written sentences and paragraphs in work related documents.
63	<ul style="list-style-type: none"> Active Learning — Understanding the implications of new information for both current and future problem-solving and decision-making.
63	<ul style="list-style-type: none"> Judgment and Decision Making — Considering the relative costs and benefits of potential actions to choose the most appropriate one.
63	<ul style="list-style-type: none"> Time Management — Managing one's own time and the time of others.
60	<ul style="list-style-type: none"> Coordination — Adjusting actions in relation to others' actions.
60	<ul style="list-style-type: none"> Speaking — Talking to others to convey information effectively.
60	<ul style="list-style-type: none"> Systems Analysis — Determining how a system should work and how changes in conditions, operations, and the environment will affect outcomes.
56	<ul style="list-style-type: none"> Monitoring — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.
56	<ul style="list-style-type: none"> Systems Evaluation — Identifying measures or indicators of system performance and the actions needed to improve or correct performance, relative to the goals of the system.
56	<ul style="list-style-type: none"> Writing — Communicating effectively in writing as appropriate for the needs of the audience.
53	<ul style="list-style-type: none"> Persuasion — Persuading others to change their minds or behavior.
53	<ul style="list-style-type: none"> Social Perceptiveness — Being aware of others' reactions and understanding why they react as they do.
50	<ul style="list-style-type: none"> Learning Strategies — Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
50	<ul style="list-style-type: none"> Operations Analysis — Analyzing needs and product requirements to create a design.
47	<ul style="list-style-type: none"> Instructing — Teaching others how to do something.
47	<ul style="list-style-type: none"> Management of Personnel Resources — Motivating, developing, and directing people as they work, identifying the best people for the job.
47	<ul style="list-style-type: none"> Negotiation — Bringing others together and trying to reconcile differences.
47	<ul style="list-style-type: none"> Technology Design — Generating or adapting equipment and technology to serve user needs.
41	<ul style="list-style-type: none"> Mathematics — Using mathematics to solve problems.

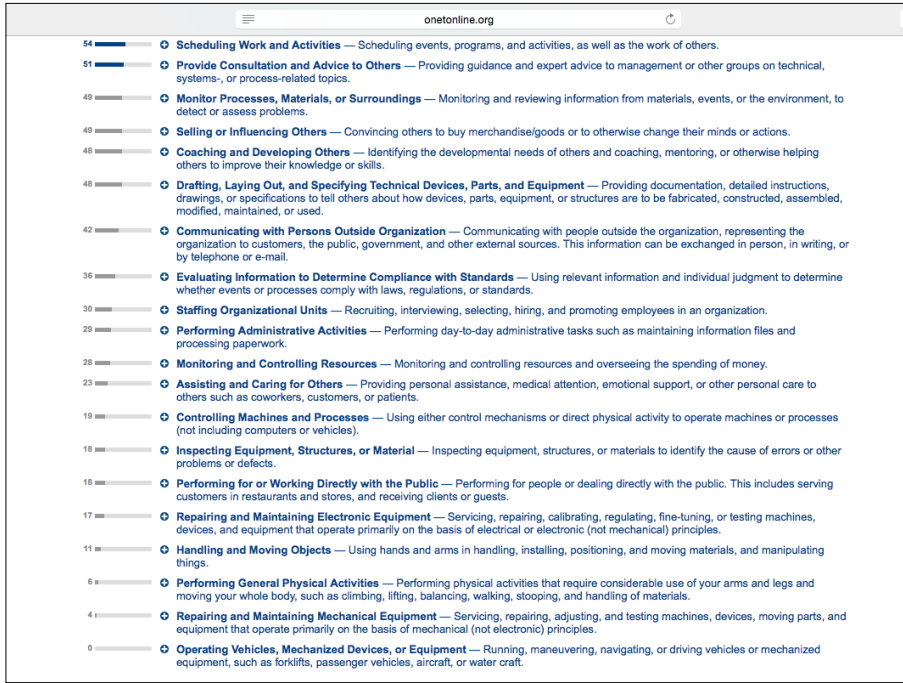
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Abilities Save Table (XL/5/CSV)	
All 52 displayed (18 Important)	
Importance	Ability
75	<ul style="list-style-type: none"> Originality — The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.
72	<ul style="list-style-type: none"> Fluency of Ideas — The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).
72	<ul style="list-style-type: none"> Near Vision — The ability to see details at close range (within a few feet of the observer).
69	<ul style="list-style-type: none"> Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.
69	<ul style="list-style-type: none"> Oral Expression — The ability to communicate information and ideas in speaking so others will understand.
69	<ul style="list-style-type: none"> Problem Sensitivity — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.
69	<ul style="list-style-type: none"> Written Comprehension — The ability to read and understand information and ideas presented in writing.
66	<ul style="list-style-type: none"> Deductive Reasoning — The ability to apply general rules to specific problems to produce answers that make sense.
63	<ul style="list-style-type: none"> Inductive Reasoning — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
63	<ul style="list-style-type: none"> Information Ordering — The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).
63	<ul style="list-style-type: none"> Selective Attention — The ability to concentrate on a task over a period of time without being distracted.
63	<ul style="list-style-type: none"> Written Expression — The ability to communicate information and ideas in writing so others will understand.
60	<ul style="list-style-type: none"> Visualization — The ability to imagine how something will look after it is moved around or when its parts are moved or rearranged.
56	<ul style="list-style-type: none"> Speech Recognition — The ability to identify and understand the speech of another person.
53	<ul style="list-style-type: none"> Speech Clarity — The ability to speak clearly so others can understand you.
50	<ul style="list-style-type: none"> Category Flexibility — The ability to generate or use different sets of rules for combining or grouping things in different ways.
50	<ul style="list-style-type: none"> Finger Dexterity — The ability to make precisely coordinated movements of the fingers of one or both hands to grasp, manipulate, or assemble very small objects.
50	<ul style="list-style-type: none"> Visual Color Discrimination — The ability to match or detect differences between colors, including shades of color and brightness.
47	<ul style="list-style-type: none"> Flexibility of Closure — The ability to identify or detect a known pattern (a figure, object, word, or sound) that is hidden in other distracting material.
47	<ul style="list-style-type: none"> Perceptual Speed — The ability to quickly and accurately compare similarities and differences among sets of letters, numbers, objects, pictures, or patterns. The things to be compared may be presented at the same time or one after the other. This ability also includes comparing a presented object with a remembered object.
47	<ul style="list-style-type: none"> Time Sharing — The ability to shift back and forth between two or more activities or sources of information (such as speech, sounds, touch, or other sources).
44	<ul style="list-style-type: none"> Far Vision — The ability to see details at a distance.

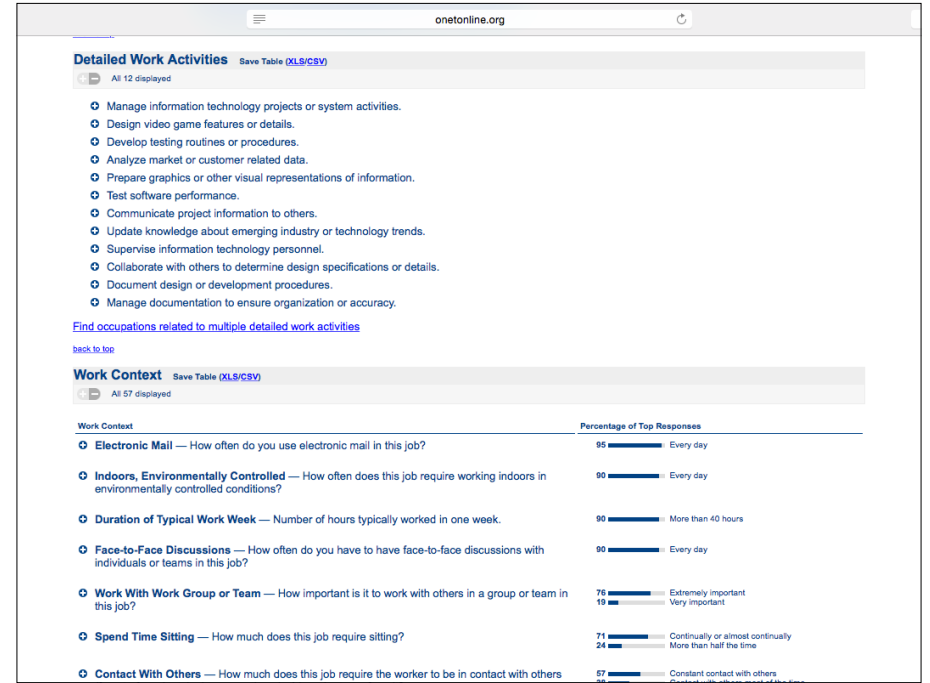
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Work Activities Save Table (XL/5/CSV)	
All 41 displayed (23 Important)	
Importance	Work Activity
99	<ul style="list-style-type: none"> Interacting With Computers — Using computers and computer systems (including hardware and software) to program, write software, set up functions, enter data, or process information.
90	<ul style="list-style-type: none"> Thinking Creatively — Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.
86	<ul style="list-style-type: none"> Making Decisions and Solving Problems — Analyzing information and evaluating results to choose the best solution and solve problems.
84	<ul style="list-style-type: none"> Communicating with Supervisors, Peers, or Subordinates — Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.
80	<ul style="list-style-type: none"> Getting Information — Observing, receiving, and otherwise obtaining information from all relevant sources.
77	<ul style="list-style-type: none"> Establishing and Maintaining Interpersonal Relationships — Developing constructive and cooperative working relationships with others, and maintaining them over time.
75	<ul style="list-style-type: none"> Documenting/Recording Information — Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.
73	<ul style="list-style-type: none"> Organizing, Planning, and Prioritizing Work — Developing specific goals and plans to prioritize, organize, and accomplish your work.
73	<ul style="list-style-type: none"> Updating and Using Relevant Knowledge — Keeping up-to-date technically and applying new knowledge to your job.
70	<ul style="list-style-type: none"> Identifying Objects, Actions, and Events — Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.
66	<ul style="list-style-type: none"> Analyzing Data or Information — Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts.
67	<ul style="list-style-type: none"> Coordinating the Work and Activities of Others — Getting members of a group to work together to accomplish tasks.
67	<ul style="list-style-type: none"> Processing Information — Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.
64	<ul style="list-style-type: none"> Developing and Building Teams — Encouraging and building mutual trust, respect, and cooperation among team members.
64	<ul style="list-style-type: none"> Interpreting the Meaning of Information for Others — Translating or explaining what information means and how it can be used.
62	<ul style="list-style-type: none"> Developing Objectives and Strategies — Establishing long-range objectives and specifying the strategies and actions to achieve them.
61	<ul style="list-style-type: none"> Guiding, Directing, and Motivating Subordinates — Providing guidance and direction to subordinates, including setting performance standards and monitoring performance.
58	<ul style="list-style-type: none"> Judging the Qualities of Things, Services, or People — Assessing the value, importance, or quality of things or people.
56	<ul style="list-style-type: none"> Resolving Conflicts and Negotiating with Others — Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others.
56	<ul style="list-style-type: none"> Training and Teaching Others — Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others.
56	<ul style="list-style-type: none"> Estimating the Quantifiable Characteristics of Products, Events, or Information — Estimating sizes, distances, and quantities; or determining time, costs, resources, or materials needed to perform a work activity.

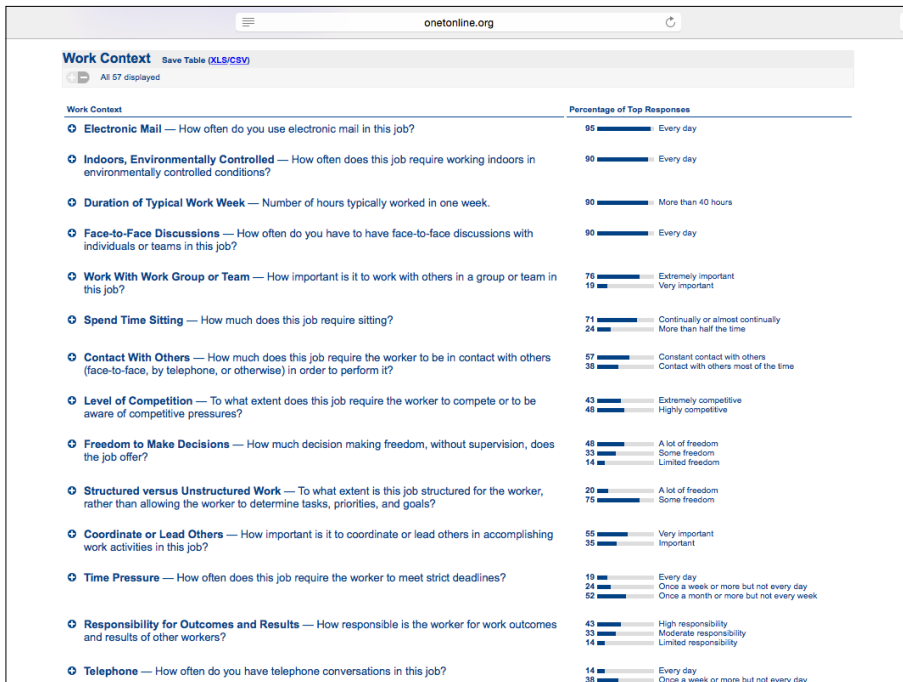
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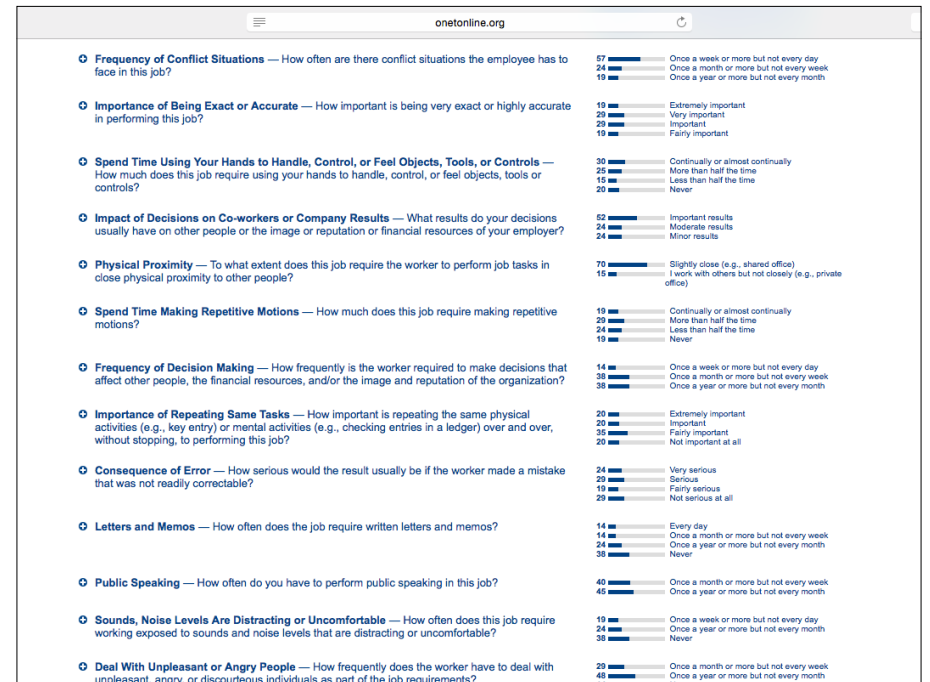
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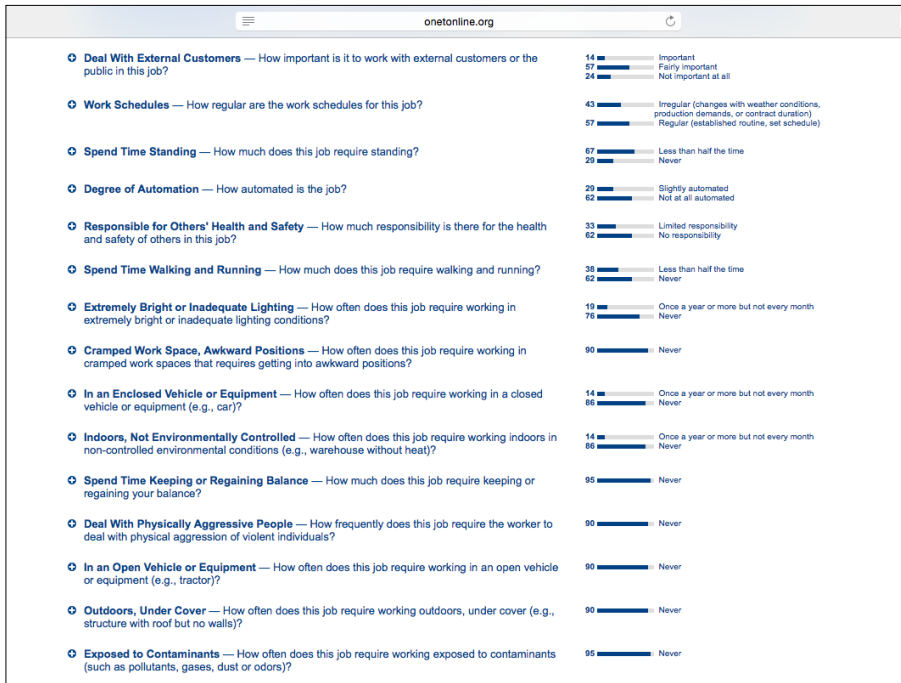
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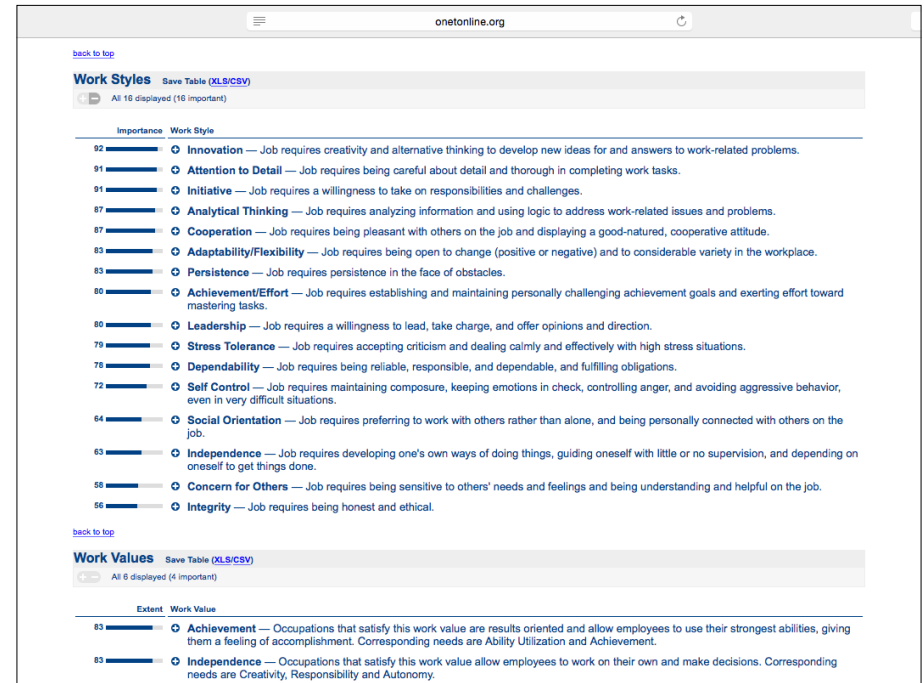
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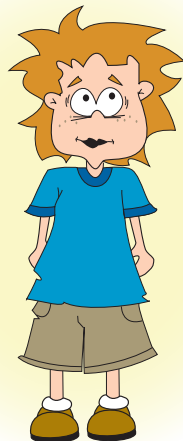
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105



106



*Still think
social skills are
unimportant?*

107

Emotional Intelligence is a necessity
if one is to be an effective team player

108

It is imperative to develop EQ

- ❖ Intervention must stress
Personal and Social
competence



109

No matter what job you have,
social skills will be required.

I hope I provided you with a technique to help
motivate your unmotivated students.

110

Thank you for attending.

111