

# IVY LEAGUE COLLEGE COACHING

## A business plan to send Tokyo high school students to North American universities for long term career success

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FRONTIERS OF BUSINESS STUDY

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### Summary

The objective of this paper is to conduct and analyze market research in order to develop a business plan to send Japanese and international students living in Japan to universities in North America. Before conducting this research, I hypothesized that such a North American college counseling service could work in Japan. However, in this paper, I wanted to answer two questions: Question 1, would actual Japanese and international parents pay for a service that helps send their children to university in North America, and if so, how much would they be willing to pay? Question 2, what are the actual educational consulting services that Japanese and international families need?

To answer these questions, I conducted in-person market research based off 15 in-depth interviews with a wide range of potential customers and stakeholders including current Japanese and international parents, career consultants, current Japanese high school students, and current parents of Japanese students studying abroad in the United States. In accordance with academic research [1] that confirms the influence of parents' education on their children's educational attainment, I intentionally chose parents who themselves had attained high levels of education, enjoy a high family income, live in comfortable areas of the Tokyo metropolitan area, and work in prestigious careers because I hypothesized that these interviewees would be the most willing to engage in a North American college counseling service based on the cited academic literature linking parental and child educational attainment [1].

In response to Question 1, from the research conducted, I learned that all 14 out of 14 interviewees who were asked – excluding the childless career consultant – would pay for an educational consulting service that helps their families gain admission to North American universities. Moreover, I found that 36% of the cohort would pay between 1,000,000JPY up to 3,000,000JPY for such a service. Simultaneously, I discovered in the interviews that parents in Japan have a high willingness to pay for educational consulting services overall: virtually all of the respondents were involved with cram schools.

In response to Question 2, from the research conducted, I learned what the actual market needs of the families were. I learned from the interviews that the entire application process itself, essay writing, communication differences, and lack of local information were the most intimidating parts of the North American university application process and the largest obstacles to sending their children abroad. These are the areas with which potential customers would need the most assistance.

Therefore, based on the in-depth market research conducted, I devised a service that, together with my Japanese business partner, addresses the concerns raised in the research to help Japanese and international families achieve previously unimaginable North American educational outcomes at prices that actual Japanese and international parents reported being willing to pay.

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## CHAPTER 1. INTRODUCTION

Since deciding to pursue an MBA in Japan, I have been looking at job postings for Tokyo-based positions that I would be interested in pursuing after graduating. These positions at top international financial, technology, and consulting companies targeting MBA graduates all seem to seek candidates with one particular skill in common: Japanese-English bilingual skills. However, for non-Japanese applicants, even with a JLPT N1 certificate, the highest certificate of Japanese language skills on offer, these positions are extremely competitive and hard to obtain. On the other hand, for Japanese applicants, self-determined English ability, TOEIC scores, and lived abroad experience are carefully weighted compared to the competition.

In fact, the majority of these competitive positions at top international companies are targeted at Japanese people who can speak English and have had significant experience studying and/or living abroad. However, with English education in Japan being measured higher only than Cambodia, Tajikistan, and Timor-Leste when ranked among 36 other Asian countries in the Test of English as a Foreign Language (TOEFL) [2], the answer to accessing the upper echelons of career opportunity lies in studying abroad.

Simultaneously, on the topic of education in Japan, the college admissions process to Japanese universities is inherently fraught. The main decision-making factor of the Japanese college admissions process is an entrance exam. In a time when juvenile suicides in Japan are at an all-time high [3], the stressful entrance-exam process that has some students preparing for entrance exams from elementary school in rising numbers [4] by enrolling in cram schools like Kumon and studying every day including weekends throughout high school must not help.

Further, Japan's college brand-name sensitive hiring process and frowning upon career changes puts a tremendous amount of pressure on Japanese high school students to enter a limited number of universities to avoid a future of living in a tiny apartment and enduring a grueling daily commute. With most students vying for entrance to the University of Tokyo, Waseda University, Keio University, or Kyoto University along with a few others to reap the reputational and thus career

benefits that come with degrees from these institutions, the process has become incredibly competitive. Despite Japan's population decline, its university admission rate is only 51%, while it is 71% in South Korea, and 74% in the United States, according to OECD Education at a Glance 2012 [4].

However, in the job-hunting process, Japanese bilingual candidates have an immense advantage over their local competition. At one international investment bank (Morgan Stanley), on a team of 28 people, 13 were Japanese people who studied abroad. Of those 13, only 5 had a background in finance.

Therefore, for Japanese students, an American college degree is a back-door entrance to career success in Japan that obfuscates the incredibly stressful and competitive Japanese entry exam system that limits ambitious high school students to a small handful of Japanese universities.

Thus, it is my hypothesis that a Japanese person with an American college degree from a reputable or even semi-reputable school is able to work in virtually any top international company of their choosing in Japan.

Hence, Ivy League College Coaching seeks to help Tokyo-based high school students, both local and international, gain acceptance to the best universities in America.

We offer a variety of services that help students navigate the American college system's application process from SAT/ACT coaching to personal statement essay revision to a premium full admissions consultation service and more with an eye to what will spark an American or Canadian college admission counselor's interest.

From a menu of educational consulting services ranging from early-high-school mentoring to application-year college admissions consulting to North American culture bootcamp and sommelier services to find just the right book, music, or movie to spark a child's interest in North American culture, this service aims to set students up for study abroad success in America or Canada.

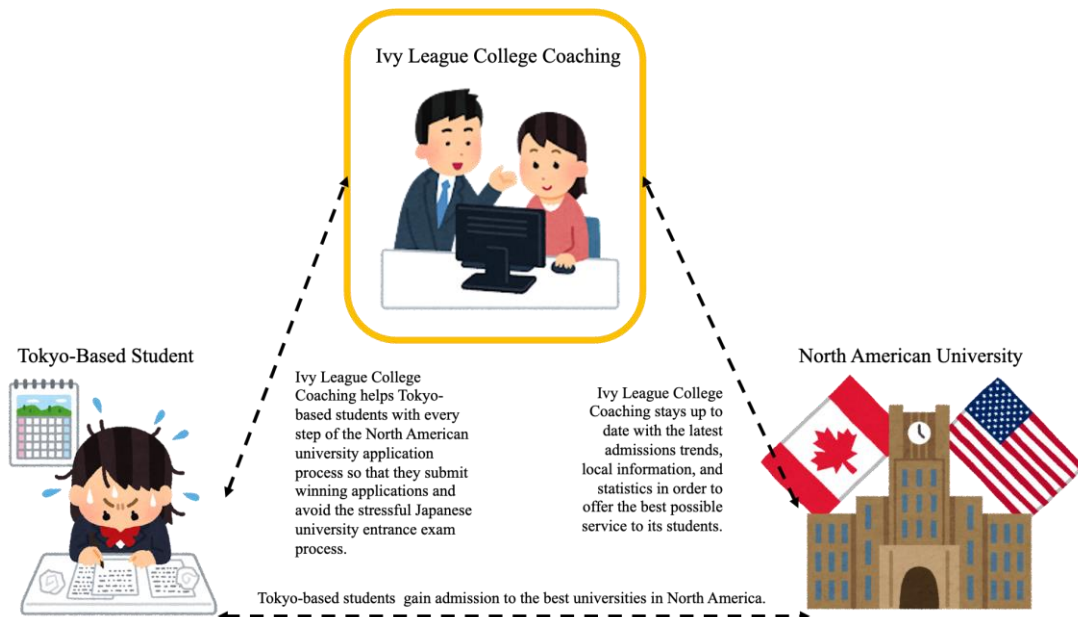
Utilizing my background as an American who despite facing childhood setbacks and going to a large public school in Florida, gained admission and graduated from an Ivy League school, Brown University, and as someone with over 10 years of tutoring experience and 1 year of teaching English as a Second Language in Japan, I will galvanize my experiences to offer the highest quality and most carefully individually tailored educational consulting services as possible to each student.

My partner, Sayama-san, a *kikokushijo* who at age 9 moved to Canada where she stayed until ultimately attending the University of Toronto and then returning to Japan to attend the University of Tokyo, will play an active role in the business, especially in communication with Japanese parents who may prefer to communicate in Japanese. Growing up in Canada and having attended perhaps the most prestigious university in the country, she can also provide more insight to education and life in Canada, which may be more appealing to certain families due to recent news about gun safety issues in the United States.

## CHAPTER 2. COMPANY DESCRIPTION

An illustrative overview of the company can be seen below.

**Figure 1: The company will be focused on bridging the gap between North American Universities and Tokyo- based students**



The business' registered name will be Ivy League College Coaching. The name comes from the American Ivy League, which is an American university sports conference that encompasses the most renowned and highly selective schools in the United States, located in the North East portion of the country. The name is intended in order to be aspirational to encourage customers and families that they can be accepted to Harvard, Yale, or any other Ivy League school by using Ivy League College Coaching.

The address of the business will be my home address in Tokyo for tax purposes. However, I will meet with private students at their homes or cafes convenient to them.

The key people in Ivy League College Coaching will be myself and my partner Sayama-san.

For background, I graduated with Sigma Chi honors in Chemical Engineering from Brown University where I researched the varied applications of bio-chars, which led me to a funded research



project in Thailand, and ultimately to Japan. Here, I am pursuing an MBA at Waseda University. A recipient of the National Merit Scholarship, I scored a 2250 on the SAT while graduating second in my class of 300 from a public magnet school in Florida. Today, I consistently score a perfect 2400 on the SAT. In the years since, I have amassed over 10 years of tutoring experience in topics including the SAT, ACT, math, English, the sciences, history, and more having worked at the renowned Score At The Top educational center in South Florida in 2014, where I tutored students in the SAT and ACT. I also have my 120-hour TEFL certification, which I have been using to teach English as a second language in Japan since 2021.

Sayama-san graduated with high honors in Piano Performance from the University of Toronto. For one year, Sayama-san also studied law at the University of Tokyo, where she was in an American politics and diplomacy seminar (*zemi*). She currently works in operations at a large international investment bank in Tokyo, however, will be contributing to the business after working hours. Born in Japan, Sayama-san moved to Canada at the age of 9 where she lived until the age of 25. She has an EIKEN Grade 1 and TOEIC 975. Sayama-san has over 10 years of teaching experience and various professional customer relations experiences. She is also professionally experienced in Japanese-English translation.

Next, regarding logistics, the business structure will be a Godo Kaisha (GK), which will be a distinct, separate legal entity with its own tax ID number and bank account in its own name. A Godo Kaisha is cheaper and easier to set up than a Kabushiki Kaisha (KK). As opposed to KK's which require a 150,000JPY minimum capital amount, GK's only require 60,000 JPY [5]. Furthermore, KK requires officers and financial statement disclosures, which a GK does not. This is advantageous because it will allow me to focus on the core business of tutoring students rather than on administrative tasks. To start the GK, I will submit a form that includes the company name, business purpose, partners in the company (Sayama-san), initial investment, fiscal year schedule, and incorporation date. Since I do not have a registered *inkan* stamp, I will get the forms notarized at the United States embassy before completing the registration procedure.

The percent ownership will be 70% mine and 30% Sayama-san. I will carry out the majority of the marketing, sales, advertising, and product services. Sayama-san will be responsible for customer communication, some sales, and translation where necessary.

The industry falls into educational services, college counseling, *juku*, and cram schools.

The vision, mission, and value proposition are as follows. In a broken local college admissions system, Ivy League College Coaching seeks to become Tokyo students' gateway to the North American college system, and thus, career success in Japan later on by using its founder's in-depth knowledge of the North American college admissions process and Ivy League experience to ensure that its students stand out from their competition and gain entry to the best North American universities.

## **CHAPTER 3. BUSINESS GOALS**

My big-picture business goal is to transform Ivy League College Coaching into a world-wide international elite university preparatory service. I want to help more talented foreign students access North American education, and since Japan's population is shrinking, in order to grow the business, it will be necessary to go global in the long term. I see my business not only having brick and mortars in Japan and globally (starting with other locations in Asia such as Singapore, Taiwan, and Hong Kong), but also offering online preparatory services to effectively scale. Of course, this vision is at least 10-years out. To reach this point, I have several goals leading up to this vision.

My end-of-year 1 goals are to have 10 students, 3 of which are full admissions clients, 2 of which are pre-admissions consulting clients, 2 of which are essay service students, and 3 of which are SAT/ACT Tutoring clients. I will gain these students by leveraging my current network and student base, word of mouth, direct print advertising at elite Tokyo middle schools and high schools, bilingual YouTube videos, and targeted digital advertising on social media.

I will run this business as a side business in addition to my main job until I can withdraw at least 8M JPY annually from the business, which is not projected to occur in the five-year financial projections carried out later in the thesis.

From year 1 until year 5 my goals are to grow this student base through not only word of mouth, direct mail, and targeted digital marketing but also via proven results from previous students. In year 5 my goal is to have a total of 20 students with the majority being clients of the highest-price full admissions package service. My ideal breakdown here is 8 students as full admissions clients, 4 students as pre-admissions consulting clients, 3 students as a la carte essay clients, and 4 students as SAT/ACT preparation clients.

After year 5, I would like to raise funds via venture capital. The reasons here are to leverage their networks, business acumen and deep resources to tackle business development. More details on why I would like to pursue venture capital rather than a traditional business loan from a bank can be found in the Financial Projections section. With this money, I would like to start a brick-and-mortar

business in Tokyo and hire more tutor-consultants and bilingual customer support employees, which could include former students.

In years 7 and 10, provided solid company growth, I would like to carry out additional funding rounds to raise funds for global brick-and-mortar locations, personnel, and a cutting-edge online platform.

Throughout this 10-year period, the founders' investment in the company is projected to yield 143.8X returns growing from 1,928,135JPY to 957,950,838JPY with details in the Financial Projection section.

Looking beyond this 10-year period, when the mission of the firm is in capable hands, and the founders can retire comfortably with the sale of their shares, the founders will eventually sell their shares of Ivy League College Coaching.

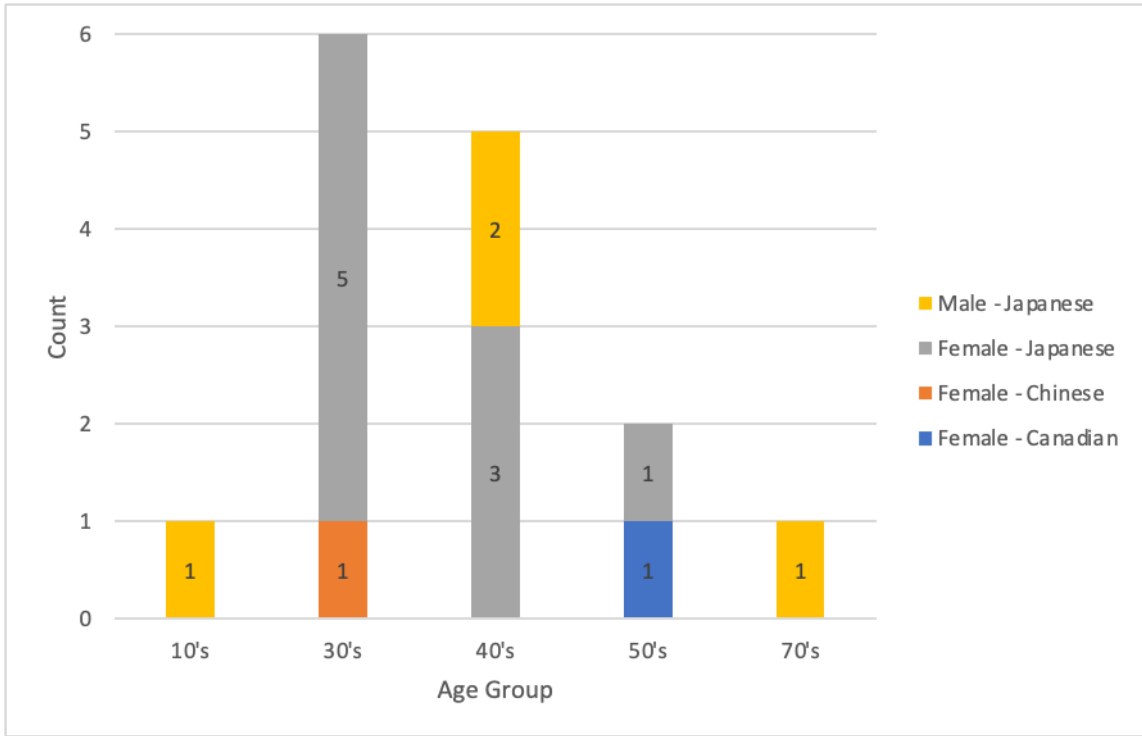
## **CHAPTER 4. RESEARCH METHOD**

In order to not only answer the two main questions posed at the beginning of the paper, but also to determine who my target customer was and what type of service I could offer under the umbrella of helping students in Japan receive educations abroad, I conducted 15 in-depth interviews. The people whom I interviewed included people of Japanese, Chinese, and Canadian nationality, ages between teens and 70's, men and women, parents, career consultants, and current high school students, people who have studied abroad and people who have not, and people who are sending their children to study abroad in the United States. The interviewee demographics summary is as follows.

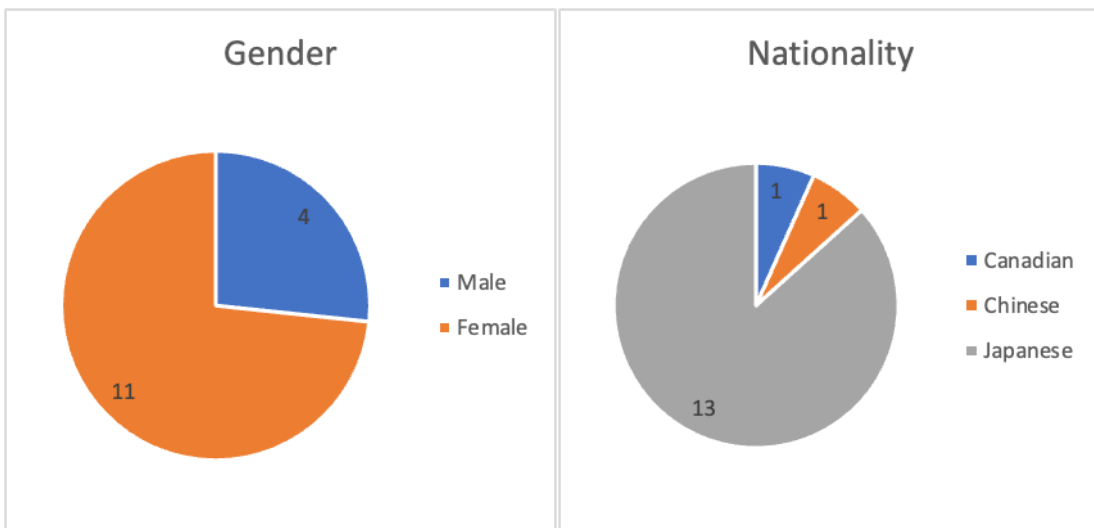
**Table 1: Demographics of the interviewed cohort**

Alias	Age	Gender	Where do you live?	Occupation	Spouse's Occupation
Japanese Parent B	40's	Male	Chofu	Business owner in the electronics industry	Homemaker
Chinese Parent M	30's	Female	Chuou-ku	Real Estate Business Owner	N/A
Japanese Career Consultant E	50's	Female	Suginami-ku	Career Consultant	N/A
Japanese Parent of Student Studying Abroad in America O	40's	Female	Hinoshi	Research scientist at pharmaceutical company	Sales representative in the metal industry
Japanese Parent I	40's	Male	Inari city	Salaryman at NTT	Call center employee at 7 and i Holdings
Japanese Third Year High School Student H	10's	Male	Inari city	High School Student	N/A
Japanese Parent J	30's	Female	Kanda	Saleswoman at Touchuu	Salaryman at a Touchuu related company
Japanese Parent D	40's	Female	Koganeshi	Recruiter	IT Consultant
Japanese Parent N	30's	Female	Nishi Nippori	Homemaker, student	Venture Capital
Japanese Parent C	30's	Female	Setagaya-ku	Homemaker, student	Advisor for unicorn startups
Japanese Parent L	30's	Female	Shibuya-ku	PR for a music creative production startup	Business owner in the education industry
Japanese Parent A	40's	Female	Toshima-ku	Salarywoman at a finance company	Salaryman at a leasing company
Childrearing-ended Japanese Parent G	70's	Male	Urawa, Saitama	Dermatologist	Homemaker
Childrearing-ended Canadian Parent F	50's	Female	Urawa, Saitama	Homemaker	Dermatologist
Japanese Parent K	30's	Female	Yokohama	Salarywoman in the dental industry	Consultant

**Figure 2: A histogram showing the interviewed cohort's age, gender, and nationality breakdown**



**Figure 3: Pie charts showing the interviewed cohort's gender and nationality breakdown**



Interviews were conducted over zoom in a mix of Japanese and English. After assuring the interviewees that the interview would be anonymous and that their names would not appear in the thesis, I asked each interviewee the same set of questions, which can be seen below:

1. Do you believe that having a college degree from an American university would give a Japanese person an advantage in their career in Japan? If so, how?
2. What is the college admissions process like in Japan?
3. Is it stressful? Competitive?
4. What is your educational background?
5. Do you have children? How old are they?
6. Would you consider sending your child to international school for middle or high school? Why or why not?
7. Would you consider sending your child to university in the United States? Why or why not?
8. Do you feel the English is a barrier for you or your child in this decision?
9. What are some other potential hurdles for sending your kids to school in America?
10. What is your long-term plan for your child's education?
11. What kind of job do you expect your child to get in the future?
12. Do you find the application process to colleges intimidating?
13. Would you pay for someone to help you and your child with that process?
14. What part of the application process do you find the most intimidating? Filling out the information? Strategy around early decision? Essay and short answer responses? Standardized Test Scores and preparation? Strategizing extra curriculums?
15. My business model is a menu of different educational consultant services ranging from working with the child at an early age to improve their English skills to high school full admissions process guidance to a la carte SAT or essay help. What do you think? What would be the most interesting to you?
16. If I had a Japanese partner with whom you could speak comfortably in Japanese would that make you feel more inclined to use this service or pay for it?



17. Would you prefer to pay hourly or as a package rate?
18. How much would you pay?
19. Where do you live in Tokyo?
20. What *nenreisou* do you belong to? 20代? 30代?
21. What is your occupation?
22. What is your spouse's occupation?
23. What is your plan with regards to Juku for getting your kid into college in Japan?
24. Approximately how much do you spend or plan to spend on Juku per year? A range is fine!

Throughout each 20 to 60-minute-long interview, I noted each interviewee's responses, which can be seen in Appendix Section 2. Interview Notes.

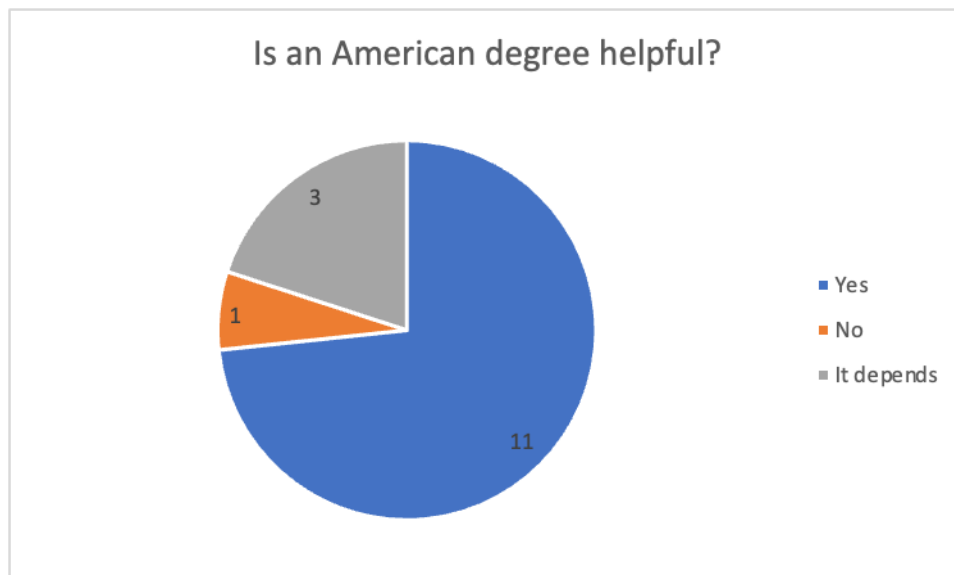
Next, I transcribed all 15 interviews into Microsoft Excel and edited some of the responses for clarity and accuracy in English with the goal being to maintain the original meaning of the response, which can be seen with the names concealed in Appendix Section 1. Interview Data Compiled in Excel.

## CHAPTER 5. RESULTS AND DISCUSSION

Next, in Excel, I created various pivot tables to analyze the data and extract insights.

In response to my first question to the interviewees to see if having a college degree from an American university would be advantageous to their career in Japan, 11 out of 15 responded Yes, 3 responded that it depends, and 1 responded No.

**Figure 4: Most interviewees believe an American university degree is helpful for long-term career success in Japan**



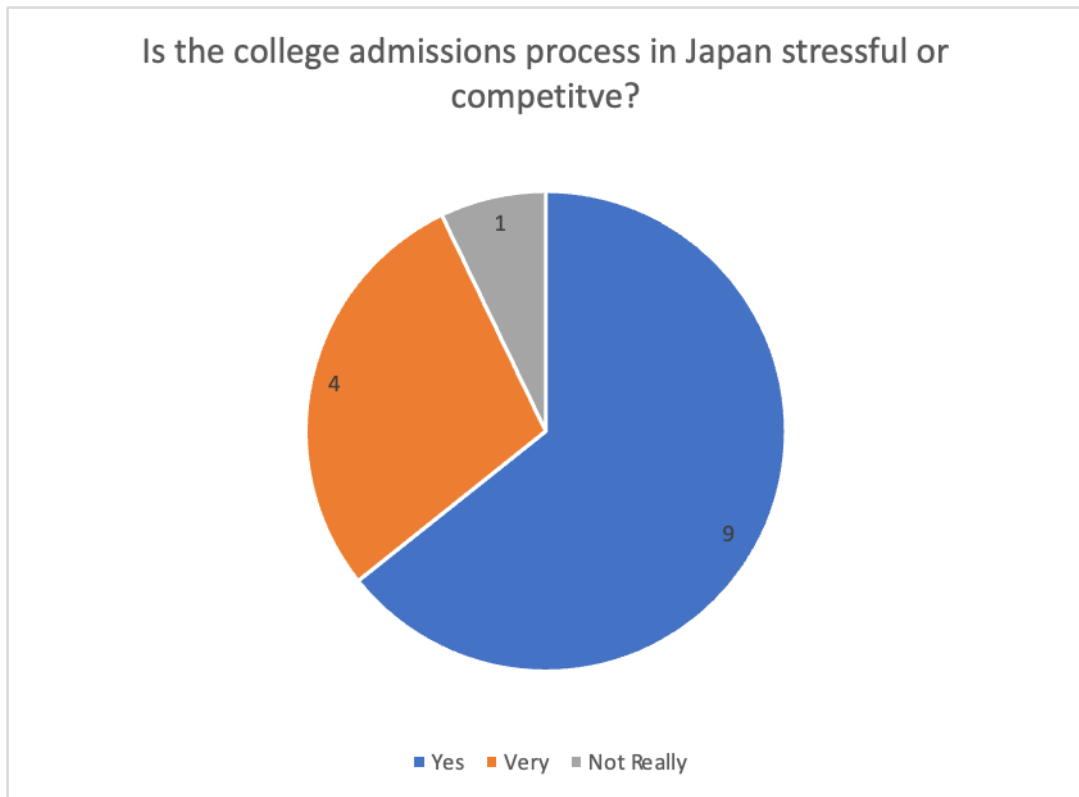
Among the Yes answers were responses such as, “For companies, they would want to hire people who studied abroad because in American schools because you acquire more debate and communication skills than if you attended university in Japan, and companies want to hire someone who’s more opinionated and can speak up and give more advice to the firm. So, from that perspective it makes more sense to hire someone who went to a foreign university,” said Japanese Parent I. Similarly, Japanese Parent D said, “It would totally be an advantage. They could learn the language, the global way of thinking, and even in Japan it would help their job-hunting abilities. They could get a job in Japan or America. It’s totally worthwhile.”

Among the It-depends answers were concerns that the Japanese company system is better suited for Japanese university graduates. “Japanese companies are membership style, so the company wants to control the staffs' skills and career. They want to dictate whether certain people go to marketing, HR, etc. Students from Japanese universities are used to that and want the company to decide,” said Japanese Career Consultant E. Additionally, Japanese Parent L said, “as far as whether it’s helpful for the career, skills and experiences are more important.”

The No answer from Japanese Parent J cited concerns that, “Japanese companies have a set number of new graduates they can accept every April, but fewer openings in September, so the timing difference is difficult.”

Next, to find out more about the college admissions process on the ground I asked the interviewees for their first-hand opinion of the Japanese college admissions process and if they found it to be stressful or competitive. Here, only 14 responses were gathered. Four out of 14 responded Very, 9 responded Yes, and 1 responded Not Really.

**Figure 5: Most interviewees found the Japanese university admissions process to be stressful**

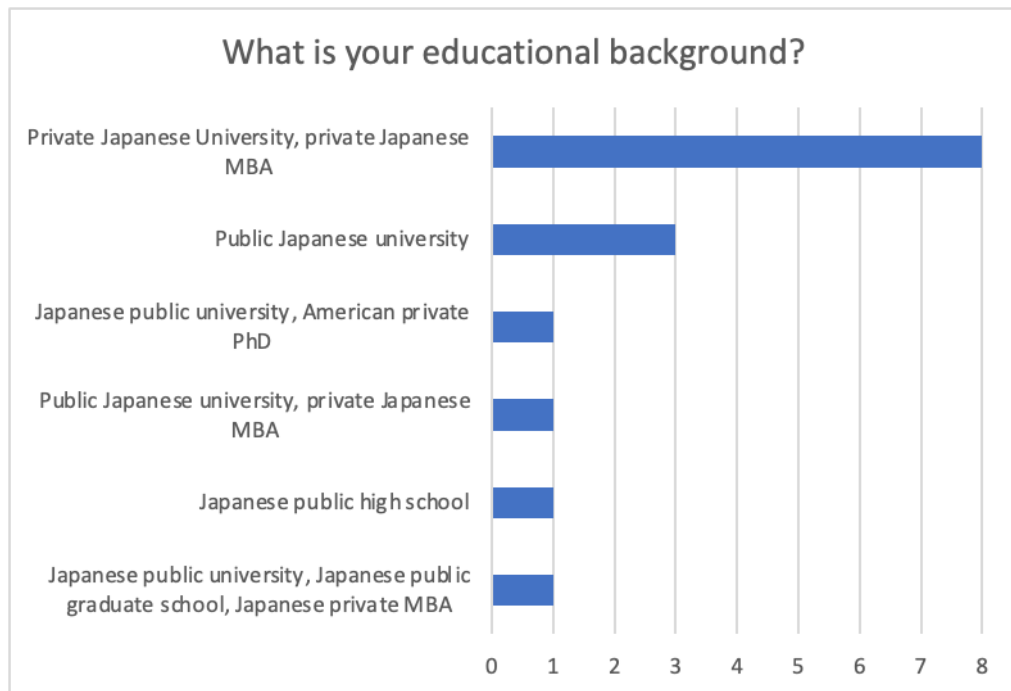


Current third year Japanese High School Student H who is aiming to enter the University of Tokyo described the application process as follows.

“The common system is taking an exam. There is either the science course or humanities course. Everyone first takes a centralized exam which has 5 subjects, Japanese, math, science, history, and English, and after that students have to take the university’s specific exam. But another system, aside from that, is a recommendation process with interviews and writing an essay. The test is very difficult, and I have to study a lot. And it is also necessary to go to cram school. I am aiming for Todai. I started preparing for Todai from April 2021 when I was in grade 11, and I study for 3 or 4 hours a day. The centralized test will be in January and the Todai test will be in February of 2023. I think some students do more. One of my friends goes to cram school every day and she studies 6 or 7 hours a day. And she started preparing in April 2021 as well,” said Japanese High School Student H.

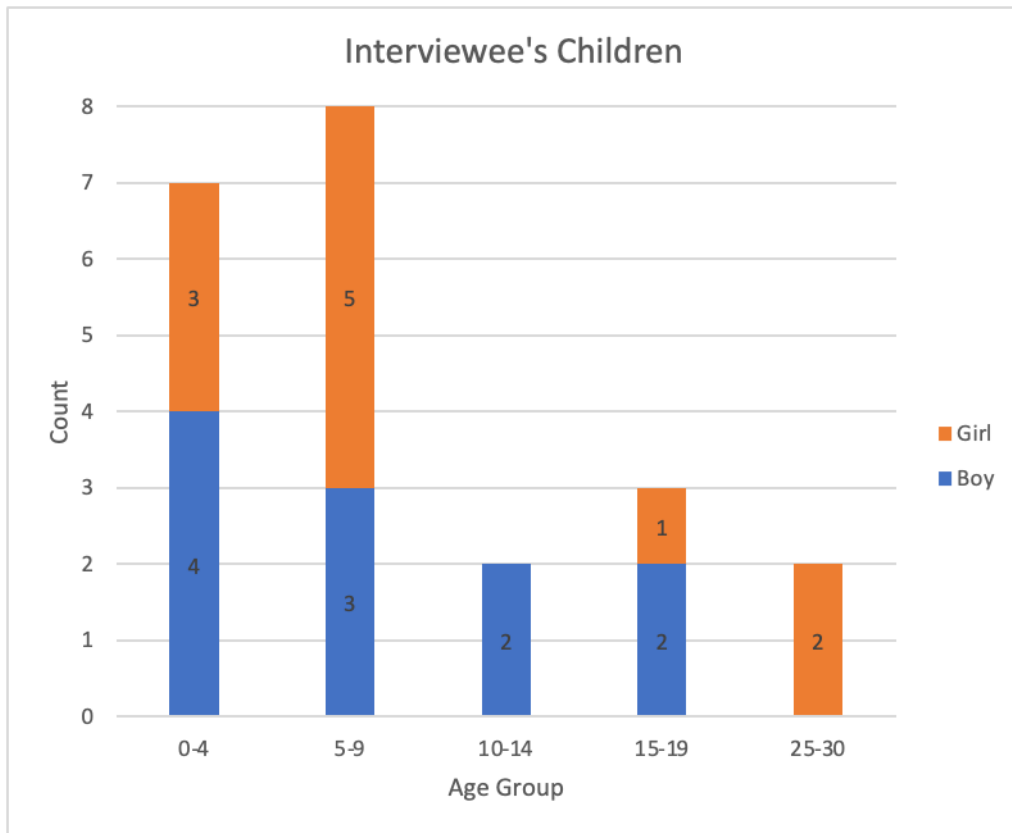
Next, I asked for my interviewee's educational background and found that 11 out of 15 were in the process of or had obtained post undergraduate degrees, which suggests that the results of my research are skewed in the direction of highly educated people.

**Figure 6: The interviewed cohort is highly educated with the majority pursuing post-undergraduate degrees**



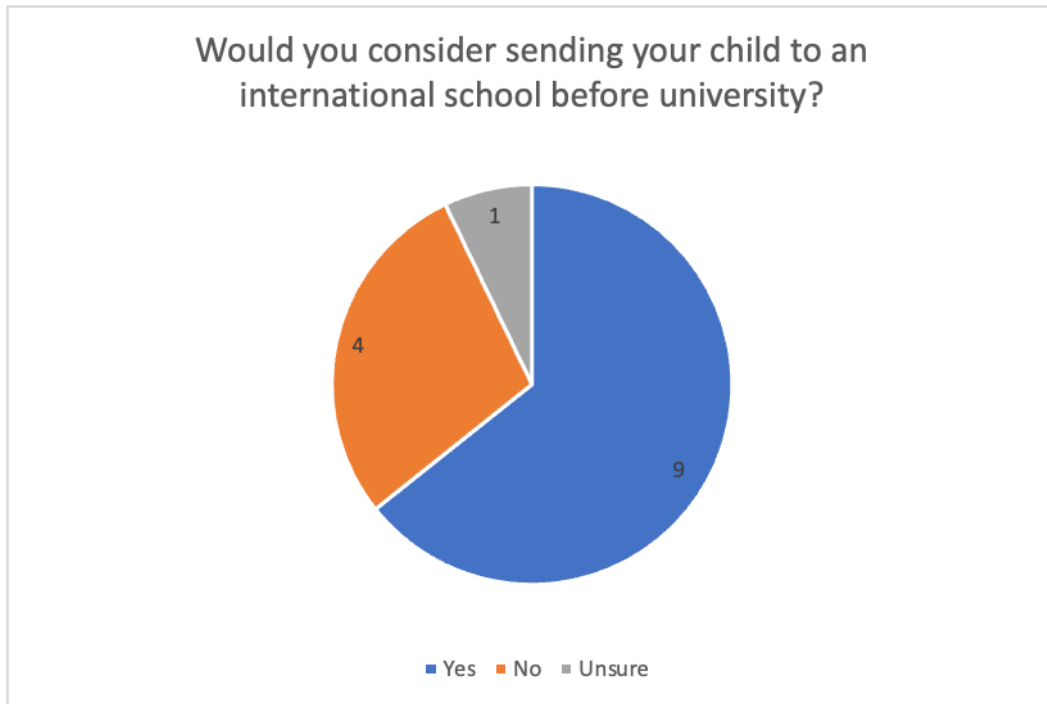
I also gathered information on the interviewee's children, which can be seen below.

**Figure 7: A histogram showing the age range of the interviewed cohort's children**



Then, I asked interviewees if they would consider sending their children to international school in Tokyo to see if there was interest in pre-university international education in this cohort. The results were mixed with 9 out of the 14 interviewees answering Yes, 4 answering No, and 1 who was unsure.

**Figure 8: Many of the interviewees would consider sending their children to an international school for elementary, middle, or high school**

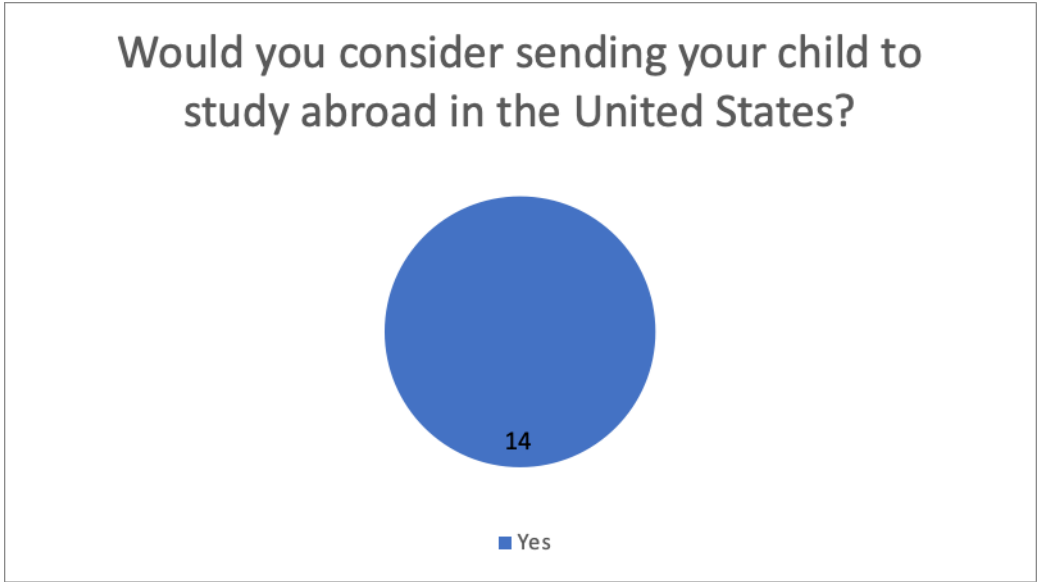


The reasons for Yes were to, “experience a different culture from our own,” from Japanese Parent A, and “to learn English” from Japanese Parent K.

The reasons for No were that there was, “no plan to do so,” from Japanese Parent B and “I haven’t considered it,” from Japanese Parent D.

However, when asked if they would consider sending their children abroad to school in the United States, 14 out of the 14 respondents to this question answered yes. “From a Japanese person perspective, American schools are still considered the best in the world. American schools are better because people know them and they have a better reputation,” said Japanese childrearing-ended parent G. Similarly, Canadian childrearing-ended parent H said that people, “would want if possible, for their kid to go to an American school, and preferably an Ivy League school because that is better, if there is enough money.” Moreover, many parents emphasized wanting to support what their children want to do. “I’m well prepared to send them to overseas university but it depends on them and if they want to go, then I will support them,” said Japanese Parent N.

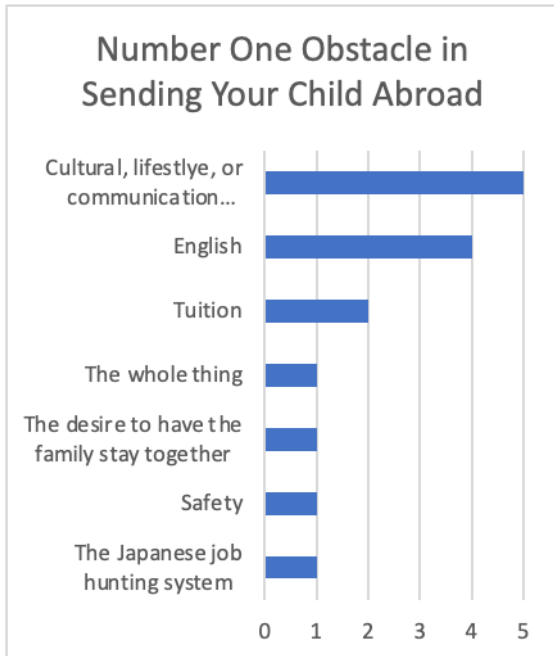
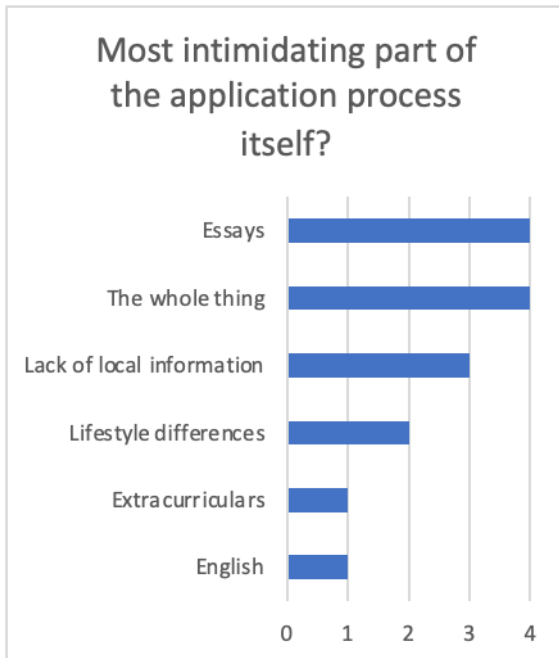
**Figure 9: All of the interviewees would consider sending their children to the United States for university**



Although all parents showed interest in sending their children abroad to the United States, they also on the whole found the process intimidating and ridden with obstacles, which can be seen below.



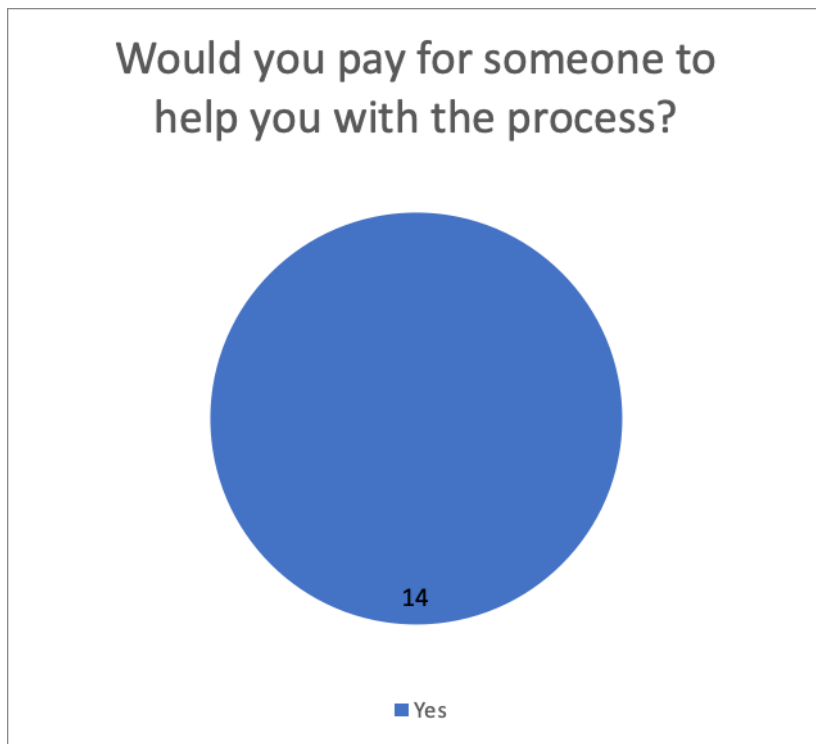
**Figure 10: Bar charts highlighting the challenges that the interviewees face in sending their children to university in North America**



More details about these challenges are described in the Product section, where these challenges are used to inform the service that will be offered.

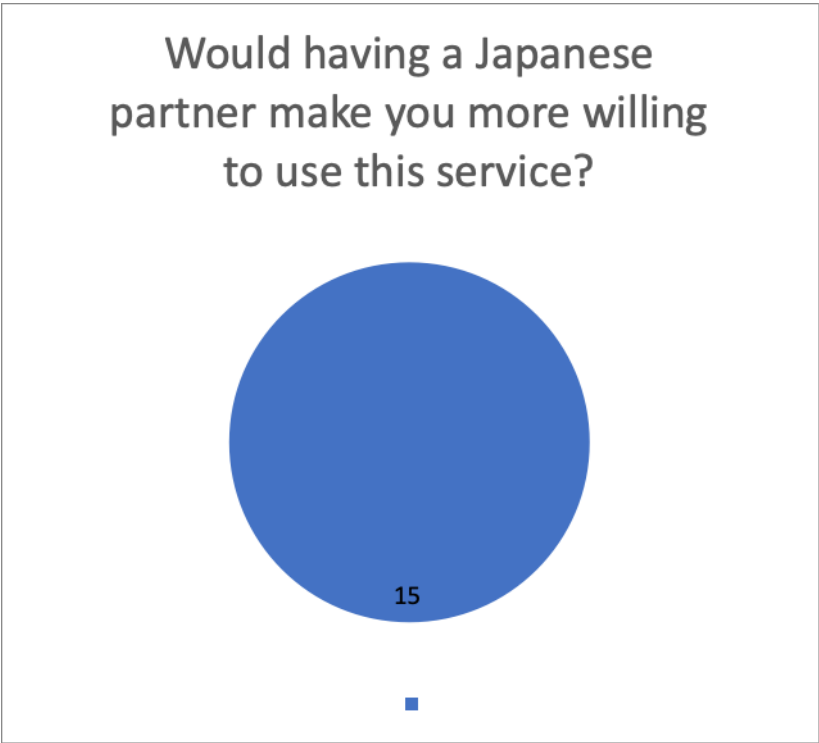
In response to if the respondents would prefer to tackle this process alone or use a service like the one I am proposing, optimistically, all 14 out of 14 respondents answered that they would prefer to pay someone to help with the process.

**Figure 11: All of the interviewees would pay for a service assisting with the North American university admissions process**



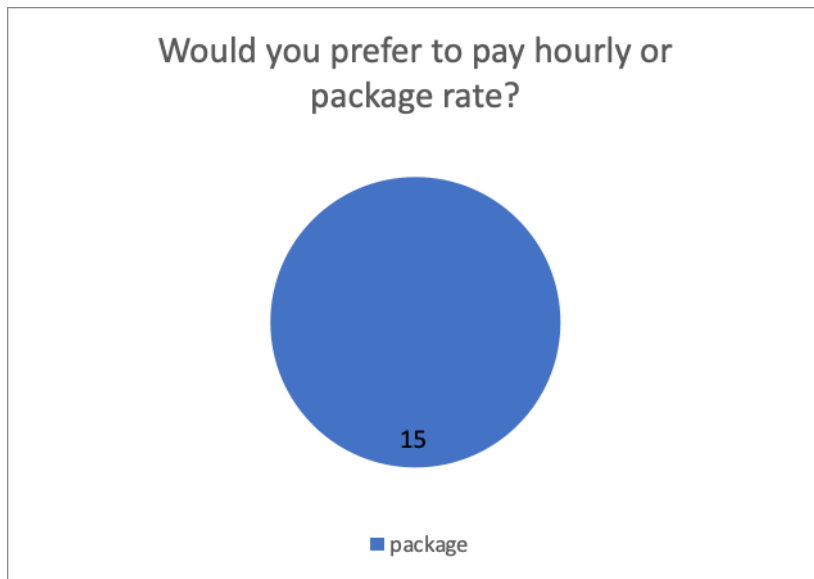
With that said, before the interviews, I was not sure if I would be able to do the business by myself or if I needed a Japanese partner. However, 15 out of 15 of the respondents, said that I needed a Japanese partner.

**Figure 12: All of the interviewees would prefer to work with a Japanese partner**



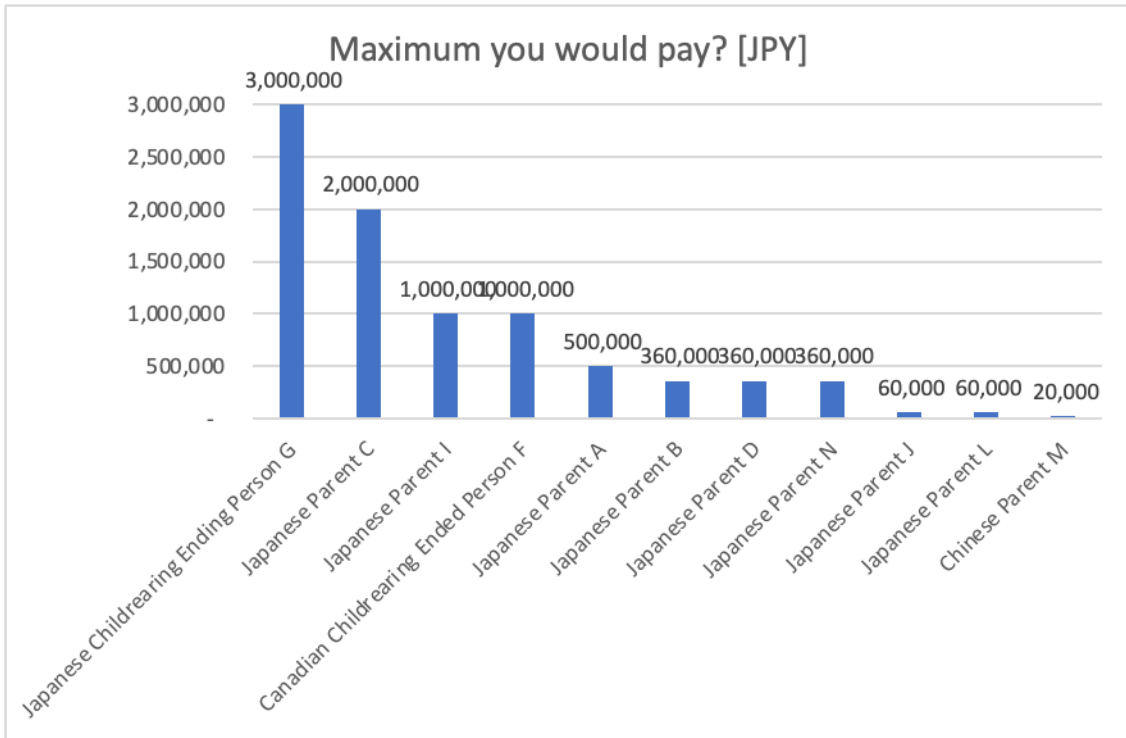
In terms of how Japanese people would like to pay, it seems that a package rate, rather than an hourly rate is preferred, as 15 out of 15 answered.

**Figure 13: All of the interviewees would prefer to pay a package rate for this service**



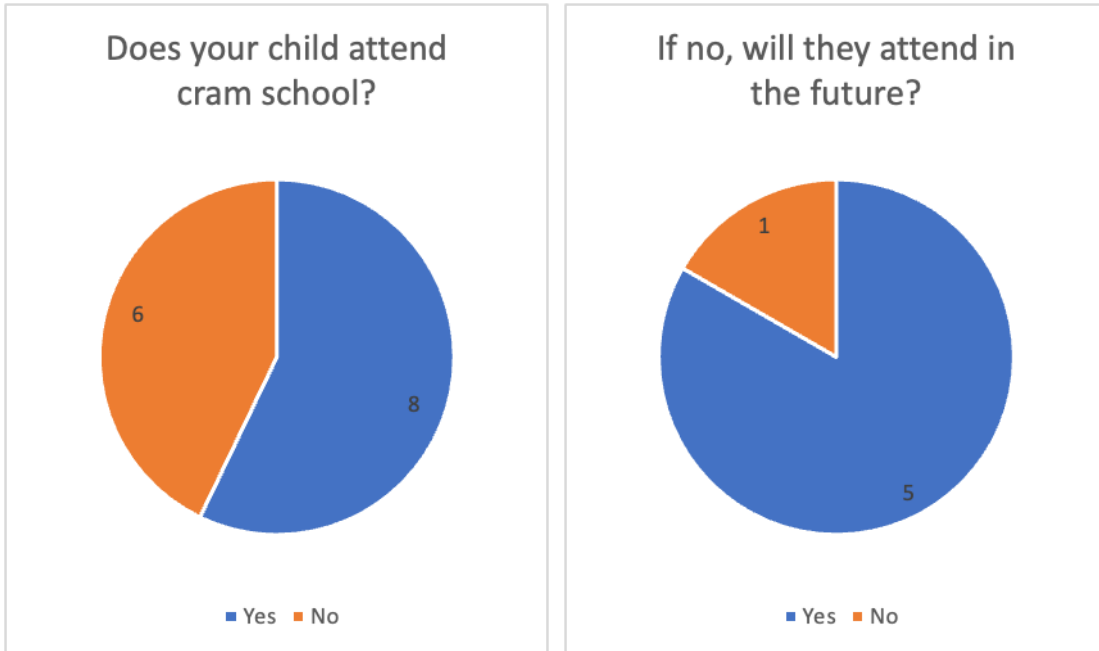
Next, in order to inform pricing, the interviewees were asked how much they were willing to pay for the proposed service. Answers ranged between 3,000,000JPY, “the same amount as a new car that would be sacrificed for the child’s education,” from Japanese Childrearing-Ended Parent G to 20,000JPY, “what an agent I know in Shinjuku charges,” from Chinese Parent M. The mean amount parents were willing to pay was 792,727JPY and the median was 360,000JPY, based off the thinking that cram schools typically cost 30,000JPY and over a 12-month period would cost 360,000JPY. The distribution can be seen below.

**Figure 14: A histogram showing the range in willingness to pay among the interviewed cohort**



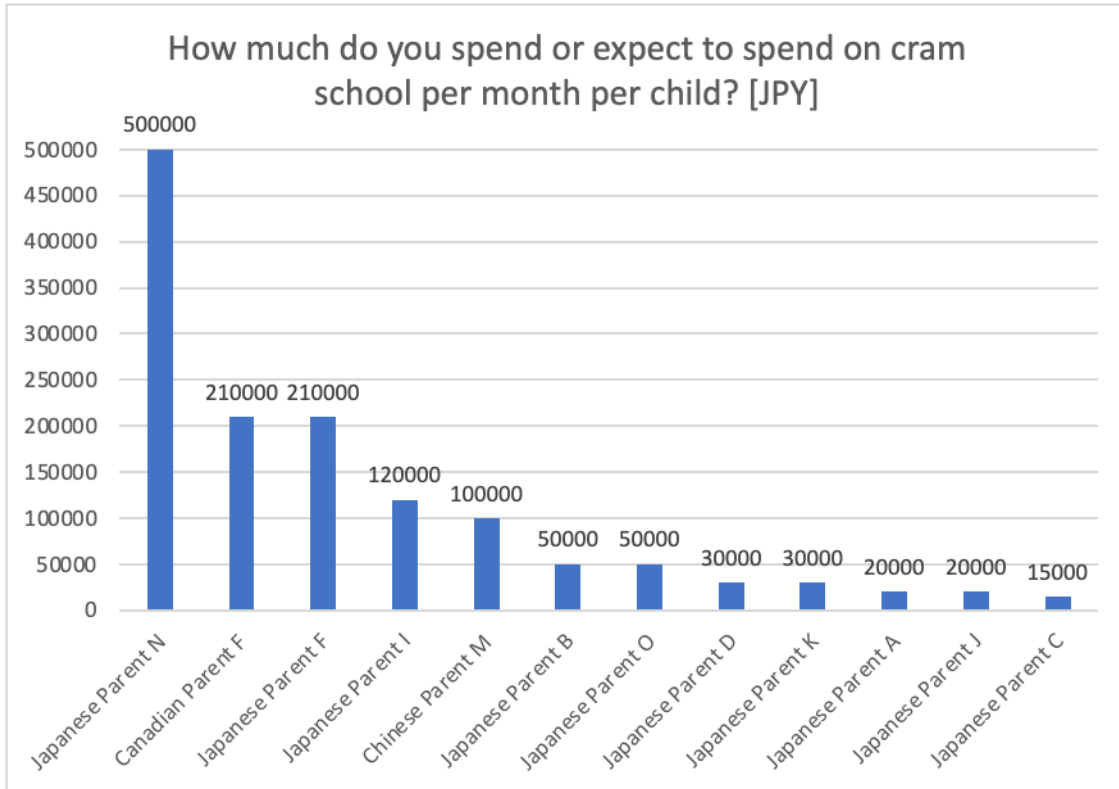
Finally, to test parents’ willingness to pay from a different angle, interviewees were asked if they send their children to cram school and how much they pay, paid, or expected to pay. Interestingly, 8 out of 14 currently attend cram school and of those 6 who do not, 5 are expected to in the future meaning that 13 out of 14 interviewees are involved with cram schools highlighting Japanese family’s overall willingness to pay for extracurricular educational services.

**Figure 15: With the exception of 1 interviewee, all interviewees either currently send or plan to send their children to cram schools**



Of those who attend cram school, they spend or expect to spend an average of 112,917JPY per month or a median amount of 50,000JPY per month or 600,000JPY per year including years outside of the highly important pre-university years, which Ivy League College Coaching will be targeting.

**Figure 16: A histogram showing the range in monthly cram school expenses among the interviewed cohort**



Thus, it seems as though parents' willingness to pay for educational services for their children among this highly educated and financially well-off cohort is high.

## **CHAPTER 6. PRODUCT**

### **Section 1. PRODUCT OVERVIEW**

Based off the 15 in-depth interviews conducted, 4 product opportunities or services were identified, a full admissions package service, a pre-admissions consulting package service, an a la carte premium essay service, and an a la carte SAT/ACT tutoring service. Within each of these services, an assortment of 21 distinct offerings will be included, which respond to the concerns, wants, and needs of the interviewed cohort. The below figure summarizes the 4 services comprised of 21 offerings that Ivy League College Coaching will have available.



**Table 2: Ivy League College Coaching’s services overview**

	<b>Full Admissions Package</b>	<b>Pre-Admissions Consulting Package</b>	<b>A La Carte Premium Essay Service</b>	<b>A La Carte SAT/ACT Tutoring</b>
<b>Who is it for?</b>	Rising and final year high school students	Middle and early-year High School Students	All ages	Middle and High School Students
<b>Price [JPY]</b>	1,000,000 per package	600,000 per package	100,000 per essay	12,500 per hour
<b>Offering 1</b>	Consulting Time	Consulting Time		
<b>Offering 2</b>	Complete Student Review	Complete Student Review		
<b>Offering 3</b>	North American Culture Immersion	North American Culture Immersion		
<b>Offering 4</b>	Volunteer Project Creation and Support	Volunteer Project Creation and Support		
<b>Offering 5</b>	Standardized Test (SAT/ACT) Preparation	Standardized Test (SAT/ACT) Preparation		Standardized Test (SAT/ACT) Preparation
<b>Offering 6</b>	Strategic University Selection			
<b>Offering 7</b>	Local Information Gathering			
<b>Offering 8</b>	Safety			
<b>Offering 9</b>	Deadline and Process Management			
<b>Offering 10</b>	Premium Essay Service		Premium Essay Service	
<b>Offering 11</b>	Strategy for Getting Fantastic Letters of Recommendation			
<b>Offering 12</b>	Entire Application Review			
<b>Offering 13</b>	Interview Preparation			
<b>Offering 14</b>	Waitlist Strategy			
<b>Offering 15</b>	Scholarship and Financial Aid Negotiation			
<b>Offering 16</b>	Picking a School			
<b>Offering 17</b>	American Student Visa			
<b>Offering 18</b>	Where to live and transportation			
<b>Offering 19</b>		Speech and Debate Lessons		
<b>Offering 20</b>		English-based homework help		
<b>Offering 21</b>		Extracurricular Strategy		

Drilling down, the below section details each of the services and offerings with an explanation of each. Reasons for each of the services are provided from the research conducted.

## Section 2. FULL ADMISSIONS PACKAGE (1,000,000JPY)

I will work one-on-one with the student to send them to their dream school in America. Seven out of 15 interviewees found the entire admissions process intimidating with 4 out of the 7 people interviewed saying it is the most intimidating part of the application process itself. This service is for students in their second to last or last year of high school and includes the below services.

- Consulting Time
  - My partner and I will be your personal mentors who you can access unlimitedly. There is no cap on the number of hours we spend together. Our aim is to achieve the best possible outcome for the student and family.
- Complete Student Review
  - My partner and I will learn everything about the client to ensure a successful outcome. From an academic perspective, I will understand the client's classes, test scores if available, club activities, volunteer activities if any, and other extracurriculars. From a personal level, I will understand how the student spends their free time, what the student's hopes and dreams are for their future, and what the student may be interested in pursuing professionally after university.
- North American Culture Immersion
  - After assessing the student's English level and understanding what their personal interests are, I will recommend American media that the student will enjoy to prepare for life in America. This may include American television shows, music, books, podcasts, and/or social media creators. In the research, Japanese people felt that American culture was elusive. "I don't know how to study American culture," said Japanese Parent D. Thus, we will discuss American media together from an American perspective with an aim to reach a better understanding of the culture. "There are so few cases to communicate with people from other countries. So, there's barely any opportunities for the kids to interact

with people from other countries,” said Japanese Parent L. This part of the program will help students prepare for life in America by exposing them to American popular culture.

- Volunteer Project Creation and Support
  - In North American schools, completing a meaningful volunteer project is central to a successful admissions project. However, in Japan, students do not often have this opportunity. “For schools abroad, volunteering is necessary, but in Japan, we don't do it, and people don't know how to so I would like to be introduced to volunteering opportunities,” said Japanese Parent C. Thus, by partnering with local non-profits, churches, and more, I will help students select a project that is personally meaningful to them such as stopping online bullying, stopping child suicide, helping shut-ins (*hikikomori*), feeding the homeless, or more with an eye to what will make the student stand out in the admissions process by specifically leveraging the Japanese context from which the student comes.
- Standardized Test (SAT/ACT) Preparation
  - Utilizing my experience tutoring for the SAT and ACT with one of the most in-demand test preparation companies in Florida, I will work with the student to drill proven test preparation strategies. Current third year Japanese High School Student H said, the “English [SAT] test” was the most intimidating part of the college admissions process. Together we will learn time-saving strategies and tricks to improve test scores.
- Strategic University Selection
  - The student may have some schools in mind that they would like to apply to. In addition to these schools, I will leverage my extensive network to research schools that complete a well-rounded admissions strategy including schools that have special programs that fit the student’s interests, schools that would provide financial aid for the student, or schools that have a proven track record of sending international students into the professional field that the student is interested in. We will identify a range of “safety schools,” schools that the student is very likely to be accepted to, “target schools,” schools that the student

is likely to be accepted to, and “reach schools,” schools that the student has a lower likelihood of being accepted to and apply to them strategically considering early decision deadlines and the student’s other coursework and commitments.

- Local Information Gathering
  - With 7 out of 15 interviewees citing lack of local information and 3 of these 7 saying it was the most intimidating part of the application process itself, this process also includes identifying schools that match the type of climate the student would like to live in (i.e., the academic and urban North East or the warm and scenic West Coast), what the school is really like from current students and alumni, and considerations around safety. I will utilize my network to find up-to-date local information for each school interested in and connect my student to current students at those schools if desired.
- Safety
  - With 4 out of 15 interviewees saying that safety was a concern and 1 out of 15 interviewees citing safety as the number one obstacle with sending her daughters to the United States, safety considerations are also included in the Full Admissions Package service. “Safety for my girls in the US is kind of a barrier” said Japanese Parent L.
  - Some excellent schools, such as Columbia University or the University of Southern California, may be located in high-crime areas, so the student’s and family’s safety tolerance will also be taken into consideration around school choice.
  - Specifically, guns were mentioned as being a concern among Japanese parents. “There has been a lot of bad news recently about guns. America is very scary also because my daughter is a girl, I’m especially nervous,” said Japanese Parent K. Additionally, further safety resources and training around active shooter situations can be provided if desired by the family.
- Deadline and Process Management

- With multiple deadlines for each application proceeding simultaneously, Ivy League College Coaching will track the process every step of the way and keep a detailed check list to ensure that all documents are submitted with plenty of time to spare.
- Premium Essay Service
  - Personal essays and statements can be difficult to write, especially if this skill is not practiced in school. In fact, 6 out of the 15 people interviewed found the personal essay section intimidating with 4 out of 15 saying that it was the most intimidating part of the application process itself. “Japanese high school students don’t really write personal essays in school,” said Japanese Parent O. “Helping with the essay would be helpful because there’s no essay writing in Japan education system... the essay is very customized,” said Japanese Parent N. Thus, for every essay the student needs to complete, we will deliver our premium holistic service including brainstorming topics, writing, and rewriting drafts, unlimited edits, and final touches before ultimate submission, all with careful consideration to what will make the student pop off the page and convince the admissions officer to accept the student. We will guide the student to write an essay that will be unmistakably the student’s own voice.
- Strategy for Getting Fantastic Letters of Recommendation
  - What many Japanese students may not know is that American schools require letters of recommendation from teachers, school guidance counselors, and/or coaches or other extracurricular leaders. We will work together to craft a winning strategy for whom and how to tactfully ask for an outstanding recommendation letter.
- Entire Application Review
  - We will carefully comb over the entire application to make sure no details are missed.
- Interview Preparation
  - Many top American schools require an alumni interview as part of the admissions process. However, in Japan, “they don’t teach [interviewing],” said Japanese Parent D. Thus, we will prepare for common interview questions, learn how to highlight our

strengths in an interview, and develop insightful questions for the student to ask the interviewer at the end of the interview.

- Waitlist Strategy
  - If the student is waitlisted (neither accepted nor rejected), we will contact the schools and do everything possible to convince them to admit the student maximizing their chances for a positive outcome.
- Scholarship and Financial Aid Negotiation
  - Four out of 15 interviewees mentioned money being an obstacle to sending their children to the United States with 2 saying that it was the number one obstacle in sending their children abroad. “There is the image that the cost is really high,” said Japanese Parent B. While there may be the preconception that international students have to pay full price to attend American universities, that is not always the case. In fact, top schools offer financial aid and scholarships to international students as well as domestic students. We will hunt those opportunities and schools down, and then negotiate the aid packages pitting the schools against each other to save the family the most amount of money possible.
- Picking a School
  - We will help the student weigh the pros and cons of all the schools they were accepted to and also help arrange campus visits if desired.
- American Student Visa
  - With three types of American student visas, F, J, and M, the process to get a visa to study in America can be daunting. “I hate all the paperwork and visa, and would pay someone to help with that,” said Japanese Parent J. We will complete all the paperwork, minimizing the burden on the student and family so that they can get excited about their upcoming American college experience.
- Where to live and transportation

- We will also find the student safe and comfortable housing, including dormitory, off-campus, or homestay, and transportation to and from university. Utilizing our network and local knowledge, we will make sure the student lives in a safe part of town.

### Section 3. PRE-ADMISSIONS CONSULTING PACKAGE (600,000JPY)

This service is for middle school or high school students who are not yet applying to colleges and want to build a solid application by taking advanced courses, getting high marks in standardized tests, meaningfully engage with extracurriculars and volunteer activities, and develop English and American intercultural communication skills. With 13 out of 14 parents interviewed sending or planning to send their children to cram school and those parents spending a median of 50,000JPY per month, this service will cost 600,000JPY per year, in line with the accepted median annual cram school cost reported by the interviewed cohort. Japan's cram school market is 9 billion USD [6] and this service seeks to take a slice out of that market. Classes will be conducted in a group and individual setting and encompass the below.

- Consulting Time
  - [Same as above]
  - My partner and I will be your personal mentors who you can access unlimitedly. There is no cap on the number of hours we spend together. Our aim is to achieve the best possible outcome for the student and family.
- Complete Student Review
  - [same as above]
  - My partner and I will learn everything about the client to ensure a successful outcome. From an academic perspective, I will understand the client's classes, test scores if available, club activities, volunteer activities if any, and other extracurriculars. From a personal level, I will understand how the student spends their free time, what the student's hopes and dreams are for their future, and what the student may be interested in pursuing professionally after university.

- North American Culture Immersion
  - [same as above]
  - After assessing the student’s English level and understanding what their personal interests are, I will recommend American media that the student will enjoy to prepare for life in America. This may include American television shows, music, books, podcasts, and/or social media creators. “I don’t know how to study American culture,” said Person D. We will discuss this media together from an American perspective with an aim to reach a better understanding of American culture. “There are so few cases to communicate with people from other countries. So, there’s barely any opportunities for the kids to interact with people from other countries,” said Person L. This part of the program will help students prepare for life in America by exposing them to American popular culture.
  
- Volunteer project creation and support
  - [same as above]
  - In North American schools, completing a meaningful volunteer project is central to a successful admissions project. However, in Japan, students do not often have this opportunity. “For schools abroad, volunteering is necessary, but in Japan, we don't do it, and people don't know how to so I would like to be introduced to volunteering opportunities,” said Japanese Parent C. Thus, by partnering with local non-profits, churches, and more, I will help students select a project that is personally meaningful to them such as stopping online bullying, stopping child suicide, helping shut-ins (hikikomori), feeding the homeless, or more with an eye to what will make the student stand out in the admissions process.
  
- Standardized Test (SAT/ACT) Preparation
  - [same as above]
  - Utilizing my experience tutoring for the SAT and ACT with one of the most in-demand test preparation companies in Florida, I will work with the student to drill proven test



preparation strategies. Current third year Japanese High School Student H said, the “English [SAT] test” was the most intimidating part of the college admissions process. Together we will learn time-saving strategies and tricks to improve test scores.

- Speech and Debate lessons
  - “In Japan, children don't really learn how to express their opinions. It's better to not say anything and nothing happens. But in the US self-expression is really important, so that cultural gap is difficult,” said Japanese Parent C. Overall, 4 out of 15 people interviewed said they would like this service. In this class, students will debate current world issues following the model UN guidelines practiced in America and internationally. “I would like my children to learn presentation, speech and debate skills especially in English,” concluded Japanese parent C.
- English-based homework help
  - Students will be tutored in any subject conducted in English to ensure the student earns the highest GPA possible. The student will also learn studying methods and effective time management skills in addition to improving their English.
- Extracurricular Strategy
  - We will identify and ensure the student is pursuing an extracurricular that will make the student stand out to the admissions staff in their final year of high school.

#### Section 4. A LA CARTE PREMIUM ESSAY SERVICE (100,000JPY PER ESSAY)

- Premium Essay Service
  - [same as above]
  - Personal essays and statements can be difficult to write, especially if this skill is not practiced in school. In fact, 6 out of the 15 people interviewed found the personal essay section intimidating with 4 out of 15 saying that it was the most intimidating part of the application process itself. “Japanese high school students don't really write personal

essays in school,” said Person O. “Helping with the essay would be helpful because there’s no essay writing in Japan education system... the essay is very customized,” said Person N. Thus, for every essay the student needs to complete, we’ll deliver our premium holistic service including brainstorming topics, writing, and rewriting drafts, unlimited edits, and final touches before ultimate submission, all with careful consideration to what will make the student pop off the page and convince the admissions officer to accept the student. We will write an essay that will be unmistakably the student’s own voice.

#### Section 5. A LA CARTE SAT/ACT TUTORING (12,500JPY PER HOUR)

- Standardized Test (SAT/ACT) Preparation
  - [same as above]
  - Utilizing my experience tutoring for the SAT and ACT with one of the most in-demand test preparation companies in Florida, I will work with the student to drill proven test preparation strategies. Current third year Japanese High School Student H said, the “English [SAT] test” was the most intimidating part of the college admissions process. Together we will learn time-saving strategies and tricks to improve test scores.

## CHAPTER 7. MARKET

### Section 1. TARGET CUSTOMER

Ivy League College Coaching will primarily target two different types of people, Person A and Person B.

Person A is non-Japanese, 14-18 years-old, and educated at a Tokyo international school. Their main language is English, and their parents are most likely ex-pats working as either diplomats or at large multi-national corporations in Tokyo. They enjoy a large disposable income and place a high level of importance on education. High achievers themselves, the parents want their child to go to an American Ivy League school if possible. The students' main social media applications are Instagram, Snapchat, and TikTok. The parents' main social media applications are Instagram and Facebook.

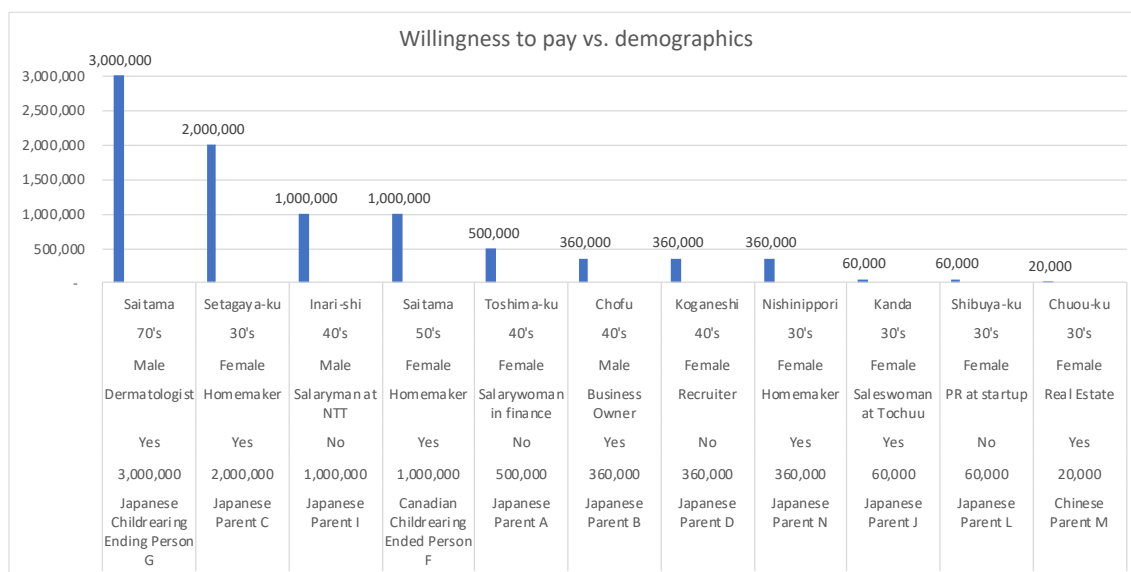
Person B is Japanese, 14-18 years old and educated at a Tokyo international school or Tokyo private/public school following the Japanese school system. Their first language is Japanese, and their second language is English. Their parents are successful Japanese businesspeople, family business inheritors, professors, and/or government officials. They have a large disposable income. Likely having gone abroad themselves and also highly educated, the students' parents would prefer for their students to go abroad to an English-speaking country like Canada or the United States, but recently have become more worried about safety due to a rise in violent crime and gun related incidents in the United States. Therefore, they would like to explore options in Canada as well, and of course, consider staying in Japan. The student's main social media applications are Instagram, LINE, and TikTok. The parents' main social media applications are LINE and Facebook.

When looking at the interviewees' responses to willingness to pay vs. Ivy League College Coaching's product line up, it seems that I would want to target the profiles of and similar profiles to Parents G, C, I, and F who reported a willingness to pay of 3,000,000JPY to 1,000,000JPY for the premium full admissions package product or pre-admissions consulting package depending on their

children’s ages. Then, it seems that I could target the profiles of and similar profiles to Parents A, B, D, and N who reported a willingness to pay of 500,000JPY to 360,000JPY for the a la carte premium essay service and a la carte SAT/ACT tutoring. Parents J, L, and M who reported a willingness to pay of 60,000JPY to 20,000JPY may not be my target customer for a North American university educational preparation service.

Thus, from the below data, considering parents G, C, I, and F’s high willingness to pay, it seems that targeting digital ads such as Google and Facebook ads in Tokyo’s residential areas such as Saitama, Setagaya-ku, and Inari-shi would be a good place to start the marketing strategy. From the data, it also seems that males may be slightly more willing to pay so I would surely want to market to both genders, since females are known to make more household purchasing decisions.

**Figure 17: A comparison of willingness to pay to demographic data for customer-targeting insights**



## Section 2. MARKETING STRATEGY

In this type of college tutoring business, reputation is of paramount importance. Additionally, since the price of my service is quite high, it is important for the families to have a sense of what the service is like and what my personality and teaching style is like before signing up. To that end, I will create a YouTube channel with videos in Japanese and English made together with my partner

Sayama-san. The videos will introduce not only the both of us, but also statistics, difficulties, and some tips and tricks of getting into North American schools including the Ivy League. In these videos, we will of course plug Ivy League College Coaching. It is my hope that such videos will go viral, and demand will rise in tandem. Videos like the below [7] with 788K views are similar to what I would like to make, but in both English and Japanese.

**Figure 18: An example of a viral YouTube video that, if made in Japanese and English, could help attract customers to the business**



Source [7]

In addition to YouTube, the marketing and sales strategy will include word of mouth, referrals, Google reviews and ratings, free talks at Tokyo middle and high schools, targeted direct print and mail, press in local educational publications, targeted Google Ads, targeted Facebook ads, and Instagram influencer collaborations.

Word of mouth is likely the most powerful marketing tool for Ivy League College Coaching. Happy customers tell their friends about the business and refer their friends to the service. To this end, each customer interaction will be treasured as an audition for them to share the business with their network. If a customer refers multiple customers to the business, a discount or additional free service may be earned.

Google reviews are another critical piece of the marketing puzzle. When someone googles “Ivy League College Coaching,” or searches the business name on Google Maps, the business’s average star rating and recent reviews will be shown in addition to their written review of the service. To this end, I will ask satisfied customers to kindly leave a 5-star Google review or none at all if they are happy with the service.

Additionally, I will visit international and private Tokyo middle and high schools to give free talks about the American college admissions process and a few tips and tricks. I will also use these opportunities to advertise Ivy League College Coaching.

With direct print and mail advertising, I will leave print ads for my service outside of these schools, other cram schools, and around bustling train stations and cafes that allow for print advertising.

Press in local educational publications will also be trialed to attract educational enthusiasts. This will be in order to find the extreme user who is very invested in their children's education.

Google and Facebook ads will be targeted towards Tokyoites living in residential areas with a high average cost of living, as the results from my market research shows are the most likely to use the service.

Finally, "momfluencers", or mothers on Instagram with a high following and high engagement rating will be asked to promote the service in exchange for free lessons, essay editing, or test preparation for their children.

Thus, the marketing strategy will be multi-channel and heavily focused on reputation, word of mouth, and digital advertising.

## CHAPTER 8. COMPETITIVE ANALYSIS

### Section 1. PORTER'S 5 FORCES

First, a competitive analysis will be carried out using Porter's 5 Forces before other frameworks are applied. Considering Porter's 5 Forces, pros and cons of Ivy League's business model emerge.

Competition in the direct, in-person, Tokyo-based North American college counseling industry is low. There is only one established company in Tokyo that is doing the same thing that I would like to do. Its name is Tokyo Academics [8], and it has 56 Google reviews and 4.9 star rating. There is one other newer company that seems to be a competitor called TokyoTutor [9], which has 1 Google review and only a 1-star rating. There is another that offers SAT tutoring named Kokusaba [10] with 0 Google reviews and 0 stars.

While the industry competition locally in Tokyo may be low, the potential of new entrants into the industry can be considered to be high. Simply put, almost anyone with an Ivy League degree and tutoring experience in Japan could start a similar business. Also, the startup cost for such a business is relatively low.

Next, the power of suppliers can be considered to be low. The test preparation books and reading materials are negligible cost-wise in the long-term outlook of the business. Their movement in cost is not going to affect Ivy League College Coaching overall in the long term.

Then, the power of customers, is to be considered. At first, the power of customers will be quite high. In the short-term, with only a few small, independent customers, each individual customer has more power to negotiate lower prices, more services, and a better deal from their end. Additionally, any potential negative reviews from the customers at the beginning of the business would be very harmful to Ivy League College Coaching in the long-term because it would meaningfully stunt its growth. In the long-term, and by this, I mean after the 5-year, 20-customer goal forecasted in this paper, however, the power of customers will be low. This is because there will be many small,

independent customers, on whom it will be easier for the company to charge higher prices. The customer, who is one of many, will not have as much power to negotiate, will not make a large impact on the company by cutting ties, nor will it by leaving a negative review.

Finally, the threat of substitutes can be taken into account. The threat of substitutes is high because students can opt for an online version of American college counseling, use their own textbook, or find another tutor or service.

Taking these five metrics into consideration, the competition in the industry and power of suppliers are low, which is encouraging, but the potential of new entrants into the industry, the power of customers, and the threat of substitutes are all high, which is challenging. Therefore, the service offered must be extremely and consistently high quality and the reputation of Ivy League College Coaching, impeccable.

## Section 2. SWOT ANALYSIS

Next, to further understand the competitive landscape a SWOT analysis of Ivy League College coaching is conducted, which can be seen below.



**Table 3: A SWOT analysis of Ivy League College Coaching**

<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>- Ivy League, Waseda, University of Toronto, and University of Tokyo background</li> <li>- SAT, Math, English, Spanish, Science, etc. tutoring background</li> <li>- Proximity in age to high school/college students</li> </ul>	<p><b>Weaknesses:</b></p> <ul style="list-style-type: none"> <li>- Lack of client network</li> <li>- Lack of proven results</li> <li>- Lack of experience with "new" SAT</li> <li>- Lack of direct college application guidance experience</li> </ul>
<p><b>Opportunities:</b></p> <ul style="list-style-type: none"> <li>- A large, steady, pre-existing cram school market</li> <li>- Companies becoming increasingly global and needing bilingual talent</li> <li>- A niche and undersaturated field in Tokyo</li> </ul>	<p><b>Threats:</b></p> <ul style="list-style-type: none"> <li>- Changing US standardized testing requirements or lack thereof</li> <li>- Japanese <i>nyuugaku</i> becoming easier or less stressful</li> <li>- Population decline making it easier for Japanese students to get into top Japanese schools</li> <li>- Online/zoom college counseling</li> </ul>

Our strengths include our educational background, tutoring background, and proximity in age to students.

Our weaknesses are mainly our lack of contacts and proven results; however, we are confident this can be turned around in the first year of business.

With Japan’s affinity for investing in their children’s education via cram schools as confirmed by the 15 in-depth interviews carried out, the SWOT analysis’s opportunities section gives room for optimism.

Finally, while threats around the evolving admissions processes in both Japan and the United States exist and the availability of online counseling has spread from the digitization brought on by the pandemic, the threats do not seem like a long-term issue for the business.

### Section 3. LOCAL COMPETITION

The final piece of the competitive analysis to be considered is how Ivy League College Coaching compares to its top local competitors with respect to the services offered. As can be seen below, Tokyo Academics is likely to be the market leader in the Tokyo-based international tutoring space.

**Table 4: A comparison of Ivy League College Coaching to its main local competitors**

	Ivy League College Coaching	Tokyo Academics	TokyoTutor	Kokusaba
Website?		O	O	O
Multiple, positive Google reviews?		O		
Ivy League tutors?	O	O	O	
Location?	Come to the student	Futako-Tamagawa	Online	Mejiro
Guidance throughout entire college application process?	O	O		O
In-person tutoring?	O	O		O
Japanese customer service capabilities?	O	O	O	O

Located in Futako-Tamagawa with a branch in Nishi Azabu, Tokyo Academics' bilingual website boasts tutors with backgrounds ranging from the Ivy League to the best schools in Japan. Their services span SAT/ACT tutoring, academic tutoring, admissions consulting, essay consulting, traditional cram schooling for elementary through high school students, and more. While some of their tutors do hail from Ivy League schools, many do not.

Although their admissions counseling price is unlisted, their high school group courses, which are generally 10 days for 2 hours per day (20 hours total) go for 140,000JPY each [11]. If this cost is projected to the full year by assuming the full admissions counseling is 2 hours per week for 52 weeks and then multiplied by 4 to correct for the group vs. private setting, then this would ballpark a 2,912,000JPY admissions package, which is substantially higher by about 3X than the 1,000,000JPY admissions package Ivy League College Coaching will be offering.

Thus, while Ivy League College Coaching may be less developed, the private, personalized consulting piece and lower price point will make us competitive in the local market.

## CHAPTER 9. FINANCIAL PROJECTIONS

### Section 1. REVENUE

First, business revenue is projected for 5 years based off of the price of each of Ivy League College Coach’s services and target number of students. Each year, the price of each of Ivy League College Coach’s services is adjusted for inflation by 2.5%, which is the consumer price index in Japan as of April 2022 [12]. This figure is used to offset the increase in prices of the items the founders consume. In this way, revenue is developed as can be seen below where figures entered in blue are assumptions and figures entered in black are calculations. First year target revenue is 4,850,000JPY and fifth year target revenue is 12,473,086JPY.

**Table 5: Projected 5-year revenues**

Package	Year 1 Price	Year 1 Number of Students	Year 1 Revenue	Year 2 Price	Year 2 Number of Students	Year 2 Revenue	Year 3 Price	Year 3 Number of Students	Year 3 Revenue	Year 4 Price	Year 4 Number of Students	Year 4 Revenue	Year 5 Price	Year 5 Number of Students	Year 5 Revenue
Full Admissions Package	¥1,000,000	3	¥3,000,000	¥1,025,000	4	¥4,100,000	¥1,050,625	6	¥6,303,750	¥1,076,891	8	¥8,615,125	¥1,103,813	8	¥8,830,503
Pre admissions Consulting Package	¥600,000	2	¥1,200,000	¥615,000	1	¥615,000	¥630,375	2	¥1,260,750	¥646,134	3	¥1,938,403	¥662,288	4	¥2,649,151
Essay Service	¥100,000	2	¥200,000	¥102,500	3	¥307,500	¥105,063	3	¥315,188	¥107,689	4	¥430,756	¥110,381	3	¥331,144
SAT/ACT Tutoring*	¥150,000	3	¥450,000	¥153,750	2	¥307,500	¥157,594	4	¥630,375	¥161,534	5	¥807,668	¥165,572	4	¥662,288
<b>Total</b>			<b>¥4,850,000</b>			<b>¥5,330,000</b>			<b>¥8,510,063</b>			<b>¥11,791,952</b>			<b>¥12,473,086</b>

\*Average number of SAT/ACT Tutoring hours per student

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### Section 2. COSTS

Next, I forecasted startup costs and recurring yearly costs. Each cost item was categorized, then determined to be either start up or yearly. The cost was estimated based off various researching, especially this article [13] that details the startup costs for a small tutoring business.

In the cases where this article was used, the average of the minimum and maximum costs was taken, and then converted from USD to JPY using the 1USD = 134JPY exchange rate, current as of the time of writing. Thus, the first-year costs can be seen in the below table.

**Table 6: Projected cost breakdown**

Item	Category	Start Up or Yearly?	Cost
Set up GK	Business Formation	Start Up	¥60,000
Business Insurance	Business Formation	Yearly	¥167,500
Permit and License Fees	Business Formation	Start Up	¥50,250
Lawyer Fees	Business Formation	Yearly	¥100,500
File Hosting Tool	Software Expenses	Yearly	¥20,100
Email Marketing Service	Software Expenses	Yearly	¥6,700
Customer Relationship Management (CRM) Software	Software Expenses	Yearly	¥20,904
Project Management Software	Software Expenses	Yearly	¥1,675
Accounting and Invoicing Software	Software Expenses	Yearly	¥3,350
IT Support Service	Software Expenses	Yearly	¥144,050
Social Media Management Tools	Software Expenses	Yearly	¥3,350
Design Program and Software	Software Expenses	Yearly	¥3,350
Curriculum and Lesson Materials	Software Expenses	Yearly	¥53,600
Markers, Paper, Pens	Office Space	Yearly	¥6,700
Domain Name	Website Costs	Start Up	¥14,204
Hosting Costs	Website Costs	Yearly	¥2,010
Website Creation Service	Website Costs	Yearly	¥34,170
Business Email Hosting	Website Costs	Yearly	¥1,072
Web Designer	Website Costs	Yearly	¥415,400
Business Cards	Advertising & Marketing Costs	Yearly	¥6,700
Networking Membership	Advertising & Marketing Costs	Yearly	¥16,750
Print and Mail Campaigns	Advertising & Marketing Costs	Yearly	¥20,100
Press	Advertising & Marketing Costs	Yearly	¥33,500
Google Ads	Advertising & Marketing Costs	Yearly	¥20,100
Facebook /Instagram Ads	Advertising & Marketing Costs	Yearly	¥20,100
Transportation	Transportation	Yearly	¥78,000
Starbucks/Velocce purchases for working in Café	Café	Yearly	¥260,000
Computer	Hardware Expenses	Start Up	¥160,800
Internet Connection	Hardware Expenses	Yearly	¥48,000
Phone	Hardware Expenses	Start Up	¥107,200
Data	Hardware Expenses	Yearly	¥48,000
<b>Total</b>			<b>¥1,928,135</b>

Notably, rent is missing from the cost table. While at first, I did anticipate renting a room and looked at various office space and coworking options, the reason is deliberate: as an ultra-lean, 2-person start-up, rent, which costs upwards of 100,000JPY per month, even in humble areas of Tokyo [14], makes the costs of the enterprise astronomical and, in my opinion, unfeasible. I have decided to visit students at their homes or at local café's conducive to collaborative working such as Caffe Veloce or Starbucks, which also have reliable internet. There, we can have a more intimate experience and make the process feel less like being in a sterile classroom, which will make the process more

enjoyable for all parties. Also, I believe that having a classroom would make the service feel more commercial. Instead, I want the service I offer to feel more like a specialized sommelier where I am the student’s secret weapon to getting into competitive North American schools. This, I feel, can be much better achieved in a cozy café than in a fluorescently lit, bright classroom.

Then, back to the cost analysis, start-up costs (392,454JPY) were filtered apart from yearly costs (1,535,681JPY). After Year 1, subsequent yearly costs were determined by multiplying Year 1’s yearly costs (1,535,681JPY) by the current consumer price index in Japan of 2.5% [12]. Hence, the 5-year forecasted business costs of Ivy League College Coaching can be seen below.

**Table 7: Projected 5-year costs**

Year 1	Year 2	Year 3	Year 4	Year 5
¥1,928,135	¥1,574,073	¥1,613,425	¥1,653,760	¥1,695,104

### Section 3. FREE CASH FLOWS

Next, 5-year free cash flows are forecasted. The reason free cash flows are selected is because they represent the cash that is left over after costs, taxes, and investments back into the business are made [15]. Free cash flows represent the cash producing ability of the business because it is taken after the company has paid its operational expenses and capital expenditures. Free cash flows are more important than pure profits because return on investment can only be reaped after receiving after-tax cash flows. Free cash flows are like the company’s savings account. Additionally, utilizing free cash flow along with a Price to Earnings (PE) ratio is a common basis for valuing a private, unlisted company, which will be helpful for the harvesting opportunities of this business, which will be subsequently discussed.

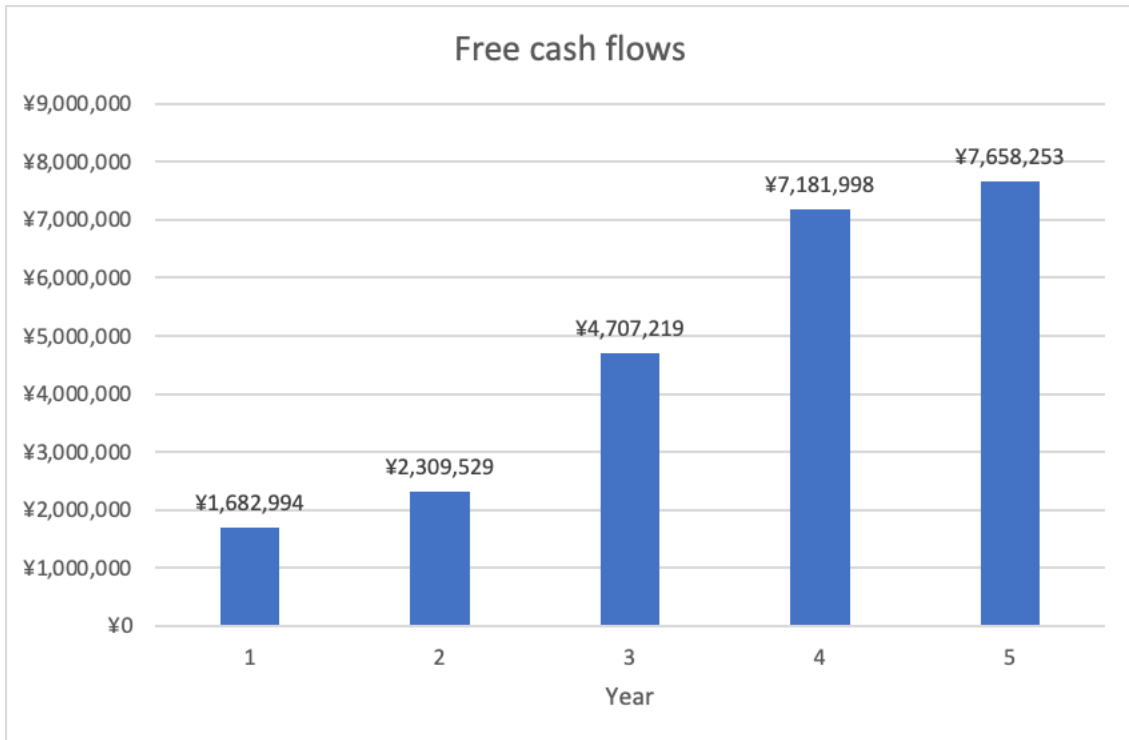
For Ivy League College Coaching, the free cash flows are calculated as follows. Sales are taken as forecasted revenue, developed above. Operating profits are determined by subtracting the 5-year costs from the target revenue. Taxes are then calculated as the 23.2% corporate tax rate for part of an income above 8MJPY [16] because I intend to run Ivy League College Coaching in addition to

working a full time job until I can make over 8MJPY from Ivy League College Coaching alone, which is outside of this forecast period. Then, profits after taxes are calculated by subtracting taxes from operating profits. Net working capital is mainly to be used for 1 to 3 annual business trips to North America to meet with university admissions teams and attend college counseling career building workshops in order to build my knowledge base and network, which is what I see as the best possible investment into this business. Ideally, I would be investing a quarter of my profits after taxes back into the business, and it works out that that amount happens to be in the ballpark of the cost to travel to North America on a budget 1 to 3 times a year. Every year, the net working capital is adjusted for the consumer price index of 2.5% described above. In this business, there are no fixed assets – I am not considering my computer to be a fixed asset and will not buy any land or vehicles. Hence, net working capital and fixed assets are summed to develop the total investments into the business, and then subtracted from profits after taxes in order to derive annual free cash flows. Free cash flows are calculated to be 1,682,994JPY in year 1 and 7,658,253JPY in year 5.

**Table 8: Projected 5-year free cash flows**

Year:	1	2	3	4	5
Sales	¥4,850,000	¥5,330,000	¥8,510,063	¥11,791,952	¥12,473,086
Operating Profits	¥2,921,865	¥3,755,927	¥6,896,638	¥10,138,192	¥10,777,981
Taxes	\$677,873	\$871,375	\$1,600,020	\$2,352,061	\$2,500,492
Profits after Taxes	¥2,243,992	¥2,884,552	¥5,296,618	¥7,786,131	¥8,277,490
Incremental investments in:					
Net working capital	\$560,998	\$575,023	\$589,399	\$604,134	\$619,237
Fixed assets	0	0	0	0	0
Total investments	\$560,998	\$575,023	\$589,399	\$604,134	\$619,237
Free cash flows	¥1,682,994	¥2,309,529	¥4,707,219	¥7,181,998	¥7,658,253

**Figure 19: A histogram showing the projected 5-year free cash flows**



#### Section 4. VALUATION AND RAISING FUNDS

Looking to the future, after growing the company organically for 5 years, I would like to take on outside investment from education-focused Venture Capital (VC) companies such as Rethink Education [17] or Owl Ventures [18] in order to help grow physical brick and mortars and an online business and platform. VC companies can provide the network, industry knowledge and connections, help with hiring and building a board along with other activities imperative to growing the business that are perhaps too burdensome for Ivy League College Coaching’s lean, two-person team to do on their own.

While it may seem simpler to raise debt rather than equity by getting a loan from a bank, I am more attracted to VC-backed financing as opposed to bank-backed financing for the following reasons. First, as a foreigner in Japan, it is difficult to access bank loans. I would need to get a permanent resident visa, which are difficult to earn, often taking 10 years. Next, I am attracted to the managerial



expertise, network, and business support that VC's have to offer. Further, to meaningfully grow the business, I recognize it is crucial to launch online. While having a lot of one-on-one clients who all purchase the Full Admissions Package would be great, to truly scale, I would need to have a cutting-edge online platform and other fantastic tutor-counselors working for the company. For developing the online platform and content and assist with recruiting and hiring, utilizing a VC's deep resources and experience would be instrumental.

Looking to the industry for an example, another similar company, Crimson Education, started out as a consulting service for international students to gain entrance to elite American universities by pairing students with elite university students and graduates. It gained venture capital funding and then became wildly successful. Crimson Education reportedly raised \$20 million from investors including Julian Robertson, the highly successful founder of Tiger Management, an American hedge fund, and grew its value to \$260 million after being founded less than 10 years ago in 2013 [19]. This valuation is about 10X what I forecast Ivy League College Coaching's 10-year valuation to be and serves as a powerful success story to keep motivation high.

Note, the reason I am not considering Crimson Education to be a direct competitor is because it does not cater expressly to Japanese and international students living in Japan. Since the Japanese educational system is so different and unique to the international one, Crimson Education is not included in the competitive analysis.

In order to forecast the valuation of Ivy League College Coaching after 5 years, the free cash flow valuation method is used. First, the free cash flows' present values are determined using the below formula.

**Equation 1: The equation used to obtain the present values of the free cash flows**

$$PV = \frac{PV_T}{(1 + K)^T}$$

Here,  $PV$  is the present value,  $PV_T$  is the value of the free cash flow in a given year  $T$ , and  $K$  is the VC's desired rate of return.  $K$  is determined to be 60% based off the below table and considering Ivy League College Coaching to be at the “start-up” stage at the end of 5 years [20].

**Table 9: The returns that investors expect from investing in private companies at various stages**

stages	Expected return / year
Seed	80%
Start-up	60%
First stage	50%
Second stage	40%
Third stage / mezzanine	30%
Bridge finance	25%

Source [20]

In this way, the present values for the free cash flows are calculated below.

**Table 10: The present values of the projected free cash flows**

Year:	1	2	3	4	5
Free cash flows	¥1,682,994	¥2,309,529	¥4,707,219	¥7,181,998	¥7,658,253
VC Desired Rate of Return	60%	60%	60%	60%	60%
PV	¥1,051,871	¥902,160	¥1,149,223	¥1,095,886	¥730,348

Next, the present values are summed and then multiplied by a PE ratio of 7.5, which was determined based off the average PE ratio in the educational industry being between 5 and 10 over the past 5 years [21]. Thus, the pre-money valuation is determined to be 36,971,162JPY.

From here, I would like to sell a 45% stake in the company, keeping 55% for the founders in order to hold onto control of major managerial decisions. A post money valuation of 67,220,295JPY is derived where 55% of the company – 36,971,162JPY (the original pre money valuation) – belongs to

the founders and 45% of the company – 30,249,133JPY – belongs to the VC firm. In this way, the founders can continue to make the majority decisions for the company.

The money raised here in the first round will be used to rent classroom space, build a more robust online student-management system, and hire additional tutors.

Expanding the timeline past year 5, in year 7 and year 10, I estimate the company growing in value between 3 times in year 7 and 2.5 times in year 10. Additional VC and liquidity rounds will be held to raise an additional 317,615,895JPY in funds, however majority ownership will continue to be held by the founders so that Ivy League College Coaching’s core essence will remain unchanged. These funds will be used to expand the company’s presence in Tokyo and perfect its online offering to cater to students all across the world to help them access the best North American education available.

Under these assumptions, after year 10, the founders’ return in the company is estimated to be 143.8X. In that case scenario, the founders may consider selling their shares in the company valuing 277,345,350JPY to move onto other entrepreneurial pursuits or continue to operate Ivy League College Coaching for a more lucrative selling opportunity later on. The capitalization table detailing the funding rounds is shown below.

**Table 11: A capitalization table showing the projected funding rounds, shares, and company value**

	Founding		VC#1		VC#2		Liquidity Round		Investment Returns	
Year:	0		5		7		10			
Price per share	¥1,928		¥36,971		¥110,938		¥277,345			
Shares Sold this round	1000		818		818		818			
Funds raised this round	¥1,928,135		¥30,249,133		¥90,747,398		¥226,868,496			
Cumulative funds	¥1,928,135		¥67,220,295		¥157,967,694		¥384,836,190		Value	Return
Founders shar	1000	100%	1000	55%	1000	38%	1000	29%	¥277,345,350	143.8
VC#1 shares			818	45%	818	31%	818	24%	¥226,868,496	7.5
VC#2 shares					818	31%	818	24%	¥226,868,496	2.5
Liquidity Round shares							818	24%	¥226,868,496	1
Total Shares	1000	100%	1818	100%	2636	100%	3454	100%		
Capitalized Value	¥1,928,135		¥36,971,162	¥67,220,295	¥201,685,538	¥292,432,937	¥731,082,342	¥957,950,838	¥957,950,838	
	Start Up Investment	Pre Money	Post Money	Pre Money	Post Money	Pre Money	Post Money	Pre Money	Post Money	Check

## CHAPTER 10. ORGANIZATION AND MANAGEMENT

For the first 5 years of the business, given current projections of 10-20 students each year, Sayama-san and I will be the only two people running Ivy League College Coaching. Given that I will be the main person running the business and allocating more of my time and money, I will take 70% of the business and Sayama-san will take 30% of the business.

**Table 12: The division of company shares between the founders**

	Founders	
	Shares	% Capital
Alec	700	70%
Sayama	300	30%
<hr/>		
Total	1000	100%

I will mainly be responsible for developing the curriculum, working with students, running the financial operations of the business, and sales and marketing efforts. Sayama-san will mainly be responsible for providing Japanese-English translation support and sales efforts with parents who prefer to speak Japanese.

I will initially supply 70% of the 1,928,135JPY year 1 costs, 1,349,695JPY, and Sayama-san will supply 30% of the year 1 costs, 578,440JPY. Based off this division of time, money, and labor, 70% equity for me and 30% equity for Sayama-san were decided as fair numbers.

After 5 years, when VC#1 will get involved, other team members will be hired and the organization will be reassessed, however Sayama-san and I will maintain leadership positions and together hold the majority equity stake in the company.

## CHAPTER 11. CONCLUSION

The objective of this paper was to conduct in-depth market research in order to develop a business plan for an educational service named Ivy League College Coaching that will help Tokyo-based Japanese and international students gain admission to the North American universities of their dreams.

To develop this business plan, I needed to answer two questions: Question 1, are actual parents living in Tokyo willing to pay for such a service, and if so, how much are they willing to pay? And, Question 2, what are the parents' and students' actual needs that such a service should address?

My findings from the 15 in-depth interviews conducted with Japanese and international parents, current high school students, and career consultants selected based off academic literature linking parental to child educational achievement [1] were that 1) all of the parents asked were willing to pay for this service and, many of them, quite a bit of money and 2) that the entire application process, differences in styles of communication, lack of local information and essay writing were the interviewees' greatest needs from such an educational consulting service.

Thus, from the interview-based market research, I concluded that 4 offerings – a full admissions package (1,000,000JPY per package), pre-admissions consulting package (600,000JPY per package), premium a la carte essay service (100,000 per essay), and a la carte SAT/ACT tutoring service (12,500 per hour) – responded best to the interviewees' wants, needs, and willingness to pay. Under each of these 4 services, various offerings were developed in accordance with the research conducted.

Leveraging my 10-year tutoring background and Ivy League education, I will run the business along with my Japanese partner, Sayama-san. To grow the business, multi-channel marketing encompassing word of mouth, video creation, SNS and digital advertising, and traditional print advertising will be executed.

Ivy League College Coaching's main local competitor is Tokyo Academics. Our main points of differentiation will be the individually tailored service, on-demand come-to-you access, and lower price point.

Financially, Ivy League College Coaching is projected to generate free cash flows of 1,682,994JPY in year 1 reaching 7,658,253JPY in year 5. Between year 5 and year 10, after proving the founders' college counseling business management potential, 3 rounds of funding will be raised to grow the business's physical presence locally in Tokyo and then into a global EdTech company reaching students across the world through an innovative online platform. The founders may sell their shares in the business after this vision has been realized.

The research conducted here proves that in a market accustomed to extracurricular educational spending, that Japanese and international parents living in Tokyo are highly interested in sending their children to universities in North America, that they need help to do so, and that they are willing to pay a high price for a consultant to assist with the process. Ivy League College Coaching will fill this market need to help students in Tokyo pursue previously unimaginable educational experiences abroad.

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## **APPENDIX**



## Section 2. INTERVIEW NOTES

### Person A

\*This will be anonymous and your name won't appear on the thesis\*

1. Do you believe that having a college degree from an American university would give a Japanese person an advantage in their career in Japan? If so how?

- Yes it is an advantage
- First they can learn the culture
- And Japan and America are really friendly so you can work in either Japan or America
- It's a really good overall experience

2. What is the college admissions process like in Japan?

- There are tests and it is competitive to get into a top school.

3. Is it stressful? Competitive?

a. yes

4. What is your educational background?

- a. Everything in Japan
- b. No study abroad experience
- c. Went to private uni in Japan
- d. And now WBS student like Tomo-san

5. Do you have children? How old are they?

a. Shogaku san nen no boy iru – 9 years old

6. Would you consider sending your child to international school for middle or high school?

Why or why not?

a. I did want to send him but now he's going to public school

b. First ibunka ni furete hoshikatta wanted to experience the culture

c. And why I wanted to send him now he's going to public school but there are no public schools close by so can't support so sending him to the local public school

7. Would you consider sending your child to university in the United States? Why or why not?

a. I want him to study abroad since I couldn't, I want him to study abroad even before university but also in university if possible

8. Do you feel the English is a barrier for you or your child in this decision?

a. Number one worry is child safety

b. And of course English kabe aru des ga anzen is the number one

9. What are some other potential hurdles for sending your kids to school in America?

10. What is your long term plan for your child's education?

a. Muzukashii

11. What kind of job do you expect your child to get in the future?

a. Muzukashii any job he likes bakuzen toshita kaite ni natte

12. Do you find the application process to colleges intimidating?

a. Yes

13. Would you pay for someone to help you and your child with that process?

a. yes

14. What part of the application process do you find the most intimidating? Filling out the information? Strategy around early decision? Essay and short answer responses? Standardized Test Scores and preparation? Strategizing extra curriculars?

a. Probably shaken like SAT

b. Me and my husband haven't studied abroad

c. So the whole process is a huge barrier because we don't have any experience

15. My business model is a menu of different educational consultant services ranging from working with the child at an early age to improve their English skills to high school full admissions process guidance to a la carte SAT or essay help. What do you think? What would be the most interesting to you?

16. If I had a Japanese partner with whom you could speak comfortably in Japanese, would that make you feel more inclined to use this service or pay for it?
  - a. yes
17. Would you prefer to pay hourly or as a package rate?
  - a. package
18. How much would you pay?
  - a. Normal level – wakaranai
  - b. Go juu man en gurai 5,000 dollars
19. Where do you live in Tokyo?
  - a. Toshimaku
20. What nenreisou do you belong to? 20代? 30代?
  - a. 40dai
21. What is your occupation?
  - a. Finance company
22. What is your spouse's occupation?
  - a. Leasing company fudousan dousan
  - b. Leases desks, pcs, airplanes, ships,
  - c. Olyx
23. What is your plan with regards to Juku for getting your kid into college in Japan?
  - a. Son doesn't go to juku
  - b. Wants him to go soon
24. Approximately how much do you spend or plan to spend on Juku per year? A range is fine!
  - a. 100 to 200 dollars per month

Person B

\*This will be anonymous and your name won't appear on the thesis\*

1. Do you believe that having a college degree from an American university would give a Japanese person an advantage in their career in Japan? If so how?
  - a. Yeah I think so, but if my children go to American university, maybe I hope they will find a job in America.
  - b. But I think yeah it will give them some advantage even if in japan.
2. What is the college admissions process like in Japan?
3. Is it stressful? Competitive?
  - a. Yes
4. What is your educational background?
  - a. Waseda
5. Do you have study abroad experience?
  - a. No
6. Do you have children? How old are they?
  - a. 6 boy and 3 girl
7. Would you consider sending your child to international school for middle or high school? Why or why not?
  - a. No no plan
8. Would you consider sending your child to university in the United States? Why or why not?
  - a. If they want to, yes I want to support them
9. Do you feel the English is a barrier for you or your child in this decision?
10. What are some other potential hurdles for sending your kids to school in America?
  - a. The biggest concern is English and the most important point
  - b. And also we don't know the process or HOW to go
  - c. And also the image that the cost is really high
11. What is your long term plan for your child's education?
  - a. No
12. What kind of job do you expect your child to get in the future?
  - a. I hope they will do global business

b. A lot of Japanese people think jp demand is getting lower because population is decreasing so a lot of people want to go abroad so I hope my children find a job that has them doing business with another country

13. Do you find the application process to colleges intimidating?

14. Would you pay for someone to help you and your child with that process?

a. Yes we would pay to help with the process

15. What part of the application process do you find the most intimidating? Filling out the information? Strategy around early decision? Essay and short answer responses? Standardized Test Scores and preparation? Strategizing extra curriculars?

a. Doing the whole picture, the whole thing

16. My business model is a menu of different educational consultant services ranging from working with the child at an early age to improve their English skills to high school full admissions process guidance to a la carte SAT or essay help. What do you think? What would be the most interesting to you?

17. If I had a Japanese partner with whom you could speak comfortably in Japanese, would that make you feel more inclined to use this service or pay for it?

a. Yes

18. Would you prefer to pay hourly or as a package rate?

a. package

19. How much would you pay?

a. Depends on the result

b. 300 dollars per month

20. Where do you live in Tokyo?

a. chofu

21. What nenreisou do you belong to? 20代? 30代?

a. 40dai

22. What is your occupation?

a. Business owner

23. What is your spouse's occupation?

a. Stay at home mom

24. What is your plan with regards to Juku for getting your kid into college in Japan?

a. Yeah I'm planning to send them from age 10

25. Approximately how much do you spend or plan to spend on Juku per year? A range is fine!

a. 300 to 500 dollars per month

### Person C

\*This will be anonymous and your name won't appear on the thesis\*

1. Do you believe that having a college degree from an American university would give a Japanese person an advantage in their career in Japan? If so how?

a. Yes, especially in foreign companies it would be an advantage

b. I worked in Loreal, it was a huge advantage to have an American degree especially MBA

c. Also for hiring, new graduates, it is a huge advantage to work in a global company or shousha or large Japanese conglomerates like itouchu or Mitsubishi shouji

2. What is the college admissions process like in Japan?

3. Is it stressful? Competitive?

a. yes

4. What is your educational background?

a. I went to university in Osaka (private) and there were a lot of English classes and my zemi sensei was from the US and I had a lot of classes in English and during my time in the US I went to US to study abroad and to do an internship at a manga kaisha called tokyo pops in Los Angeles for 6 months and I also wanted to study Spanish so she went to Mexico for 1 year to study. The internship was 6 months and the English study was 3 months so the whole thing was 9 months so it was too short.

b. I gathered a lot of info on the internet and a company introduced her to it for the internship and study experience was a combo package

- c. And there was a homestay and they arranged everything
5. Do you have children? How old are they?
- a. I have two children 8 boy and 4 girl and wants to send they to study abroad
6. Would you consider sending your child to international school for middle or high school?  
Why or why not?
- a. Right now they cant speak English at all so they cant go to international
- b. She would be really happy to send them abroad for high school or college or go to international university
7. Would you consider sending your child to university in the United States? Why or why not?
- a. America she's afraid of the guns so America would be really great because I had a lot of fun there, but because of the bad guns news, she would rather have them go to Australia or Canada. Or Switzerland but maybe its too expensive. Or maybe Taiwan but doesn't know if its safe.
8. Do you feel the English is a barrier for you or your child in this decision?
9. What are some other potential hurdles for sending your kids to school in America?
- a. First, for children the language eigo would be the hardest
- b. After that, with working, by yourself you can't express your opinion is really important to work in us but that might be hard for her kids because in japan they don't really do it. Its better to not say anything and nothing happens. So that's difficult
10. What is your long term plan for your child's education?
- a. wants them to make their own business and become the person they want them to become and wants them to work with a lot of international people and go to an abroad uni or abroad mba on their own timing and debate with abroad people.
11. What kind of job do you expect your child to get in the future?
- a. Muzukashii. For me, my son likes art and he doesn't like studying and he likes drawing pictures and Minecraft and is very creative so artist or something with his own preferences or his own own his own business with his talents.
12. Do you find the application process to colleges intimidating?
- a. Yes I think its really difficult, so I want more support
13. Would you pay for someone to help you and your child with that process?
- a. Depends on the cost but yes I would pay to make it smooth
14. What part of the application process do you find the most intimidating? Filling out the information? Strategy around early decision? Essay and short answer responses? Standardized Test Scores and preparation? Strategizing extra curriculars?
- a. Essays are the most difficult and finding a school that matches your strengths and expressing that to college is difficult.
15. My business model is a menu of different educational consultant services ranging from working with the child at an early age to improve their English skills to high school full admissions process guidance to a la carte SAT or essay help. What do you think? What would be the most interesting to you?
16. If I had a Japanese partner with whom you could speak comfortably in Japanese, would that make you feel more inclined to use this service or pay for it?
- a. Yes a nihonjin who can support is necessary
- b. For kaigai colleges volunteering is necessary, but in japan, they don't do it and people don't know it so they want to know it and also want to know what kind of volunteering service is good and what kind of presentation and discussion and introduction skills are necessary.
- c. Theres not enough information out there I think
- d. You can't really volunteer in japan so if they could provide those opportunities that would be interesting especially as high schoolers
- e. Presentation and discussion skills you don't learn in japan especially in english
17. Would you prefer to pay hourly or as a package rate?
- a. Package is good
18. How much would you pay?

a. Juu or nijuu man 10,000 or 20,000 if it's a good university and getting in his hard or boarding school

19. Where do you live in Tokyo?

a. Setagaya ku

20. What nenreisou do you belong to? 20代? 30代?

a. 30dai

21. What is your occupation?

a. Right now I'm not working she quit so shes a student and homemaker

22. What is your spouse's occupation?

a. He's an advisor for unicorn startups

23. What is your plan with regards to Juku for getting your kid into college in Japan?

24. Approximately how much do you spend or plan to spend on Juku per year? A

range is fine!

a. Yes they do go to juuku only the 8 year old

b. 150 dollars per month

#### Person D

\*This will be anonymous and your name won't appear on the thesis\*

1. Do you believe that having a college degree from an American university would give a Japanese person an advantage in their career in Japan? If so how?

a. Yes that would totally be an advantage. Why? They could learn the language, learn global way of thinking, and even in japan it would help their job hunting abilities.

b. They could get a job in japan or America in both countries.

c. Its totally worthwhile.

2. What is the college admissions process like in Japan?

3. Is it stressful? Competitive?

a. Yes getting into a high level university in Japan is very competitive kyouso ga hageshii, and very stressful

b. To get into a college abroad, I don't know anything, so its very difficult. Also theres the image that its really expensive. She would be interested in when to start preparing.

4. What is your educational background?

a. No study abroad experience

b. Graduated from Waseda

c. Husband never went abroad

d. Graduated from public school in japan

5. Do you have children? How old are they?

a. 13 year old boy

b. 9 year old girl

c. 3 year old girl

6. Would you consider sending your child to international school for middle or high school?

Why or why not?

a. Yes I would like to give them that experience of internship

b. Haven't thought of sending to international school

7. Would you consider sending your child to university in the United States? Why or why not?

a. Doesn't matter about the country, but wants her son to go to a university in America or other

English speaking country

8. Do you feel the English is a barrier for you or your child in this decision?

9. What are some other potential hurdles for sending your kids to school in America?

a. Doesn't know how to study American culture

b. Doesn't know how important the toeic grade matters

c. Also money

10. What is your long term plan for your child's education?

11. What kind of job do you expect your child to get in the future?

a. It depends on her kids but nothing particularly



- b. Son wants to be an IT consultant because husband is IT consultant
12. Do you find the application process to colleges intimidating?
- a. Yes I think it is very difficult because she doesn't have any information about studying abroad
- b. In general Japanese high school has jp university info but not global uni info
13. Would you pay for someone to help you and your child with that process?
14. What part of the application process do you find the most intimidating? Filling out the information? Strategy around early decision? Essay and short answer responses? Standardized Test Scores and preparation? Strategizing extra curriculums?
- a. Writing ability and essays
- b. In jr high school and high school in japan, they don't teach that
- c. Also interviews that's also not taught
- d. She would pay money for that
15. My business model is a menu of different educational consultant services ranging from working with the child at an early age to improve their English skills to high school full admissions process guidance to a la carte SAT or essay help. What do you think? What would be the most interesting to you?
16. If I had a Japanese partner with whom you could speak comfortably in Japanese, would that make you feel more inclined to use this service or pay for it?
- a. yes
17. Would you prefer to pay hourly or as a package rate?
- a. Package where you pay each month
- b. For example son goes to juku san man en gurai each month (300 dollars)
18. How much would you pay?
- a. 300 per month including juku
- b. Other people who earn more might want to pay more like iriyama sensei
19. Where do you live in Tokyo?
- a. Koganeshi not 23wards
20. What nenreisou do you belong to? 20代? 30代?
- a. 40dai
21. What is your occupation?
- a. recruiter
22. What is your spouse's occupation?
- a. It consultant
23. What is your plan with regards to Juku for getting your kid into college in Japan?
24. Approximately how much do you spend or plan to spend on Juku per year? A range is fine!
25. Advice
- a. If the mother is kogakureki da to, and if there are higher earners they may
- b. If the mother is working, kogakureki, and wbs, those people might be good to aim for
- c. Shugaku juuken ha mothers who don't work katsu to iwaretete would have a lot of time to study and have a
- d. Working moms who have more money yori nanka

Person E

\*This will be anonymous and your name won't appear on the thesis\*

1. Do you believe that having a college degree from an American university would give a Japanese person an advantage in their career in Japan? If so how?
- a. Not really. In japan for getting their job or building their career is the same Japanese uni or American uni. I think for foreign companies that it may help, but Japanese companies are membership style, so company wants to control the staffs skills and career and say this ppl should go to marketing or hr, so students from jp university are used to that and want company to decide. But uni from overseas, they have very clear career targets, so I want to work in hr or finance, so foreign companies are happy to welcome. For both sides, there may not be a good fit. Because now I'm studying for career consulting because in the us, normally students in us do internships, and then when they

graduate the school, they already have work experiences, so they are very confident to appeal that they have a certain experience, and they clearly know what they want to do, but jp students normally, the system has only recently incorporated internships, and most people still don't do it. So when they interview they can't clearly say their strengths or what they have or haven't done. Americans already have experience, which fits the foreign company system and Japanese don't have experience, which fits the jp company system.

2. What is the college admissions process like in Japan?

3. Is it stressful? Competitive?

a. I don't know American schools very well, but the Japanese system is very very stressful actually. The education is very different. The whole education system. We don't debate, we don't do presentations, normally parents don't want their children to grow their leadership skills either. In Japan, balance or harmony is very important. Normally Japanese education doesn't cultivate students' individual skills or desires. From jr high to high school, they need to start the competitions, *hensachi*, each school has a grade, and each student needs to get that level to get into the school. So what they do is just prepare for the paper exam, with lots of memorization and only getting knowledge. But this doesn't help after graduating school, so even from high school, it's very competitive and then from university it's more so. I think what Japan is doing is not useful for after graduating school. So after school, we need to present ourselves, our strengths, what I want to do, and how I want to live. I think the US system is more creative, I want to study this because I want to be like this. I think the US system is more professional. Students are very busy with school and then after school is club. They go to *juku* after that. They have no time to do part-time jobs or internships. Recently the government *Monbukagakusho* is saying we need to start career education from kindergarten. I think the US is more advanced.

b. Japanese students are not required to write essays that show their own style and hopes and desires.

4. What is your educational background?

a. Private uni in Japan and then worked over 20 years all in HR in the consulting industry and then came to WBS

b. Worked at JP company for 4 years because her father introduced her

c. But didn't have very clear plans about what she wanted to do or what her skills or strengths were

d. She lived in Singapore and Malaysia when she was small so she just knew that she wanted to use English and join international sales division

e. But still Japanese culture was strong with hierarchy and that men should work harder than women

f. Then she worked for foreign companies financial and consulting

g. And thought jp company and foreign companies were very different

h. Foreign companies hired her based off job description so it was very clear why she was hired, what she had to do, and that she could grow clearly in that type of environment

5. Do you have children? How old are they?

a. No children – I like working

6. Would you consider sending your child to international school for middle or high school? Why or why not?

7. Would you consider sending your child to university in the United States? Why or why not?

8. Do you feel the English is a barrier for you or your child in this decision?

9. What are some other potential hurdles for sending your kids to school in America?

a. Depends on the parents, not that much, they don't know about foreign countries, the family wants to stay together, don't want to have separation

b. Normally Japanese parents are quite happy living in Japan with kids

c. She knows that some parents want kids to go to international schools

d. Or some who want kids to get English skills so go to international schools

e. The thought is that if they go to international schools, they have to go to foreign university because the education is very different

f. If they go to foreign uni until jr high or high school they won't want to go to jp uni because the system in jp is too tight

g. I should focus more on international than Japanese  
 h. Even if they go to BCG or consulting firm many young ppl quit or go to venture or startup, and Japanese

10. What is your long term plan for your child's education?  
 11. What kind of job do you expect your child to get in the future?  
 12. Do you find the application process to colleges intimidating?  
 13. Would you pay for someone to help you and your child with that process?  
 14. What part of the application process do you find the most intimidating? Filling out the information? Strategy around early decision? Essay and short answer responses? Standardized Test Scores and preparation? Strategizing extra curriculars?

15. My business model is a menu of different educational consultant services ranging from working with the child at an early age to improve their English skills to high school full admissions process guidance to a la carte SAT or essay help. What do you think? What would be the most interesting to you?

16. If I had a Japanese partner with whom you could speak comfortably in Japanese, would that make you feel more inclined to use this service or pay for it?

17. Would you prefer to pay hourly or as a package rate?

18. How much would you pay?

19. Where do you live in Tokyo?

20. What nenreisou do you belong to? 20代? 30代?

a. 50dai

21. What is your occupation?

a. Career consultant

22. What is your spouse's occupation?

23. What is your plan with regards to Juku for getting your kid into college in Japan?

24. Approximately how much do you spend or plan to spend on Juku per year? A

range is fine!

25. Foreign company what do you think?

a. Definitely would give an advantage. For foreign companies, normally English skill is a must, McKinsey and Bain and Alex Partners require very high English skills, but consulting firms work globally on global projects. At Alex Partners TOEIC data to, need at least a 900, English skill is a must in consulting and foreign companies. But Japanese education does not give any English skills even if they graduate universities. No business English skills. That's very critical. If your English skill is better you can get another 1 or 2 million yen per year. If you have overseas experience, that really helps from language skills perspective. Also working globally, I was in Japan, but I also talked and worked with ppl from Europe and US, and was in that environment, always writing emails in English. Japanese people could not easily understand her situation, but what I learned is the importance of fact basis. Japan has this basis, which is why I think XYZ, which is why... so ppl from US universities are living in diverse environments, so the natural way they think is that they can simulate what ppl think, but my opinion is like this, so they have different angles, they have very wide diversified thoughts, but that cannot be developed in Japan because Japan says kotawaza, gray is good, but in America black and white is good. And foreign companies cannot survive like that. JP companies can wait for boss to say something but not foreign companies. Not only language skills, but also diverse perspectives and attitude and leadership is very important and that is something that cannot be developed without going abroad or having international school experience or internship experience.

b. Uni and high school students need more internships or opportunities to learn leadership

c. Nephew is in 3rd grade of jr high and he likes English and table tennis and her preference is that he l

i. Elementary and middle school is a must and high school is optional

ii. University has some meaning for Junko and she was in a club and really like uni days but didn't like high school

iii. So when she was thinking about nephews school wants him to go to a school where he only goes 4 days a week and then the school recommends they do an internship or part time

thing and from career consulting perspective having early experience working for society is really important

- iv. After he graduates high school, he can go to university or go at a later age
- v. She thinks his life should be happy but jp education cannot provide that
- vi. So from mon to thu he go to school and on fri he learns something from society where he can get leadership skills
- vii. The ppl who go there are famous Olympic or soccer player bc they cannot go to normal school because they are busy with sports and stuff but they can still get hs graduation certificate
- viii. There are a lot more types of high schools now where they can still go to uni after if they want
- ix. There are also a lot of jr high students or elementary students who are very smart but cant go to school bc of buyllying covid etc. and students like that can go to these high schools
- x. So theres more options now

#### Person F and Person G

\*This will be anonymous and your name won't appear on the thesis\*

Childrearing ended

1. Do you believe that having a college degree from an American university would give a Japanese person an advantage in their career in Japan? If so how?
  - a. Yes I thnk it's a benefit because you can speak English.
  - b. It's definitely an advnantage because if you go to school in America you can learn specialized vocabulary. It's a great great advantage.
  - c. Your perspective widens extremely.
2. What is the college admissions process like in Japan?
3. Is it stressful? Competitive?
  - a. America is easier because theres no juken. America is harder to graduate.
  - b. Entering school in japan is harder.
4. What is your educational background?
5. Do you have children? How old are they?
6. Would you consider sending your child to international school for middle or high school? Why or why not?
  - a. Yes it was a good decision to send them to international school
  - b. You really have to start learning language from an early age, the earlier the better, because it is so hard to learn a language as an adult
  - c. You're able to speak as an adult if you try really hard but listening skills is something you really have to work at as a child, as early as possible
  - d. English is extremely important
  - e. If you want to be a professor in japan you have to be able to speak and write in English
  - f. If there are more ppl who know English in japan there will be less suicides in japan
  - g. People in japan struggle so much and have limited options in their lives and careers, but if you know English you can do anything so there's a lot of options open to you with your career
7. Would you consider sending your child to university in the United States? Why or why not?
  - a. Yes, America is good
  - b. Definitely America
  - c. From a Japanese person perspective, American schools are still considered the best in the world
  - d. American schools are better because people know them and they have a better reputation
  - e. If you ask a hundred ppl in japan who the prime minister of Canada Is they don't know, but they all know who that is for America, so they would want if possible for their kid to go to an American school, and preferably an ivy league school because that is better, if there is enough money
  - i. So advise on scholarship options
8. Do you feel the English is a barrier for you or your child in this decision?
9. What are some other potential hurdles for sending your kids to school in America?

a. The hardest thing for people sending their kids to America is tuition. Of course studying and English too.

10. What is your long term plan for your child's education?

11. What kind of job do you expect your child to get in the future?

12. Do you find the application process to colleges intimidating?

a. Probably getting information. Like what schools would be best to my child according to what he or she wants to study. In Japan there's a variety of faculties but in America it's different. You can't just tell from the internet. It would be really good to talk to people who actually went through the process

b. Also what the lifestyle is like at that school

c. and where you need to spend money like health insurance

d. Also concerned about safety and crime ridden areas and which are the safe and bad areas

13. Would you pay for someone to help you and your child with that process?

a. Yes I would if there was money

14. What part of the application process do you find the most intimidating? Filling out the information? Strategy around early decision? Essay and short answer responses? Standardized Test Scores and preparation? Strategizing extra curriculars?

15. My business model is a menu of different educational consultant services ranging from working with the child at an early age to improve their English skills to high school full admissions process guidance to a la carte SAT or essay help. What do you think? What would be the most interesting to you?

16. If I had a Japanese partner with whom you could speak comfortably in Japanese, would that make you feel more inclined to use this service or pay for it?

a. Yes

b. Yes

17. Would you prefer to pay hourly or as a package rate?

a. Package - everything

18. How much would you pay?

a. \$5,000 - \$10,000 mom

b. \$30,000 - dad (same amount as a new car and sacrifice the car for the child's education)

19. Where do you live in Tokyo?

20. What nenreisou do you belong to? 20代? 30代?

21. What is your occupation?

22. What is your spouse's occupation?

23. What is your plan with regards to Juku for getting your kid into college in Japan?

24. Approximately how much do you spend or plan to spend on Juku per year? A

range is fine!

a. Daughter 1 med school - san byaku man per year (30,000 dollars)

b. Daughter 2 - hyaku man en per year (10,000 dollars - 20,000 dollars) so 1,000dollars to 2,000dollars per month

#### Person H

\*This will be anonymous and your name won't appear on the thesis\*

1. Do you believe that having a college degree from an American university would give a Japanese person an advantage in their career in Japan? If so how?

a. Yes I think it would be an advantage because nowadays even Japanese companies need someone who can speak English so I think people who graduate from American universities can speak English so I think they have an advantage for getting into companies

2. What is the college admissions process like in Japan?

a. Common system is taking an exam. There is either science course or humanities course.

Everyone first takes a centralized exam which has 5 subjects, Japanese math science history and English, and after that students have to take university's specific exam. But another system (aside from that) there is a recommendation process with interviews and writing an essay

3. Is it stressful? Competitive?

- a. Yeah the test is very difficult and I have to study a lot. And it is also necessary to go to cram school.
- b. Aiming for today
- c. He started preparing for today from April 2021 when he was in grade 12 and he studies 3 or 4 hours a day. The centralized test kyoutsuu testo will be in January and the today test will be in February
- d. Yeah I think some students do more. One of my friends goes to juku everyday and she studies 6 or 7 hours a day. And she started preparing in April 2021 as well.
4. What is your educational background?
5. Do you have children? How old are you?
- a. 17 years old and in last year of high school
6. Would you consider sending your child to international school for middle or high school? Why or why not?
7. Would you consider going to university in the United States? Why or why not?
- a. Yes. I applied for Tokyo's study abroad program when I was 16, but it was canceled because of coronavirus. Before it was cancelled I considered it because I wanted to study abroad and thought life abroad would be fun.
- b. The reason is that there is no clear reason I just wanted to go.
8. Do you feel the English is a barrier for you or your child in this decision?
9. What are some other potential hurdles for sending your kids to school in America?
- a. I think the English test is the hardest part
- b. One of my friends studied abroad but said that English is very hard because native English is hard to hear so it's hard to make friends because he can't talk with anyone
10. What is your long term plan for your child's education?
11. What kind of job do you expect your child to get in the future?
- a. I want to become an actuary a job that determines the price of insurance and pensions
- b. It needs math skills and has good income
12. Do you find the application process to colleges intimidating?
13. Would you pay for someone to help you and your child with that process?
- a. I want to pay someone to help
14. What part of the application process do you find the most intimidating? Filling out the information? Strategy around early decision? Essay and short answer responses? Standardized Test Scores and preparation? Strategizing extra curriculums?
- a. Wants help with the English test
15. My business model is a menu of different educational consultant services ranging from working with the child at an early age to improve their English skills to high school full admissions process guidance to a la carte SAT or essay help. What do you think? What would be the most interesting to you?
16. If I had a Japanese partner with whom you could speak comfortably in Japanese, would that make you feel more inclined to use this service or pay for it?
- a. yes
17. Would you prefer to pay hourly or as a package rate?
- a. package
18. How much would you pay?
19. Where do you live in Tokyo?
- a. Inari city
20. What nenreisou do you belong to? 20代? 30代?
- a. 10dai
21. What is your occupation?
- a. Dad is IT kaisha salaryman at NTT
- b. Mother works at a call center for seven eleven
22. What is your spouse's occupation?
23. What is your plan with regards to Juku for getting your kid into college in Japan?

24. Approximately how much do you spend or plan to spend on Juku per year? A range is fine!
- 1 lesson is 4man en (400) and he took 3 so that's 1200 dollars per month, this is average in japan
  - So friend is spending probably around 2400 dollars per month

Person I

\*This will be anonymous and your name won't appear on the thesis\*

- Do you believe that having a college degree from an American university would give a Japanese person an advantage in their career in Japan? If so how?
  - If you go to an American school because the educational system is different, ppl can speak up there's debate classes so that's a merit for Japanese companies to have someone like that who can give you opinions
  - For companies, they would want to hire people who studied abroad because in American schools, you acquire more debate and communication skills more so than if you attend university in Japan and companies want to hire someone who's more opinionated and can speak up and give more advice to the firm. So from that perspective it makes more sense to hire someone who went to a foreign university.
- What is the college admissions process like in Japan?
- Is it stressful? Competitive?
  - Yes
- What is your educational background?
  - Tokyo toritzu daigaku – public school electrical engineering
- Do you have children? How old are you?
- Would you consider sending your child to international school for middle or high school? Why or why not?
  - No
- Would you consider going to university in the United States? Why or why not?
  - Yes, to support what he wants to do
- Do you feel the English is a barrier for you or your child in this decision?
- What are some other potential hurdles for sending your kids to school in America?
  - Its hard to communicate with foreign people
  - The process
- What is your long term plan for your child's education?
  - To go to university then join the workforce
- What kind of job do you expect your child to get in the future?
  - An actuary
- Do you find the application process to colleges intimidating?
  - yes
- Would you pay for someone to help you and your child with that process?
  - If he really wanted to go, he would want him to succeed so he would ask an agent to help because he wants to improve the success rate
- What part of the application process do you find the most intimidating? Filling out the information? Strategy around early decision? Essay and short answer responses? Standardized Test Scores and preparation? Strategizing extra curriculums?
  - The entire process. It's all in English
- My business model is a menu of different educational consultant services ranging from working with the child at an early age to improve their English skills to high school full admissions process guidance to a la carte SAT or essay help. What do you think? What would be the most interesting to you?
  - If I had a Japanese partner with whom you could speak comfortably in Japanese, would that make you feel more inclined to use this service or pay for it?
    - Yes
  - Would you prefer to pay hourly or as a package rate?
    - package

18. How much would you pay?
  - a. 10,000 dollars gurai to do everything hyaku man en
19. Where do you live in Tokyo?
  - a. Inari city
20. What nenreisou do you belong to? 20代? 30代?
  - a. 40dai
21. What is your occupation?
  - a. IT company salary man at NTT
22. What is your spouse's occupation?
  - a. Call center employee
23. What is your plan with regards to Juku for getting your kid into college in Japan?
24. Approximately how much do you spend or plan to spend on Juku per year? A range is fine!

Person J

\*This will be anonymous and your name won't appear on the thesis\*

1. Do you believe that having a college degree from an American university would give a Japanese person an advantage in their career in Japan? If so how?
  - a. When I was in master's degree, I took courses with exchange students with England
  - b. Japanese students and English venture company
  - c. So such program was very interesting and useful for her experience and career
  - d. But not so many students want to live there
  - e. Even in master course, there is zemi, but only 3 ppl want to jo
  - f. in such course
  - g. In Tokyo, students are more open minded and want to study over seas, but I was in Nagoya, which is a very closed culture, so people don't want to try outside of Nagoya
  - h. She doesn't think graduating from a foreign school is such an advantage
  - i. Each company has a number of students to accept from September
  - j. They want to accept all freshman from April
  - k. So the timing difference is difficult
    1. Every year there are 100 new joiners in her company but not sure about September
    2. What is the college admissions process like in Japan?
    3. Is it stressful? Competitive?
      - a. It is very difficult and competitive
    4. What is your educational background?
      - a. Graduated Nagoya university (public), then went to graduate school at Nagoya university, and WBS
      - b. And studied abroad in the UK
  5. Do you have children? How old are they?
    - a. One 7-month old baby
  6. Would you consider sending your child to international school for middle or high school? Why or why not?
    - a. Yes she would consider it if there's a chance, to interact with international people and English skill
  7. Would you consider sending your child to university in the United States? Why or why not?
    - a. Yes would consider it
  8. Do you feel the English is a barrier for you or your child in this decision?
  9. What are some other potential hurdles for sending your kids to school in America?
    - a. Ennglish, and if Japanese job hunting doesn't change, then that would be a hurdle as well
    - b. She would want him to do a Japanese job hunting so has to align with that
  10. What is your long term plan for your child's education?
    - a. Not sure yet
  11. What kind of job do you expect your child to get in the future?
    - a. Not yet doesn't understand character
  12. Do you find the application process to colleges intimidating?
  13. Would you pay for someone to help you and your child with that process?



- a. Yes would pay someone because raelly doesn't like that paper work with the visa, scholarship, classes, mendokusai
14. What part of the application process do you find the most intimidating? Filling out the information? Strategy around early decision? Essay and short answer responses? Standardized Test Scores and preparation? Strategizing extra curriculars?
- Essays are difficult
  - And other paperworks
  - Everything except the test
15. My business model is a menu of different educational consultant services ranging from working with the child at an early age to improve their English skills to high school full admissions process guidance to a la carte SAT or essay help. What do you think? What would be the most interesting to you?
16. If I had a Japanese partner with whom you could speak comfortably in Japanese, would that make you feel more inclined to use this service or pay for it?
- Japanese partner is necessary
17. Would you prefer to pay hourly or as a package rate?
- Package rate
18. How much would you pay?
- 5-6 hundred dollars
19. Where do you live in Tokyo?
- Kanda near Tokyo station
20. What nenreisou do you belong to? 20代? 30代?
- 30dai
21. What is your occupation?
- On maternity leave but working at touchuu corporation sougou shousha as sales
22. What is your spouse's occupation?
- He also works in sougou shousha related company
23. What is your plan with regards to Juku for getting your kid into college in Japan?
- She doesn't want to but in Tokyo she heard it is necessary
  - When she was in Nagoya, she never went to juku, but in Tokyo everyone goes
  - So friends say children want to go by themselves
24. Approximately how much do you spend or plan to spend on Juku per year? A range is fine!
- 1 to 2 hundred dollars per month

#### Person K

\*This will be anonymous and your name won't appear on the thesis\*

1. Do you believe that having a college degree from an American university would give a Japanese person an advantage in their career in Japan? If so how?
- Right now, it is an advantage, she doesn't know about in the future though
2. What is the college admissions process like in Japan?
3. Is it stressful? Competitive?
- There's less and less children so it's probably getting easier
4. What is your educational background?
- She graduated from a public Japanese university
5. Do you have children? How old are they?
- Yes 1 four year old daughter
6. Would you consider sending your child to international school for middle or high school? Why or why not?
- Right now she's not sure, she might send her to an international elementary school.
  - If you're in Japan, English is hard to learn, so if she goes to an international school she can learn English
7. Would you consider sending your child to university in the United States? Why or why not?
- She would, she would want to go too.
8. Do you feel the English is a barrier for you or your child in this decision?

9. What are some other potential hurdles for sending your kids to school in America?  
 a. Probabky seikatsu, not jnust benkyou, but also seikatsu, personality problem, chian, guns, a lot of bad news, America is very scary, also especially because she's a girl she's especially nervous
10. What is your long term plan for your child's education?  
 a. Muzukashii, hasn't thought about it so much yet, at some point wants to send her abroad  
 b. Her husband went to UK for summer school when he was in high school and that was a great experience for him
11. What kind of job do you expect your child to get in the future?  
 a. Not sure
12. Do you find the application process to colleges intimidating?
13. Would you pay for someone to help you and your child with that process?
14. What part of the application process do you find the most intimidating? Filling out the information? Strategy around early decision? Essay and short answer responses? Standardized Test Scores and preparation? Strategizing extra curriculars?  
 a. Tests are shoganai so maybe the seikatsu things are difficult  
 b. You can study how to do essays and volunteering so probably looking back on yourself, it's a good chance to improve yourself.  
 c. What kind of things to write or tricks (kotsu) would make it easier to get in, she would want to set apart from competition
15. My business model is a menu of different educational consultant services ranging from working with the child at an early age to improve their English skills to high school full admissions process guidance to a la carte SAT or essay help. What do you think? What would be the most interesting to you?
16. If I had a Japanese partner with whom you could speak comfortably in Japanese, would that make you feel more inclined to use this service or pay for it?  
 a. Yes because she's not so good at english
17. Would you prefer to pay hourly or as a package rate?  
 a. package
18. How much would you pay?  
 a. Doesn't know but maybe if she looked at some other services
19. Where do you live in Tokyo?  
 a. yokohama
20. What nenreisou do you belong to? 20代? 30代?  
 a. 30dai
21. What is your occupation?  
 a. Kaishaiin – dental industry
22. What is your spouse's occupation?  
 a. Consultant
23. What is your plan with regards to Juku for getting your kid into college in Japan?  
 a. She probably will
24. Approximately how much do you spend or plan to spend on Juku per year? A range is fine!  
 a. Nenrei ni yotte chigau, so she's not sure, it depends on the course, and the money is chigau, nan man suu man en.  
 b. I couldn't understand all your questions in English. I want my child to study abroad so that this doesn't happen to them.

Person L

\*This will be anonymous and your name won't appear on the thesis\*

1. Do you believe that having a college degree from an American university would give a Japanese person an advantage in their career in Japan? If so how?  
 a. It depends. Degree ha akuma de mo title de ate, what's important is that person's specialty and if they've gone abroad, it matters not the degree, but what other skills they possess, in Japanese industry

b. At the same time, for Japanese people, haven't really had kaigai experience, so studying abroad would definitely help.

c. As far as whether it's helpful for the career, skills and experiences are more important

2. What is the college admissions process like in Japan?

a. Yes it is stressful and competitive

b. We have to change it. It's an old system.

c. Big university exams, you need to get a good score to get in. What's more important for larger society is problem solving ability and not necessarily pure test taking knowledge

d. We need to know how to problem solve however the Japanese education system doesn't really teach this as much

3. Is it stressful? Competitive?

4. What is your educational background?

a. Graduated from Waseda in education department majoring in English and English

Literature in 19th century female novelist

b. But never studied abroad in college

c. Because it was too expensive monetarily

d. And it wasn't necessary for her to go abroad

e. But now she really wants to

5. Do you have children? How old are they?

a. 8 year old girl, 5 year old girl, 10 months boy

6. Would you consider sending your child to international school for middle or high school?

Why or why not?

a. Yes of course. The eldest one, wants her to go to Canada, where her sister in law lives. She wants her to study abroad in Canada. If possible for high school.

7. Would you consider sending your child to university in the United States? Why or why not?

a. From here, the girls what do they want to do, and then from there decide on the country

b. If it's nutrition for example, or science, behavioral economics, at University of San Diego, she would want to decide based off the college's specialty whether it's in the US, France, or wherever

8. Do you feel the English is a barrier for you or your child in this decision?

9. What are some other potential hurdles for sending your kids to school in America?

a. There are so few cases to communicate with people from other countries. So there's barely any opportunities for the kids to interact with ppl from other countries.

b. Her second daughter recently made a foreigner friend in school

i. This friend can't speak Japanese but can only speak English

c. So if there were more chances to interact with English speaking or foreign ppl that would be great

10. What is your long term plan for your child's education?

a. She wants them to work in another country

b. It would be great for them to work abroad

c. So she wants them to find what they want to do in that specialist task, whether it's being a doctor or anything

11. What kind of job do you expect your child to get in the future?

a. Second one – artist, she loves painting

b. Oldest one – researcher

i. She likes nutrition, cooking, and eating, and likes making people happy

12. Do you find the application process to colleges intimidating?

a. yes

13. Would you pay for someone to help you and your child with that process?

a. Yes she would pay

b. To definitely pass, information is necessary, what is the most important thing, what is lacking, if you only look online it's not enough, therefore needs a consultant

14. What part of the application process do you find the most intimidating? Filling out the information? Strategy around early decision? Essay and short answer responses? Standardized Test Scores and preparation? Strategizing extra curriculums?

- a. Extracurriculars. Volunteering. And societal
- b. Tests aren't a barrier
- c. Essays are kinda a barrier
- d. Outside of studying, what extracurriculars are things you can have the kids do that will set them apart, as soon as possible
- e. Safety for girls in the US is also a barrier
- 15. My business model is a menu of different educational consultant services ranging from working with the child at an early age to improve their English skills to high school full admissions process guidance to a la carte SAT or essay help. What do you think? What would be the most interesting to you?
- 16. If I had a Japanese partner with whom you could speak comfortably in Japanese, would that make you feel more inclined to use this service or pay for it?
  - a. Yes it's a plus
  - b. For children, even if they can speak English, mom and dad can't so, that would be nice
- 17. Would you prefer to pay hourly or as a package rate?
  - a. Package
  - b. If there's various plans that would be good. Activity made, premium made, essay made.
- 18. How much would you pay?
  - a. Average doesn't know
  - b. 600 en range
- 19. Where do you live in Tokyo?
  - a. Shibuya ku
- 20. What nenreisou do you belong to? 20代? 30代?
  - a. 30Dai
- 21. What is your occupation?
  - a. PR for a music creative production startup
- 22. What is your spouse's occupation?
  - a. He owns his own company and produces educational software and he is a consultant in educational industry
    - i. Eizou kyouzai wo tsuketteiru
- 23. What is your plan with regards to Juku for getting your kid into college in Japan?
  - a. No not yet, but haven't thought about it
- 24. Approximately how much do you spend or plan to spend on Juku per year? A range is fine!
  - a. She didn't go to huku and it wasn't a problem so they probably won't go
  - b. Essay and debate power if they had that she would want to send them to that kind of school

#### Person M

\*This will be anonymous and your name won't appear on the thesis\*

- 1. Do you believe that having a college degree from an American university would give a Japanese person an advantage in their career in Japan? If so how?
  - a. Yuuri da to omoimasu. It would be better for foreign companies. In my jidai, Chinese people, graduated from uk uni, japan ni shushoku katsudou, at first they looked at Japanese companies, but then got it from gaishikei, and for gaishieki its more useful yuuri
  - 2. What is the college admissions process like in Japan?
    - a. It's hard to get into. Shiritsu ga muzukashii, of course Tokyo daigaku, kokuritsu is muzukashii,
    - b. Gyaku ni, ryuugaku waku to go abroad is simple. If they take that test its easy to get into waseda or keio
    - c. So her kids could get into waseda easily or keio easily but maybe not keio
  - 3. Is it stressful? Competitive?
  - 4. What is your educational background?
    - a. Kokushikan university (good at sports), in Japan, shiritsu (private), Machida
    - b. Waseda MBA
  - 5. Do you have children? How old are they?

- a. 6 daughter and 10 boy
- 6. Would you consider sending your child to international school for middle or high school? Why or why not?
  - a. Daughter is in international school now
  - b. Son is not is in a normal public school
    - i. He goes to chugako juken and its hard, so she wants to send him to international school for middle and high school
    - ii. Mulan's background is international so she wants to send her daughter to international school so that her daughter can go abroad if she wants
    - iii. International school starts from grade 1 and it's an Indian school in Japan and its called Global Indian International School in Edogawa
- 7. Would you consider sending your child to university in the United States? Why or why not?
  - a. It depends on what the daughter wants to do, if she wants to, it's ok with her
  - b. Because I am in Japan, I am not together with my parents, so she wants her children to be free too
  - c. Not only Us, but other countries ok too
- 8. Do you feel the English is a barrier for you or your child in this decision?
  - a. My daughter is only grade 1 so I don't think that when she wants to go abroad to study that she will feel that language is a difficult, so probably the biggest kabe is bunka teki, international school de Japanese friends are ichiban oii so bunka is the biggest barrier, and Asians and oubei ppl are differtent
- 9. What are some other potential hurdles for sending your kids to school in America?
- 10. What is your long term plan for your child's education?
  - a. To say it simply, as I said before, ryugaku waku de ii private school ni go to
  - b. One other would be to study abroad, but she doesn't know what they would want to study in the future
  - c. But since I work in real estate, she thinks it would be great if they study real estate too or architecture or design
- 11. What kind of job do you expect your child to get in the future?
- 12. Do you find the application process to colleges intimidating?
  - a. Yes it was difficult,
  - b. It's very difficult for Chinese, its really difficult for Chinese ppl to go abroad
  - c. Her children have Chinese nationality
  - d. But they can change it to Japanese, it would be easy to go abroad, and they don't need a visa
- 13. Would you pay for someone to help you and your child with that process?
  - a. Yes she used an agent (nimangen) (3000 USD)
  - b. But she's not sure if she would pay for her children
  - c. The process, she thinks she can do it by herself
  - d. But she needs an agent to choose the school
- 14. What part of the application process do you find the most intimidating? Filling out the information? Strategy around early decision? Essay and short answer responses? Standardized Test Scores and preparation? Strategizing extra curriculars?
  - a. Choosing the school she would want to pay them a fee, but not for the process
  - b. Her children can fill out the form and write the essay
  - c. She would want an agent to tell her which schools would accept her children and direct her children to those schools
  - d. She can look up the info herself online but would want the insider info of which would be good for her kids
- 15. My business model is a menu of different educational consultant services ranging from working with the child at an early age to improve their English skills to high school full admissions process guidance to a la carte SAT or essay help. What do you think? What would be the most interesting to you?

16. If I had a Japanese partner with whom you could speak comfortably in Japanese, would that make you feel more inclined to use this service or pay for it?
- b. Yes you need a JP speaking person
17. Would you prefer to pay hourly or as a package rate?
- a. Package
18. How much would you pay?
- a. Depends on the company, in Shinjuku there's study abroad, and she knows an agent in Shinjuku who charges 2man en who gives 3 schools, and abroad schools to can recommend and the school also gives the agent money
- b. Japanese schools and foreign schools also give the agent money
19. Where do you live in Tokyo?
- a. Chuou ku
20. What nenreisou do you belong to? 20代? 30代?
- a. 30dai
21. What is your occupation?
- a. Real estate business owner
22. What is your spouse's occupation?
23. What is your plan with regards to Juku for getting your kid into college in Japan?
24. Approximately how much do you spend or plan to spend on Juku per year? A range is fine!
- a. Monthly, 10man en, for Japanese juuku, every year it changes, grade 3 kara hajamaru, deskedo grade 3 and 4 is not expensive, but in grade 5 and grade 6 gets more expensive and goes up from there

#### Person N

\*This will be anonymous and your name won't appear on the thesis\*

1. Do you believe that having a college degree from an American university would give a Japanese person an advantage in their career in Japan? If so how?
- a. For kaori generation depends. For baby's it would be an advantage. For kaori generation, if ppl go to other countries for uni, they miss opportunity to enter international jp company because recruiting season is different. In japan we start everything in April. So jp university that graduates in march and enter company in April. But if ppl go to uni in US, they cannot finish their semester or they have 6 months free time, which is too long. So timeline is different and sometimes if ppl aim to enter jp company, it affects their life. But for kaori's kids generation shes not sure if jp company will be flexible to accept graduates at the same time or on a flexible schedule. Some ppl work after graduating high school. Having strong English and diverse background is great for youth generation.
2. What is the college admissions process like in Japan?
- a. It's changed a lot now, but in her case, growing up in local area (not TOKYO), for local it's very simple. Local ppl prefer public high school, so they enter public high school, some high school recommend students go to public uni. Her teacher didn't recommend her to go to Waseda. For her generation they take a test to get a score, and then go to school requiring the score senta test <https://www.dnc.ac.jp/> and then after that they have a second test at the school. And then the teacher will say if you have this score, you can aim for this university. <https://akahon.net/> and then this service prepares students for the entrance exam to university. Public and private timelines are different. Public is earlier than private. Some students want to go to public school but then also take private college tests. After students get results, they decide. But for taking tests, it costs money, and for applying to the univ costs money.
- b. There's another way to enter uni. If you're a great student, you can enter uni in other ways through special relationship with university. It really depends on high school. And also some student athletes get special opportunities as well on scholarships. Some university students change uni after entering.
- c. Kaori's generation for getting in was based on test score. There's some now for internationals that focus on more.
3. Is it stressful? Competitive?

a. Parents salaries are decreasing so Japanese parents are hesitating sending their children to the 都会 area (Osaka, Tokyo), and so parents who have to send 3 man en per month for life style fee

b. Yes the number of youth generation is decreasing so only the top tier universities get applicants but bottom universities can't get. If students want to enter the highest universities, it's very competitive.

4. What is your upper educational background?

a. Born in Yokohama, at 6 years old parents took over a temple and quit company and moved to local area, entered ishikawa prefecture elementary school. Failed test to national junior high school, so went to public junior high school based on area. Then took test for public high school, which is the same test for everyone, got a high score, and went to a public high school

b. Grew up in temple, parents wanted her to be a priest,

c. Parents base how much they like school based off 偏差値 (deviation value)

d. High school had high deviation value, but buddhist unis had low deviation value

e. Went to uni prep school

f. Entered a private university for psychology degree (required less subjects)

g. Took English, physics, and Japanese subjects to get in

h. Public required 8 which was more and private uni only required 2 or 3

i. After being in a stratup company for 2 years, wanted to work for international project, so studied English

j. Third year uni went to Australia for a month

k. Fourth year wen to uk for 2 weeks

l. Went to NYU certification for brand marketing and went to international agency

5. Do you have children? How old are they?

a. Two and four years old

6. Would you consider sending your child to international school for middle or high school?

Why or why not?

a. Haven't decided yet, after communicating with children, doesn't want to push them to a specific way, wants to prepare some opportunity for them, wanted them to enter international hokyien but not opportunities around her house, so she regrets that she lived where she lives, if she lived around minato or other areas theres a lot of areas. For jr or high school, hasn't decided. Husband is pretty busy so if he can get opp to stay in US or UK or overseas, the family will join overseas

7. Would you consider sending your child to university in the United States? Why or why not?

a. She's well prepared to send them to overseas university but it depends on them and if they want to go, then she will support them

b. She had a coworker when working for international agency who could speak English well, but could not speak Japanese well, but client is Japanese, so it's difficult to handle the team member, and they had different atmosphere than the Japanese ppl, and conversation style is different. This coworker was Japanese but grew up in international school in japan. Their behavior was different. Her other coworker sent children to international school an Indian one and he said that they don't teach manners at all, but Japanese teaches manners. So there are pro's and cons

8. Do you feel the English is a barrier for you or your child in this decision?

a. No, she doesn't, she thinks the mindset is the barrier. She went to the us when she couldn't speak English at all. So as a parent shouldn't push them to something. You can only lead them or else they won't want to learn language or go abroad.

9. What are some other potential hurdles for sending your kids to school in America?

10. What is your long term plan for your child's education?

a. Needs to be a supporter and shouldn't prepare the process otherwise they won't find something that they really want to learn. So she wants to prepare and provide opportunities, but shouldn't push. She wants to make them speak Englihs, but if she pushes them, they can't decide by themselves, and they lose motivation to learn.

11. What kind of job do you expect your child to get in the future?

a. Same as before, but her parents pushed her to be a priest/monk, and it was hard to be herself and keep motivation to learn, so she doesn't want to do that to her kids, but she wants to bring some view points of the world to her kids to contribute to some great stuff.If they grow up in tiny area, they

feel that's their world, but it's not there's a lot of wider worlds in the world. But she thinks its ideal approach when she talks to other mothers that ththink that way but then can't do it.

12. Do you find the application process to colleges intimidating?
  - a. There are short type education courses in several colleges and for example wen tto Phillippines to learn English and those courses are interested.
  - b. Friend who graduated Harvard and Columbia who is Taiwanese and he went to phillippines global education program when he was 5 and it was a good memory for him
  - c. Thinking of bringning children to short term global education in 2 years
13. Would you pay for someone to help you and your child with that process?
14. What part of the application process do you find the most intimidating? Filling out the information? Strategy around early decision? Essay and short answer responses? Standardized Test Scores and preparation? Strategizing extra curriculars?
15. My business model is a menu of different educational consultant services ranging from working with the child at an early age to improve their English skills to high school full admissions process guidance to a la carte SAT or essay help. What do you think? What would be the most interesting to you?
  - a. Helping with the essay would be helpful because there's no essay writing in Japan education system.
  - b. There are a lot of programs for test education, but essay Is very customized
16. If I had a Japanese partner with whom you could speak comfortably in Japanese, would that make you feel more inclined to use this service or pay for it?
  - a. For Japanese, yes, not a lot of Japanese people can speak English
17. Would you prefer to pay hourly or as a package rate?
  - a. For her kids' generation, monthly fee
  - b. For high school, junior high school, they can continue so maybe package price with cancellation policy, with refund
18. How much would you pay?
  - a. Depend on the situation, but normally parents spend \$500 per each kid to have education materials including juku every month that's her impression
  - b. One subject costs 100 dollars, so 5 subjects is 500 dollars
  - c. But if her children have great skill, they don't need that subject in juku
  - d. When she was in jr high, she went to juku twice per week and it was two or three hours per day, but there are many methods for doing juku
19. Where do you live in Tokyo?
  - a. Nishi nippori
20. What nenreisou do you belong to? 2 0代? 3 0代?
  - a. 39
21. What is your occupation?
  - a. Homemaker/student
22. What is your spouse's occupation?
  - a. Venture Capital
23. What is your plan with regards to Juku for getting your kid into college in Japan?
24. Approximately how much do you spend or plan to spend on Juku per year? A range is fine!
  - a. Depends on a lot of factors and VC situation, but it depends on kids results, so can't say, but at least 15% of salary if she has 1 million yen per month 10,000 per month juu hyaku man

#### Person O

\*This will be anonymous and your name won't appear on the thesis\*

1. Do you believe that having a college degree from an American university would give a Japanese person an advantage in their career in Japan? If so how?
  - a. Yes
2. What is the college admissions process like in Japan?
3. Is it stressful? Competitive?



a. Yes it is very complicated. My daughter is going to school in America in 9 gatsu. Her goal is to learn English. And she's just going there for a year to get better at English. Therefore they researched a lot. The application systems are different. If they didn't work with an agent or consultant it would have been impossible because there's so many different apps.

4. What is your educational background?

a. Nihon no public daigaku graduated from and no kaigai experience

b. She did a short time course in Australia for a month

c. She did one month in the UK

5. Do you have children? How old are they?

a. 2 children older is daughter 17 yo, and other one is son 15 yo

6. Would you consider sending your child to international school for middle or high school?

Why or why not?

a. no

7. Would you consider sending your child to university in the United States? Why or why not?

8. Do you feel the English is a barrier for you or your child in this decision?

a. yes

9. What are some other potential hurdles for sending your kids to school in America?

a. Biggest one was English, then safety, then money

10. What is your long term plan for your child's education?

a. She wanted to let her develop how she wanted to herself. Mainly English was the barrier. If she wanted to do something, she didn't want them to give up their dreams because they can't speak English

11. What kind of job do you expect your child to get in the future?

a. Daughter – is interested in science and space and uchiyuu Kogaku and mechanical engineering and aerospace engineering so she wanted to go to the US to develop her interest because it is the most progressive

b. She wanted the global experience of going to Japan

12. Do you find the application process to colleges intimidating?

13. Would you pay for someone to help you and your child with that process?

a. It was expensive to help daughter get into school in America

b. It was more than school life in Japan money

c. She's going to be going near Seattle to a community college and study English at English course and then join a program at community college

14. What part of the application process do you find the most intimidating? Filling out the information? Strategy around early decision? Essay and short answer responses? Standardized Test Scores and preparation? Strategizing extra curriculums?

a. For her daughter, the first thing she's doing is the English course so there's no test, so just English level test

15. My business model is a menu of different educational consultant services ranging from working with the child at an early age to improve their English skills to high school full admissions process guidance to a la carte SAT or essay help. What do you think? What would be the most interesting to you?

a. Writing the application form and essay would be the most helpful and interesting and she doesn't know how to do that

b. Japanese high school students don't really write personal essays in school

c. Most Japanese high school students just study really hard to get into uni in Japan

d. Don't really write essays

16. If I had a Japanese partner with whom you could speak comfortably in Japanese, would that make you feel more inclined to use this service or pay for it?

a. Yes, Japanese communication would help

17. Would you prefer to pay hourly or as a package rate?

a. Package rate would be the best because she doesn't know how much of my time it would take

18. How much would you pay?

- a. Muzukashii if there's a lot of processes and including all of it how much would it all cost.  
 You could also add a fee for it being like an English lesson
19. Where do you live in Tokyo?  
 a. Hinoshi – near mt takao
20. What nenreisou do you belong to? 20代? 30代?  
 a. 40dai
21. What is your occupation?  
 a. Research scientist at pharmaceutical company
22. What is your spouse's occupation?  
 a. He is a sales representative in the metal industry
23. What is your plan with regards to Juku for getting your kid into college in Japan?  
 a. Yes they attend
24. Approximately how much do you spend or plan to spend on Juku per year? A  
 range is fine!  
 a. Juku costs 3man to 5man en per month per child