



ETHICAL AND PROFESSIONAL CODE OF CONDUCT FOR TRANSFORMATIONAL GAME PRACTITIONERS

Approved by the IATGP Board of Directors
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Introduction

The International Association of Transformational Game Practitioners (IATGP) is committed to maintaining high professional and ethical standards in the field of transformational game facilitation.

This Ethical and Professional Code of Conduct is approved by the IATGP Board of Directors and is mandatory for all members of the Association. It serves as the foundation for ensuring safe, conscious, and respectful interaction with participants, colleagues, and the professional community.

All members of the Association are required to comply with the Bylaws, Internal Regulations, and this Code.

1. Professional Activity

1.1. What Is Transformational Game Practice

Transformational Game Practice is the professional use of games and game-based methods to address objectives in the fields of education, psychology, coaching, business, personal development, and team growth.

It includes the use of transformational, educational, coaching, and strategic games to engage participants, increase motivation, simplify complex processes, and achieve specific goals—both individual and organizational.

Transformational Game Practice creates an interactive and safe environment where participants can explore themselves, develop skills, find solutions, and experience transformation without the fear of making mistakes.

1.2. Application of Transformational Game Practice

Transformational Game Practice is applied in various fields:

- **Education and development** — to enhance engagement, retention, formation of new skills, and intrinsic motivation.
- **Business and organizations** — for teamwork, identifying leadership qualities, solving strategic tasks, and strengthening corporate culture.
- **Self-exploration** — for gaining awareness, working through internal conflicts, and personal growth.

1.3. Key Characteristics of Transformational Game Practice

- **Purposefulness** — each game addresses a specific request, task, or process.
- **Interactivity and engagement** — the participant becomes an active explorer rather than a passive listener.
- **Motivation** — game elements (challenges, choice, reflection) support intrinsic involvement.
- **Safety** — a space is created where one can try, make mistakes, search, and grow without fear of judgment.
- **Metaphoricity** — game mechanics and imagery help work gently through processes using

symbols and associations.

- **Resource orientation** — when working with complex topics, the focus is on accessing internal resources and new points of support.
- **Transformation and integration** — shifting one's perspective, discovering new choices and behaviors that can be integrated into life.
- **Flexibility of formats** — games can be individual or group-based, offline or online, short or long.

1.4. Mission and Values of the Profession

The mission of transformational game practice is to support conscious personal and team development through game-based formats that enable internal and external transformation.

Core values of the profession:

- **Freedom of choice** — the client chooses their own path and decisions.
- **Ecological approach** — a caring and respectful attitude toward the person and their inner world.
- **Honesty and transparency** — in relationships, communication, and outcomes.
- **Professionalism** — working within one's competencies and ethical standards.
- **Development** — commitment to personal and professional growth.

1.5. Purpose of the Ethical and Professional Code of Conduct

- Establishes standards of professional behavior and ethics.
- Ensures guidelines for interaction with clients, colleagues, and the Association.
- Protects both the client and the practitioner from unethical practices.
- Used in the processes of certification, supervision, and the review of ethical matters.
- Is a mandatory document for all members of the Association.
- May be updated in accordance with the development of the profession and feedback from the community.

2. Professional Identity

2.1. Who Is a Transformational Game Practitioner

A Transformational Game Practitioner is a professional trained in game-based methods and applied transformational practices. They organize and conduct author-designed or certified game-based processes aimed at the development of individuals, teams, or organizations.

A practitioner works with existing game methodologies or develops their own, applying them with consideration for the goals, needs, and specific requests of participants. They are skilled in creating a game environment, managing group dynamics and the emotional climate, and fostering conditions for inner growth, learning, and insight.

A practitioner may also be referred to as a: **game master, transformational game facilitator, or game leader.**

2.2. Responsibilities and Tasks of the Practitioner

- Analyze the client's or team's request and objectives before starting the game process.
- Select an appropriate game format and tools to achieve the stated goals.
- Facilitate the game according to its rules, author's structure, logic, and stages.
- Ensure the participants' psycho-emotional safety, engagement, and interaction.
- Support the process of reflection, meaning-making, and integration of the experience.
- Work within ethical norms, professional boundaries, and agreed-upon expectations.
- Demonstrate cultural competence and sensitivity, respecting cultural, ethnic, gender, religious, and socio-economic diversity. This includes awareness of personal cultural biases and an effort to understand the client's unique cultural context to ensure respectful and effective practice.

2.3. Boundaries of Competence

A practitioner is not a licensed therapist, psychiatrist, or medical professional. They do not provide medical diagnoses, conduct psychotherapy, or replace professional help in crisis situations unless they hold the respective education and license.

A practitioner works within a developmental and educational context. They do not perform psychotherapy, treatment, medical diagnosis, or clinical counseling without the appropriate license and authority. When necessary, the practitioner responsibly refers the client to a qualified specialist.

Transformational Game Practice may be integrated with coaching, facilitation, and training, enhancing them through game formats, but it does not replace these professions.

3. Core Principles of Professional Ethics

Ethical principles form the foundation of a practitioner's mature professional stance. They define the boundaries of respectful and conscious interaction with clients, colleagues, the Association, and society. All interactions are based on partnership and collaboration.

3.1. Respect for Human Dignity and Freedom of Choice

The practitioner acknowledges the client's autonomy, does not impose decisions, and does not use game practices as a form of pressure. The focus is always on the client's conscious choice and internal process.

3.2. Confidentiality

The practitioner keeps confidential all information obtained during the work process. Disclosure is possible only with the client's written consent or when required by law. All laws governing personal data protection must be observed (in Canada — **PIPEDA: The Personal Information Protection and Electronic Documents Act**).

3.3. Voluntariness and Safety

Participation in a game must be entirely voluntary. The practitioner monitors the emotional state of participants and respects their right to stop participating at any time. The practitioner actively creates an environment in which participants feel psychologically safe and are able to express their thoughts and emotions without fear of judgment, helping to cultivate a trusting and supportive space.

3.4. Honesty and Transparency

The practitioner does not make knowingly false promises, exaggerate the effects of the game, or create the illusion of quick or guaranteed results. They clearly explain the format, limitations, and scope of their work.

3.5. Ecological Approach to Game-Based Impact

Methods used in the game must be safe, proven, and mastered by the practitioner. The impact must be gentle, respectful of participants' boundaries, and aligned with their pace.

3.6. Responsibility Toward Clients, Colleagues, and the Profession

The practitioner bears personal responsibility for the safety of the process, the atmosphere of interaction, and the quality of their work. They strive for awareness and intentionality in every action.

3.7. Personal and Professional Development

Continuous learning, participation in supervision and intervision, and seeking feedback are integral parts of the profession. The practitioner understands that development is a journey, not a destination.

3.8. Respect and Ethical Interaction with Colleagues

The practitioner interacts with other professionals on the basis of respect, integrity, and professional ethics.

The following actions are inconsistent with professional ethics:

- Discrediting or spreading knowingly false or negative information intended to harm the reputation of other practitioners.
- Using copyrighted materials, methods, or programs without the rights holder's permission or without citing the original source.
- Misrepresentation of authorship, appropriation of others' work, copying products or formats without the author's consent.
- Disclosing confidential information obtained through professional interaction with colleagues.
- Public humiliation, insults, or derogatory statements directed at colleagues.

Principles of professional interaction:

- The practitioner strives to build relationships with colleagues based on mutual respect, open knowledge exchange, and respect for intellectual property.

Interaction with colleagues includes:

- Maintaining constructive and supportive communication.
- Respecting each practitioner's right to their own methods, styles, and approaches.
- Collaborating and sharing experience with proper attribution of authorship.
- Acknowledging colleagues' contributions to the development of the professional field.
- Creating an atmosphere of trust and partnership within the professional community.

3.9. Professional Responsibility to the Association

A practitioner who is a member of the Association understands that their actions represent not only their personal professional stance, but the entire community of specialists working in the field of transformational game practice.

They commit to:

- Comply with the Association's Bylaws, internal standards, and this Ethical Code — acting in accordance with accepted rules and principles of the profession.
- Uphold and strengthen the reputation of the Association — through words, actions, and public behavior contributing to a positive image of the Association.
- Inform authorized bodies of the Association about serious violations — when such actions undermine fundamental values, principles, or the safety of community members.
- Contribute to the development and maintenance of the professional field — by participating in educational, research, methodological, and outreach initiatives.
- Participate voluntarily in Association projects and events — supporting the implementation of joint programs.
- Follow principles of professional self-development — enhancing qualifications, expanding competencies, and deepening knowledge necessary for quality service delivery.
- Bear responsibility for accurate and ethical dissemination of information about the Association — providing truthful information and avoiding distortions that could harm the community's interests.

4. Interaction with the Client

Interaction with the client is the foundation of a transformational game practitioner's professional activity and requires maturity, responsibility, and a strong internal ethical position.

The practitioner does not act as an expert who claims superior knowledge; rather, they serve as a facilitator who respectfully accompanies the client's individual process.

4.1. Voluntariness and Informed Consent

Game work begins only after the client:

- understands the purpose and format of the upcoming interaction,
- consciously agrees to participate,
- is aware of their rights and limitations.

The practitioner must clearly explain:

- the duration,
- the format,
- the cost,
- any possible risks or limitations of the game process.

Consent may be verbal or written (especially for group or paid sessions).

4.2. Respecting Boundaries and Personal Space

The practitioner takes responsibility to:

- avoid entering topics the client does not perceive as safe or timely,
- refrain from presenting their interpretations, hypotheses, or conclusions as the only correct ones,
- respect the client's physical, emotional, mental, and spiritual boundaries,
- provide direct interpretations, recommendations, or other interventions only at the client's request and within the framework of an agreed-upon interaction contract.

4.3. Emotional Safety and Mature Support

The game space must be:

- emotionally safe,
- free from judgment and pressure,
- supportive and adapted to the client.

In their work, the practitioner:

- does not initiate deep emotional processing without clear necessity,
- does not provoke crisis states without readiness and the ability to provide appropriate professional support,
- respects the client's right to stop participating at any moment,
- monitors the participant's condition and pauses the process if needed,
- acknowledges their professional limits and, when necessary, refers the client to specialists from other fields (psychologists, psychotherapists, medical professionals, etc.).

4.4. Conflict of Interest

The practitioner must avoid dual roles and situations in which personal benefit may influence the neutrality or quality of their work.

This includes:

- emotional or financial dependency,
- family or intimate relationships with a client,
- using client information for personal gain.

If a conflict of interest cannot be eliminated, it is better to refuse the interaction.

4.5. Financial Transparency and Respecting Agreements

- Payment terms, refunds, and cancellations must be clear from the start.
- Changes to the agreement are allowed only with mutual consent.
- The practitioner must fulfill their commitments and respect the client's obligations.
- The practitioner is responsible for accurate financial reporting.
- Financial interaction is viewed as part of an adult and equal contract, where clarity and transparency demonstrate professionalism and respect.

4.6. Completion and Post-Game Support

The practitioner discusses the format of completion in advance and does not leave the client "in an open process." If needed, they provide support during the integration period.

After the game, the practitioner may:

- offer time for feedback or reflection,
 - provide recommendations for self-integration,
 - refer the client to another specialist (psychologist, coach, therapist, etc.),
 - ethically and voluntarily offer the client to continue working in other formats—individual sessions, coaching, mentorship, training programs, and so on.
- Continuing the work is always based on the client's conscious choice, free from pressure or manipulation.

5. Working with Game Methodologies

A game methodology is a tool that requires respect, precision, and a professional approach. The practitioner is responsible not only for what they conduct but also for *how* they conduct it.

5.1. Types of Games and Approaches

Practitioners may work with various formats, including:

- transformational games aimed at insight and inner work,
- psychological games involving metaphors, projection, and self-exploration,
- coaching and facilitation games oriented toward goals, resources, and choices,
- business games for teamwork, leadership, and strategic tasks,
- authorial or licensed games requiring adherence to methodology and intellectual property rights.

The practitioner independently determines which formats are appropriate, based on competence, client requests, and ethical principles.

5.2. Preparing the Client for the Game

The practitioner must:

- explain the format, purpose, and rules of the game,
- outline possible emotional or psychological effects,
- clarify contraindications (e.g., acute emotional distress),
- ensure the client agrees and is ready to participate.

5.3. Ethical Facilitation of the Process

- The game process must follow the original logic of the methodology without unauthorized changes that distort the structure.
- The practitioner must ensure:
 - o adherence to stages and rules,
 - o respectful handling of group dynamics,
 - o time management and depth moderation,
 - o psychological safety for all participants.

5.4. Copyright and Respect for Authors

A game may be used only if:

- it is publicly accessible with permission for facilitation,
- the practitioner has completed training or certification with the author or licensing center,
- written or documented permission for facilitation has been obtained.

The practitioner must not:

- copy games by changing names or design without the author's consent,
- conduct training or certification on someone else's methodology without licensing rights,
- distribute restricted materials (instructions, cards, mechanics) without permission.

When using others' methodologies, the practitioner must:

- acknowledge the author and source,
- respect the original structure and concept,
- support open professional exchange.

6. Communication, Promotion, and Social Media

A modern practitioner often works publicly, promotes services, and creates content. Ethical behavior in public spaces is as essential as in the game room.

6.1. Transparency of Claims and Promises

The practitioner must:

- clearly explain the nature and goals of their work,
- avoid creating the illusion of guaranteed results (e.g., “guaranteed transformation,” “100% breakthrough,” “healing in one game”),
- avoid misleading statements or unrealistic expectations,
- ensure ethical promotion and take responsibility for all marketing materials.

6.2. Ethical Marketing and Promotion

Marketing content must be:

- honest, respectful, and non-coercive,
- based on values, not fear or inadequacy,
- free from belittling other specialists, methods, or audiences.

Allowed:

- sharing personal cases and results (with client consent),
- publishing testimonials while maintaining confidentiality,
- expressing expert opinions without claiming absolute authority.

6.3. Creating Informational Products and Content

All materials (posts, courses, games, books) must:

- include sources and attribution for quotes and concepts,
- use permissions, licenses, or proper referencing when borrowing materials,
- avoid copying others’ style, mechanics, or product design and presenting them as original,
- respect intellectual property of colleagues.

6.4. Communication with the Audience

The practitioner:

- communicates respectfully with subscribers, clients, and participants,
- avoids toxicity, aggression, shaming, or manipulation in posts, comments, and live broadcasts,
- responds to criticism professionally, avoiding conflict escalation,
- may decline to comment, block a user, or refer the issue to the Association instead of involving the audience,
- avoids statements that may discredit colleagues or the profession.

6.5. Professional Positioning

Public activities influence the reputation of the entire profession.

A practitioner in public spaces:

- maintains a consistent professional identity (does not use unearned titles such as “psychotherapist” or “clinical specialist”),
- speaks respectfully about the profession, without diminishing it for sales,
- builds trust in the profession and the Association,
- presents an image of competence, ethics, and responsibility.

6.6. Refunds, Cancellations, and Force Majeure

- Refund and cancellation policies must be documented.
- If an event or game is canceled by the practitioner, the client receives a refund or an equivalent alternative.

6.7. Ethical Development of Authorial Games and Training Others

Practitioners who create their own games may teach them, certify others, and build a professional community. This is permissible if:

- training aligns with the Association's Ethical Code,
- participants receive clear understanding of the game's logic, boundaries, and goals,
- the author remains responsible for the quality of methodological transmission,
- freedom of participants is respected without pressure or imposed obligations.

7. Professional Sustainability and Development

The practitioner maintains clarity and emotional resilience, avoids working in burnout, and does not form emotional dependency with clients.

They commit to regular training, supervision, and peer review.

Feedback, challenges, and complex cases are viewed as natural professional elements and opportunities for improving practice.

Ongoing professional development includes:

- continuous training,
- monitoring changes in laws related to professional practice,
- tracking evolving standards,
- participating in professional discussions.

This ensures a high level of ethical competence and informed decision-making.

8. Implementation and Accountability

The Code is mandatory for all Association members.

Complaints and potential violations are reviewed by the Ethics Committee or the Initiative Council.

Possible measures include:

- a warning,
- suspension of activities,
- expulsion from the Association.

Members have the right to defense, clarification, and appeal.

The Association ensures impartial and fair consideration of all ethical matters.

9. Confirmation of Agreement

Each member of the Association acknowledges and accepts this Code, agrees to follow it in their professional activities, and understands that violations may lead to consequences outlined in Section 8.

Implementation mechanisms include:

IATGP Ethical and professional code of conduct for transformational game practitioners

- acceptance of the Code upon joining the Association or publicly identifying as a practitioner,
- regular dissemination of the Code through training, supervision, and professional groups,
- the ability to submit anonymous or open complaints to the Initiative Council or Ethics Committee,
- professional support through supervision, including analysis of ethical cases,
- regular review and updates of the Code based on the development of the profession and community feedback.