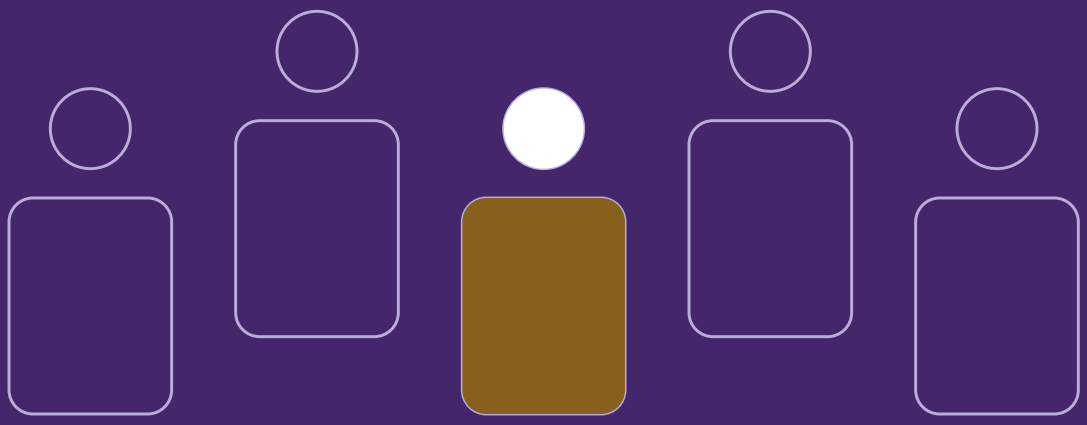
THE PURPLE TEAM

TRAINER GUIDE

FACILITATOR GUIDE / SIX-BOOK SERIES

TURN LEARNING INTO ACTION

A facilitator guide for the six-book Purple Team collection: discussion, practice, feedback, and follow-through.



DAVID CHAO

President & CEO, COI Rubber

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FACILITATOR GUIDE

Teach a skill people can use.

Use this guide to run six 60-minute sessions, one for each book. Participants should read the assigned material before the session when possible. If they have not read it, reduce the discussion scope and teach one useful skill well.

Prepare the room

Bring the relevant book, printed worksheets, pens, a calculator, and a timer. Use fictional examples and approved public company materials. Do not request personal financial documents or confidential customer drawings for classroom exercises. A participant may complete a private worksheet later.

Use a repeatable 60-minute structure

Spend 10 minutes reviewing the concept, 15 minutes discussing an example, 20 minutes practicing, 10 minutes giving feedback, and 5 minutes recording a next action. Adjust the pace for the group while preserving time for actual practice.

Set clear boundaries

The books teach concepts and working habits. They do not replace current company policies, account decisions, compensation agreements, technical approval, or professional financial advice. A facilitator should identify a question that needs an expert and assign a follow-up owner rather than improvise an answer.

Keep participation useful

Let people ask questions, decline to share private information, and choose whether a proposed role fits. Financial literacy is not a product-sales appointment. Recruiting practice is not a requirement to invite friends. Assess the work performed in the exercise, not a person's enthusiasm or financial situation.

Publication note

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THE SIX-SESSION ROUTE

One practical output per meeting

Session / book	Main skill	Evidence the learner produces
1 / Sell With Purpose	Clarify a customer need.	Discovery note and an appropriate next step.
2 / Build a Business That Works	Define a repeatable handoff.	Task owner, required input, and completion standard.
3 / Build a Life You Believe In	Choose a sustainable commitment.	A weekly plan that fits stated priorities.
4 / Money With Purpose	Explain a cash-flow decision.	Correct calculation and questions still needing answers.
5 / The Component Opportunity	Separate market size from opportunity economics.	A labeled scenario and a verification plan.
6 / Build the Team. Carry the Mission.	Invite, teach, and coach responsibly.	A recruiting role-play and a 90-day plan.

A workable rollout

Run one session per week, with a small practice task between sessions. A manager can combine sessions for a workshop, but should preserve time for rehearsal and feedback. Do not treat attendance alone as readiness for unsupervised work.

Evidence before expansion

After each session, record the skill demonstrated, one improvement, and the next review date. Use the rubric on page 11. Before a learner takes on an actual customer or coaching task, confirm the applicable authorization and support.

Keep a useful record

The facilitator's record should contain learning progress and assigned actions. Store real customer work in approved company systems. Keep personal financial worksheets with the learner.

SESSION 1 / SALES

Understand the need before proposing a solution.

Read: Book 1, especially discovery, RFQ preparation, and the RFQ-handoff worksheet. Outcome: the learner can summarize a requirement without inventing a technical answer.

0-10 minutes / Explain

Ask what makes an industrial conversation useful. Establish that the seller gathers accurate requirements, understands the decision process, and brings technical or pricing questions to the authorized team.

10-25 minutes / Discuss the fictional case

A buyer says: "We need a better source for a rubber part. The current part fails too often, and our next shipment is urgent." The buyer has not supplied a drawing, material specification, annual volume, or failure description.

Ask which facts are missing and which promises would be premature. Do not let the discussion turn into selecting a compound from memory. The problem must be understood before a technical response is possible.

25-45 minutes / Practice in groups of three

Assign buyer, seller, and observer roles. The seller asks discovery questions for five minutes, writes a short note, and proposes a next step. Rotate roles if time allows. The buyer should reveal only the information the seller asks about.

45-55 minutes / Review

A strong note identifies the application, failure concern, available specification, relevant quantities, timing, decision process, and unknowns. It records the next action and owner. It does not promise a price, material suitability, or delivery date without authorization.

55-60 minutes / Commit

Each learner names one question they missed and schedules another practice attempt. For actual work, confirm what the learner is authorized to do before contacting a customer.

Facilitator prompt: "What would the next person on our team need to know to evaluate this request?"

SESSION 2 / BUSINESS SYSTEMS

Make the handoff repeatable.

Read: Book 2, focusing on ownership, repeatable work, and review. Outcome: the learner can define a small process that another person can follow.

0-10 minutes / Explain

A process needs a trigger, required information, an owner, an expected output, and a way to handle exceptions. Ask the group to choose a routine activity that currently relies too much on memory.

10-25 minutes / Discuss the fictional case

Three representatives send RFQ information in different formats. Some use email, some use a chat, and one mentions the details verbally. The estimating team repeatedly asks for quantities and drawing revisions. Nobody knows which request is complete.

Discuss the cost of the confusion in time and rework. Keep the conversation focused on a specific handoff rather than building an elaborate system for every possible case.

25-45 minutes / Build a one-page process

Pairs define the trigger, required fields, approved record location, receiving owner, completion check, and exception path. Include how missing information is marked and who obtains it. State how a request is acknowledged and how a stalled request is reviewed.

45-55 minutes / Test the process

Give another pair an incomplete fictional request. Can they identify what is missing and what happens next without asking the process designer? Revise unclear instructions. Avoid assigning authority the receiving role does not have.

55-60 minutes / Commit

Choose one authorized process improvement to discuss with the responsible manager. Assign an owner and review date. A classroom proposal should not silently replace the company's current process.

Facilitator prompt: "How will we know this task is complete, and who acts when it is not?"

SESSION 3 / PURPOSE & MOTIVATION

Make ambition fit an actual week.

Read: Book 3, focusing on purpose, habits, boundaries, and reflection. Outcome: the learner connects a personal goal to a practical, sustainable action.

0-10 minutes / Explain

Invite the group to distinguish an outcome they want from an action they can control. People may keep the personal reason private. The classroom task is to build a workable plan, not disclose family or financial circumstances.

10-25 minutes / Discuss the fictional case

Riley wants to become effective in business development and promises fifteen hours a week. After considering work, travel, family care, and rest, only five reliable hours remain. Riley worries that reducing the promise will look uncommitted.

Discuss how an accurate commitment supports reliability. Ask what useful work can fit in five hours and what needs to be postponed or supported by someone else.

25-45 minutes / Build the week

Learners choose one skill, reserve actual time blocks, identify likely interruptions, and define a smaller fallback plan. They name a support person and a review date. The schedule should include preparation and records, not just visible conversations.

45-55 minutes / Review

A partner checks whether the plan fits the stated capacity and whether the action is measurable. Ask how the learner will respond to a disrupted week without abandoning the whole plan or making an unrealistic promise.

55-60 minutes / Commit

Each learner records the first scheduled action and one boundary that makes the plan sustainable. Review the action at the next session without turning the result into a judgment of the person's character.

Facilitator prompt: "What useful action will still make sense when this week becomes busy?"

SESSION 4 / FINANCIAL LITERACY

Separate a deposit from spendable money.

Read: Book 4, especially cash flow, uneven income, and the Jordan case on page 16. Outcome: the learner can calculate the available amount and identify missing information before a financial decision.

0-10 minutes / Explain

Review the difference between business receipts, expenses, tax allocations, household spending, savings, and personal compensation. State that this is general education. Do not ask participants to disclose actual balances or recommend financial products to one another.

10-25 minutes / Discuss Jordan's case

Jordan receives $5,000. The case includes $800 of business costs, a $1,000 tax reserve advised for this fictional situation, and $2,600 of household allocations. Jordan has an existing $600 emergency reserve and a $900 credit-card balance.

Ask what can be calculated and what cannot be decided from the facts given. The tax reserve is not a recommended percentage. The existing emergency reserve is not new income.

25-45 minutes / Practice

Pairs calculate the unassigned amount and list questions needed before allocating it. Then use the Book 4 cash-flow worksheet with fictional figures. Ask what changes if a $300 essential bill was omitted from the plan.

45-55 minutes / Review

Expected calculation: $5,000 - $800 - $1,000 - $2,600 = $600. With an additional $300 bill, $300 remains. A responsible explanation also asks about future income timing, debt terms, reserve needs, and any proposed product's risks and costs.

55-60 minutes / Commit

The learner chooses one private review action, such as locating a fee schedule or making a bill calendar. The facilitator records only the chosen action, not financial details.

Facilitator prompt: "Which part is arithmetic, and which part requires more information or professional judgment?"

SESSION 5 / INDUSTRY OPPORTUNITY

Use the dollars correctly.

Read: Book 5, pages 5-10 and 23-28, plus one industry profile. Outcome: the learner distinguishes a reported industry figure from an invented account scenario and personal earnings.

0-10 minutes / Explain

Reported 2024 U.S. plastics and rubber product shipments total $287.895 billion. That is industry context, not COI revenue or the amount available to a representative. Buyer-industry totals on page 8 are their full output, not rubber-and-plastics purchasing budgets. Source: Book 5 [M1].

10-25 minutes / Discuss an account scenario

Assume four relevant parts, 25,000 annual units per part, a $2 unit price, and a 50% awarded share. Every input is invented. Calculate the annual revenue scenario. Then change the awarded share to 25% and annual volume to 20,000 units per part.

25-45 minutes / Practice

Pairs select one profile, identify three discovery questions, and write the evidence needed to replace the invented inputs. Ask who confirms technical fit, price, award share, and collection terms. Have the pair explain the result without using it as an earnings promise.

45-55 minutes / Review

Original scenario: 4 x 25,000 x $2 x 50% = $100,000. Revised scenario: 4 x 20,000 x $2 x 25% = $40,000. Both are company revenue scenarios before costs and other adjustments; neither establishes profit or personal compensation.

55-60 minutes / Commit

Each learner chooses one industry question to research and one application to discuss with the authorized team. Do not assign a speculative national market share as a sales forecast.

Facilitator prompt: "What must be true for this number to happen, and which of those facts have we actually verified?"

SESSION 6 / TEAM & COMMITMENT

Complete the invitation with support.

Read: Book 6, especially the recruiting cycle, first-week plan, and 90-day scorecard. Outcome: the learner can describe the work honestly and provide a realistic next step.

0-10 minutes / Explain

Review the sequence: identify fit, ask permission, explain the work, review current terms, allow a decision, begin learning, and develop capability. Recruiting is incomplete when a new person has no support owner or practical first step.

10-25 minutes / Discuss the fictional case

A candidate asks: "How much will I earn, and how quickly can I start?" The inviter does not know the current written terms or whether a coach has capacity. The candidate has only a few hours available each week.

Ask what the inviter can accurately explain now and what must be confirmed. A strong answer does not turn uncertainty into an income promise or pressure the candidate to commit immediately.

25-45 minutes / Role-play in groups of three

Assign candidate, inviter, and observer. The inviter explains actual tasks, variable results, support, and the need to review current terms. The candidate asks questions and chooses continue, wait, or decline. The observer checks whether the decision is respected.

45-55 minutes / Review and plan

Use the rubric on page 11. Then draft a 90-day plan with learning, customer work, follow-through, and support. Identify who can authorize actual tasks and who will coach the learner.

55-60 minutes / Commit

Record one action for the next week and a review date. A person may choose further learning or a pause. The exercise does not require them to recruit someone.

Facilitator prompt: "If this person joins, who is responsible for helping them become capable?"

WORKED ANSWERS / QUICK REFERENCE

Check the mathematics and the meaning.

Cash flow

Jordan's available amount after the stated business and tax allocations is $3,200. After $2,600 of household allocations, $600 remains. There is not enough information to prescribe how that $600 should be divided. The existing reserve should not be counted as new income.

Debt illustration in Book 4

Minimums of $90, $30, and $160 total $280. A $400 debt-payment budget leaves $120 extra. Highest-rate allocation: Card A receives $210, Card B $30, Loan C $160. Smallest-balance allocation: Card A receives $90, Card B $150, Loan C $160. Both total $400.

Revenue sensitivity

The original Session 5 example produces $100,000 of annual run-rate revenue. Halving award share alone produces $50,000. Reducing volume by 20% alone produces $80,000. Doing both produces $40,000. This arithmetic does not tell us the likelihood of any scenario.

Gross profit in Book 5

$50,000 revenue minus $37,000 assumed cost of goods sold equals $13,000 gross profit. Gross margin is 26%. At a 10% lower price with the same costs, revenue is $45,000, gross profit $8,000, and gross margin approximately 17.8%. Gross profit falls about 38.5%.

Personal compensation illustration

An invented 2% rate applied to an assumed $150,000 eligible collected-revenue base produces $3,000 before applicable personal expenses and taxes. It is not a COI rate, an offer, or evidence of typical earnings. Actual terms determine the real calculation.

Common explanation errors

Treating a forecast as an order. Treating buyer-industry output as component spend. Treating revenue as profit. Treating company profit as personal income. Treating a recruiting introduction as a customer transaction. Correct the definition before correcting the arithmetic.

FACILITATOR RUBRIC & FOLLOW-THROUGH

Assess a demonstrated skill.

Use this rubric after practice. It is a coaching tool, not a professional credential. A learner still needs the applicable authorization before performing actual work.

Area	Ready for the next supervised task	Needs more practice
Accuracy	Separates known facts from assumptions.	Guesses or overstates a claim.
Understanding	Explains the concept in ordinary language.	Repeats a phrase without its meaning.
Boundaries	Routes technical or terms questions correctly.	Makes an unsupported commitment.
Follow-through	Names an owner, action, and date.	Leaves the next step vague.
Respect	Accepts questions, privacy, and free decisions.	Pressures or dismisses concerns.

Run a useful debrief

Ask the learner to assess the attempt first. Name one behavior that worked, one improvement, and one new practice task. Record the next review date. Repeat the difficult part while the example is still fresh.

Before an actual rollout

Confirm who owns training, current policies, account eligibility, technical escalation, and compensation questions. Make the current documents accessible to the people who need them. Check that mentors have time to support the learners being invited.

Review after 30 days

Ask which skills are being used, which handoffs improved, and which questions remain unresolved. Look at relevant customer work and supported learning, not attendance alone. Update examples when source figures or company processes change.

The books and this guide are ready for printing and internal learning. A training record should not imply a certification, guaranteed outcome, or policy approval that has not occurred.

THE PURPLE TEAM

READ THE IDEA. PRACTICE THE WORK. REVIEW THE RESULT.

Use six focused sessions to turn the Purple Team collection into practical skills. Give people clear examples, room to ask questions, useful feedback, and a next action they can carry out.

THE SIX-BOOK COLLECTION

01 Sell With Purpose

02 Build a Business That Works

03 Build a Life You Believe In

04 Money With Purpose

05 The Component Opportunity

06 Build the Team. Carry the Mission.

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Six 60-minute sessions / Original exercises / Worked answers