

# Effective Mentoring



Photo, Catharina Sundström Larsson

A handbook containing lesson plans compiled to motivate and to provide students with knowledge about society and working life.

Eskilstuna, September 2019

Dear readers and users,

We are delighted that you have chosen to read this handbook and hope you will use the material during your classes!

From 2017 to 2019, we were given the opportunity to run a project funded by the ESF, the European Social Fund, and the Youth and Education Administration in Eskilstuna municipality. The project was entitled Effective Mentoring and involved offering a number of recently arrived immigrant students at the Language Introduction Programme at S:t Eskils college the opportunity to have a mentor outside the school for a period of one year. The mentor would be a former student from a Language Introduction Programme, who is currently working or studying and who has experience of being new and young in a new country with a new language and culture. During the year, both mentors and students were invited to take part in five educational meetings with different themes. The content of the various thematic meetings was developed in collaboration with the company Credaor AB, My Dream Now.

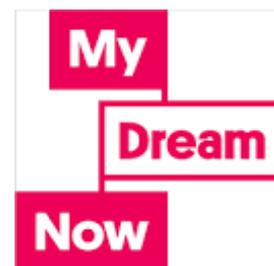
Now that the project has ended, we want the content of these thematic meetings to be used by many teachers and students, and the contents are not only intended for use by recently arrived young immigrants. The contents are absolutely appropriate for all young people in Sweden.

We hope you and your students will enjoy and get good use of the material. Please feel free to adapt the material to your needs and to your group of students.

Good luck with your lessons

*Catharina Sundström Larsson & Saman Abdoka*

Many thanks for great teamwork



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## Start dreaming

### Purpose:

- To encourage the students to formulate how they see their future. To find role models and inspiration.
- To develop the skills required to make choices and priorities.
- To boost self-esteem.

**Quote:** Dare to have dreams that exceed what others feel is realistic!

### Materials:

- Magazines, newspapers and other material for cuttings.
- Many different newspapers with different kinds of pictures and text (flyers, travel magazines, furniture magazines)
- Scissors, glue sticks, colouring pens and large sheets of paper (A3)

**Check in:** Explain the reasons for the activity and the purpose of the content.

### Introduction:

- Read the text *Dare to dream* (Appendix 1)
- Discuss the text

### Introduce the task:

- What things can you dream about? What do you want to try, to learn? What do you want to do at some point in your life, where do you want to travel, what would you want to buy?
- Something in the newspapers that captures their attention, is exciting, that is fun to do, something that will make you happy, feel good. Texts, pictures
- What can you dream about for next year, coming years, when you get older?
- Tell the students that this doesn't have to be about a dream job, but just dreams in a wider perspective.

### Collage:

Sit in groups of 3-4 students with material on all tables. Get the students to cut out, draw, paint, write their collages.

- Use the dream collage as a tool to discuss together – What can you dream about? Provide the background for discussions, ask questions: What do you think about that picture? Where would you like to travel? Where would you live in your dreams? What could you do to have fun in your spare time? What could you do well? What does the world need? What job could you have that would make other people happy?

Everyone writes their names on the collage, and those who want to (preferably everyone) presents their dreams to the group, either in smaller groups or to the whole class.

**To keep in mind:**

- This can get a bit messy and it can take some time for the students to get started. Provide any students finding this difficult with support via discussions.
- Ask questions, what is a dream? Why can dreams be good? What dreams do you think adults/celebrities have? Take the chance and talk individually with the students and let them ask you questions.

**Remember:** The most important thing is not the result but encouraging the students to start the process of dreaming.

Hang the collage up in the classroom. Invite the students to take photographs of their collage.

**Conclusion:**

- Discuss the significance of dreams. Talking about their dreams gives others the opportunity to help them take steps on the way to their dream. Dreams can change when you learn more about other things. You probably dreamed about other things when you were young.
- What do you have to do to achieve your dreams?

- **Check out:** How did this task feel? Feel free to use [mentimeter.com](https://www.mentimeter.com), [Answergarden.sh](https://www.answer.garden.sh)

- Encourage the students to search for information, to dream about their future. It can be a good idea to set up goals: getting the students to search for information on some of their dreams online before the next class. This is the first step towards their goal.

**You are perfect, you are fine just the way you are, dare to dream, fight to achieve your dreams!**



<https://pixabay.com/sv/photos/dr%C3%B6mmar-motivation-anteckningar-3405257/>

## THEME 2

### How do you get a job?

#### Purpose:

- To understand working life, contacting employers.
- To understand how to apply for a job, how employers think, what is needed to get a job.
- To understand the importance of experience outside of school.
- To understand networks, connecting with others – help others and they will help you.
- Think about: What things are important for me? What are my strengths?
- Attitude – I want to, I can, I'm good enough

**Suggestions for study visits or visits to the school:** Recruitment agencies, Swedish Public Employment Service, a company, the municipality offices, the municipality's business development team

**Quote:** It's never too late to become what you've always wanted to be

#### Materials:

- Scraps of paper with concepts for jobs (Appendix 2)

#### Check in:

- Talk with the students about how they are doing at school, is there a lot of homework, tests, has anything special happened that one of the students wants to talk about.
- Is it difficult to focus at school? Is it difficult to work at home with school assignments?

**Introduction:** Explain the purpose of the lesson – to help the students understand the labour market.

Discuss: Are your school grades an indication of how you will succeed in life? Are there jobs for young people? Create your own job, start your own business?

#### Discuss in groups of 3-4 students:

- If you're going to help a friend apply for a job in a clothes shop, what do you do? How do you contact the company if they haven't advertised a vacancy?
- If you're going to help a friend apply for a job as an engineer, what do you do? What kind of experience, apart from an engineering education, is of value?
- How do managers think?  
Discuss the results in the class.

**To consider when contacting employers:** Call, ask who is in charge of recruitment, when are they at the office, ask for a meeting, you want to know more about working for the company. Remember to ask for the name of the person you talked to.

**The goal of the meeting:** You want to meet them to find out more about what it's like to work at their company, what you need to get an extra job and how to apply for a job.

### **The road to getting a job – exercise**

**Put together two groups from the last exercise.**

**Introduce the exercise:**

- What routes can you take to get a job?
- Help a young person who wants to get a job as
  - Working at the UN
  - Working as a game programmer

**Lay out the scraps of paper with the different concepts** (Appendix 2)

- Have the work at the top of the paper and the student at the bottom
- Discuss which concepts/factors are most important and put them in the middle.
- Remove the concepts/factors you don't think are important for the job in question.
- Discuss the order in which they come.

**Let the groups tell you how they made their decisions.**

### **Network – contacts**

**Discussion with the entire class**

- How do you make contacts in working life?
- Social media – how do we make contacts digitally? LinkedIn, recruitment agencies, reading different websites and creating accounts

### **Role playing**

Introduce the exercise – information interview – at the car workshop, retirement home

- You've called them, asked who is in charge of recruitment and booked a meeting. You want to meet them to find out more about what it's like to work at their company, what you need to get an extra job and how to apply for a job.

Use two examples for role play with two students arriving at the workplace and meeting the manager.

For the first role play, use examples of poor attitude and body language, start off asking about salary etc.

- Ask the students: What kind of impression did the manager have? What questions did the person applying for the job ask? What could be done better?

Then ask two or more students to repeat the role play.

**Discuss:**

- What to keep in mind when you visit a workplace, meet a manager?
- Are these things only important the first time you meet them? What kind of attitude should you have when you're at work?
- What else could be important? The clothes you wear? Mobile phone? How do you greet people? Eye contact? Always say yes thank you to coffee/tea or water, chat (it's nice here, how many people work here? What can you expect from the employer? What things are important to keep in mind? Why is this important?)

**Check out:** What was the best part about this lesson? What have you learnt?

**Set goals – book and carry out three meetings with new contacts in a company or someone else for the next lesson.**



<https://pixabay.com/sv/illustrations/checklista-att-g%C3%B6ra-lista-gjort-2398890/>

## THEME 3

### Have fun in your spare time!

#### Purpose:

- To inspire the students to gain new experiences outside of school. To understand the value of organised activities – gaining experience, references, important for your first job.
- To boost self-esteem, self-confidence, challenging fear and insecurity, daring to try something new.
- To increase self-awareness, values.
- To search for inspirational role models.
- To learn the value of helping each other, collaborating.

**Suggestions for study visits or visits to the school:** Educational associations, the Red Cross, Save the Children, the school's UN association, any sports clubs

**Quote:** To have courage is to do something you don't dare to do.

#### Materials:

Pens and colouring pens

Computer/tablet/mobile phone for the students

Things/images representing hobbies (6) from teachers at the school.

Quiz on hobbies x 6, the same number as the number of objects.

Images for inspiration

Computer

Links to websites, associations

**Check in:** Has anyone been looking for work? Has anyone contacted a company? Explain today's lesson and the purpose.

#### Exercise: Quiz – The duel

- Place objects that represent a hobby or interest for some of the teachers at the school, which the students can recognise – 6 objects on different tables. This can be something the teachers do now or have done previously. Examples are a small ball, a musical instrument, costume, shoe, chess piece. Preferably something you can touch, but if not, a photograph.
- Divide the students into the same number of groups as there are objects.
- The students have to write down what objects they can see, what they are used for and who has or has had the object as a hobby/interest.
- Each group can start at one station and answer the questions, about 1 minute, then change until all groups have been at all stations.

Review all the answers and talk about the different hobbies and which person has which hobby.

If possible, make a duel – so if some of the students play football, see who can keep the ball up the longest.

Let the students try to roll a golf ball into a glass, read aloud from a book, play an instrument, knit a few stitches.

### **Discuss:**

- Why should you do things outside of school? Isn't it enough to hang out and do stuff with friends? What is an association and why should you join one? How can you have fun when you join an association? Why should you care if you don't get paid?
- Discuss well-known or local role models? Which persons in your local area do you look up to? What other things do you think they have done aside from going to school?

### **Exercises – Find fun things to do!**

**Introduction:** Imagine that a new student is arriving in the area or starting class. What advice can you give the student about fun things to do in your spare time? Organised activities, or in other words not things you do with your friends but activities in associations, recreation centres, in the area, in the town? Examples: Music in an orchestra, singing in a choir, theatre, art, IT, sports in various clubs, scouts and guides, something you want to change, involvement in politics.

**Group exercise:** Think of as many activities as possible.

### **Yoga exercise**

**Introduce:** Movement is important if we want to feel good. It's good for the brain and our bodies are designed to move, not sit still all day. It's also important for relaxing the mind, turning off our thoughts – but this can be difficult.

- Watch a short video on YouTube:
- [https://www.youtube.com/watch?time\\_continue=30&v=dFOK5A-P4nw](https://www.youtube.com/watch?time_continue=30&v=dFOK5A-P4nw)
- <https://www.youtube.com/watch?v=9dL78ORQH2w>

**Discuss:** How did this feel? What do you do when you want to relax at home?

Smaller groups

**Exercise – Courage and motivation**

**Introduce, dialogue with the class:**

- Are you going to go out there and try things that you think are fun now? What's stopping you?
- Share your own experiences from when you did something even though you were scared. Where did you find the encouragement to do it, who could encourage you, how can we support each other?

**Exercise:** You're going to help a friend who wants to try a new sport/activity.

- Some of the students in the group who need encouragement and support to start a new activity.
- If someone doesn't want to take part: Write down a hobby on a piece of paper – you have to help a friend start this new hobby.
- How can you help them actually do it? Find a friend to go with you? How can you help each other? Ask an older sister or brother or an adult to accompany you? Where can you find information about the activity? How do you persuade your parents that you want to do it?
- How do you become braver? What happens if you don't get braver?

**Check out:** How did this lesson feel? Could you imagine trying out a new activity?

**Remember,  
you are brave and you can do it!**

## THEME 4

### Apply for and get a good job

#### Purpose:

- To understand the labour market and working life
- To understand what it takes to get a job – application, CV
- To understand how a job interview works
- To understand networks, social skills, contacting potential employers independently
- To increase self-esteem and self-confidence

**Suggestions for study visits or visits to the school:** Recruitment unit, recruitment agency, the Swedish Public Employment Service

**Quote:** Dare to take the first step in faith. You don't have to see the whole staircase, just take the first step (Martin Luther King)

#### Materials:

- Paper and pens
- Computer/tablets
- Checklist for getting a job (Appendix 3)
- Examples of CVs and personal letters (Appendices 4 and 5)

#### Check in:

- What has happened since the last time?
- Have you done anything fun in your spare time?
- Have you tried any new activities?
- Talk about the theme of the day.

#### Apply for an extra job/summer job – where, how?

##### Discuss in smaller groups

- Where can you work? Write down as many places as you can think of
- Occupations and workplaces

Write all their suggestions on the board. Continue to discuss, select several jobs that seem interesting.

- What do you need to get this job?
- How do you apply for this job?
- What is a recruitment agency?

**Discuss with the entire class:**

- What conclusions did you make? Anyone who has an extra job? What job do you have? How did you get the job?
- Give examples of extra jobs. Talk about your own experiences, your first summer job and how you got it.
- Distribute the “checklist for getting a job” (Appendix 3) and talk through it.

**Discuss with the entire class:**

- Is anybody looking for a job? Can we use the advice we have discussed in class? How/where to find information about jobs? Google, social media and searching for information about a couple of jobs, feel free to use the job websites listed on the checklist.
- Tell the people you know that you’re looking for work and what you want to do. Dare to ask for work, dare to contact companies, use social media.

**CV and personal letter. LinkedIn – CV online****Review with entire class:**

- What is a CV and personal letter? What do you write? – Look at examples/templates (think about the email address, profile picture on various social media, leave a message on a mobile phone)
- What is a reference? Who could you potentially use as a reference?
- Talk about the value of involvement in associations, sports, non-profit activities
- What is LinkedIn?

**Exercise:**

- 1: Start looking at CVs, give feedback to each other.
- 2: Google different recruitment agencies. Create an account.
- 3: Post a profile on LinkedIn, help each other provide feedback and tips about contacts to add, companies to follow.
- 4: Write suggestions for a personal letter for the job you are applying for.

**Job interview – role play in groups of three students**

Two students play the role of managers/recruiters who interview a student applying for a job. The persons playing the managers/recruitment officers have to prepare so they can:

- Talk about the company
- Their roles in the company
- The position that is vacant
- Be prepared for questions from the applicant

**Perform the role play****Discuss with the entire class:**

- How did it go? What questions were asked?
- How do you prepare for a job interview? What questions might you have to answer?
- What questions can you ask?
- Anything else to think about? Attitude, body language

- What thoughts does a manager have when assessing a new employee? What would you think if you were the manager?

**Check out:** feel free to use [mentimeter.com](https://www.mentimeter.com), [answer.garden.ch](https://www.answer.garden.ch),

- How did this feel? What was good? Why did we do this?
- Star of the day – the best lesson learnt today, something that was extra valuable or worth considering?

**Attitude is important  
I want to, I can, I'm good enough!**



<https://pixabay.com/sv/illustrations/intervju-jobb-ikon-1018333/>

## THEME 5

### What jobs are available?

#### Purpose:

- To understand the different roles that are common in companies, and what you need to get there.
- To understand how companies collaborate.
- To understand that some types of jobs are specific to a certain industry while other jobs are more common in most companies.
- The labour market fluctuates a lot and it is common for people to change jobs and companies during their lives.
- The purpose of going to school – a link to getting a job.

**Suggestions for study visits or visits to the school:** Invite someone from Skogaholms bakery who can tell you about the company or any other large company such as VOLVO, ASSA

**Quote:** Shoot for the moon and if you miss you will still be among the stars. (Les Brown)

#### Materials:

Adhesive tape, glue to stick pieces of paper on the board

Skogaholms buns or any other bread/cake that you can buy in the local area or that the students recognise

Post-it

Pieces of paper with careers (Appendix 6)

#### Check in:

What has happened since the last time?

What did we do? Has anyone applied for a job? Been looking for work? Written a CV/personal letter?

Explain what the students will be doing today Purpose of the lesson.

#### Discussion:

**What is the status of the labour market – what employees are needed now and in the future?**

**Start out with groups of two students discussing:**

Which kind of job is easiest to get? Which employers need to recruit? What kind of jobs are in demand just now? What kind of jobs will be in demand in the future?

**Discuss with the entire class:**

- Employers need young people for numerous jobs. There is, for example, a lack of engineers, plumbers, chefs, salespersons, nurses, electricians
- The labour market **changes constantly**, new jobs emerge while others disappear. Give examples of jobs that have disappeared/decreased.
- The Swedish Public Employment Service prepares forecasts for various professions <https://arbetsformedlingen.se/for-arbetssokande/valj-yrke/framtidsutsikter>

- Allstudier.se publishes lists of average salaries:

### **Exercise, "What jobs are involved in the process of us buying the buns?"**

Professions in a value chain – ordinary jobs in private enterprises

Introduction: Hold up a bag of buns. Where do they come from? Who has been involved in the process of the buns being here? Which companies collaborate? Which professions collaborate?

- Write down the name of the companies that collaborate on the board.
- The students are given pieces of paper with jobs on them (Appendix 6). Group together the jobs that are necessary in a company that bakes buns. Which job is closest to the end product – the bun – and which job is farthest away from the bun?
- Create a joint presentation on the board and post the pieces of paper then discuss the conclusions made by the students.
- Finish by reflecting on which jobs seem most enjoyable.

### **Exercise: Unusual jobs**

**Sit in smaller groups, come up with as many unusual jobs as possible.**

For example, piano tuner, fire-eater, diver, stuntman, circus artist

Write these on post-it notes and put them on the board.

### **Reflection:**

- Which jobs seem rewarding, exciting, well-paid, fun, dangerous?

**Check out:** What was the best part of today's class?

**Remember,  
don't underestimate yourself by comparing yourself with others. It is our differences that  
make us unique.**



Photo, Catharina Sundström Larsson

## Appendices

### Appendix 1 *Dare to dream*

"Write an essay about your dreams." Over the years, numerous schoolchildren have been given this assignment, including Tommy, who went to school in a small village in Sweden in the 1950s.

Tommy had big dreams but very little on which to base them. His family was poor and had moved around a lot according to where Tommy's father could find work. As a result, Tommy had very few good friends and was hopelessly behind at school. But he still had his dreams.

That evening, Tommy struggled with the assignment. "When I grow up, I'm going to be an artist and live in a cottage in the countryside that I build with my own hands." Tommy drew detailed sketches of the cottage and was very happy the next day when he handed in his assignment to the teacher.

Three days later, the teacher handed back the assignment with a large red E in the top corner – an E was the lowest possible grade! At the end of the class, Tommy approached the teacher and asked why he'd been given an E for his assignment.

"That was a totally unrealistic dream for a kid like you. You are poor, have almost no education, have no artistic talent and know nothing about building houses. If you rewrite the essay with a more realistic dream, then I'll reconsider the grade."

Tommy didn't know what to do. He thought about it all the way home and that night, before going to sleep, he asked his father what to do. His father sat down on the side of Tommy's bed and looked at him seriously.

"It's your dream, Tommy," he replied. "It's up to you to decide how important it is for you."

The next day, Tommy handed in the same essay once again. "You can keep your grade, and I will keep my dream," he said.

Thirty years later, Tommy tells his story to twenty children who have visited him for a week's course in painting.

"I'm telling you this story because you are now sitting in my cottage in the country that I built myself. Tomorrow, I'll show you the exhibition of my paintings. And if you look above the fireplace, you'll see my essay that I've framed. It reminds me never to give up on my dreams. Never let anyone steal your dreams."

From: *Det är aldrig kört!* Argument Förlag 2001. [www.argument.se](http://www.argument.se)

Appendix 2 Concepts for jobs  
(cut out the circles)

**MANAGER OF A  
GAMING  
SOFTWARE  
COMPANY**



**SPORTS  
ASSOCIATIONS**

**EDUCATE  
YOURSELF**

- YOUTUBE
- BOOKS

**INTERNAL  
TRAINING**

**WORK EXPERIENCE  
VOLUNTEER**

**CALL EMAIL  
SPONTANEOUS  
EMPLOYER**

**SOCIAL MEDIA  
E.G. LINKEDIN**

**REFERENCES**

**GOOD GRADES**

**EXTRA JOB  
SUMMER JOB**

**STUDENT**



### Appendix 3 Checklist for getting a job

Do you know what you want to do for work once you have left school? Which industry/area of activity are you interested in? Can you find any extra jobs now that provide valuable work experience? Or, do you just want a job and to earn some money? This is positive because most jobs can provide good experience that can come in handy later in life.

What can you do without getting paid that provides good experience and contacts? Sports, music, political involvement, non-profit assignments in associations, work experience without payment, babysitting. All of these are valuable to have on your CV.

#### **1. What kind of work can you do? Where and how do you want to work? What's important for you?**

- Write down all the jobs and employers you can think of (see example on the next page).
- Ask everyone you know for advice about jobs. Ask what is good and less good about the job.
- Talk to employers or people you know who have a job about what is involved in working for the company? What can you do? What do you need to work there? Which of these are you most/least interested in?
- What are you good at? Where and how do you want to work? Think about how important different things are for you – salary, travel time, working environment (outdoors/indoors), working independently or with others, working hours, working for a certain company, working in a specific industry, working for a specific employer.
- Search for and write a list of numerous employers/companies that suit you best. Go to the employer/company's website and see if they are looking for people for summer work and/or extra work. How do they want people to apply? Find contact persons, names, phone numbers, email addresses, and write these on your list.

#### **2. Preparation**

- Write a CV and personal letter. Ask an adult, teacher, brother/sister, friend to read it.
- Look through your contacts to see if you know anyone – or anyone who knows someone – who works for an employer you are interested in.
- Tell others that you are looking for a job and what you are interested in. Share on social media, ask for tips from friends and acquaintances.
- Post a profile on LinkedIn, enter your CV and add your contacts.
- Search for recruitment agencies and create an account with them.

#### **3. Get in touch, call, email and visit many**

- Call employers ask for the HR manager or the employee who is responsible for recruitment. See how to apply for a job with them.
- Think about how you can help them. Introduce yourself and what you are interested in. If they have advertised a vacancy, ask specifically about that job. Tell them that you are really interested in them, that you are available and that you would be happy to work for them.
- Ask if it's possible to have a meeting. Ask for their email address so you can send your CV and personal letter. Ask for the name of the person you're talking to.
- Ask what is needed to get a job and how to apply, if they invite candidates for an interview.
- Send an email if you can't reach people by phone. Try calling again after a few days and refer to your email.
- If you're planning to visit, for example, a shop, a café, it's always best to call them first ask who is responsible for recruitment and when that person will be at work. Remember to ask for the name of the person you're talking to, so that when you visit, you can say that you've already spoken with that person and say that you are there to meet the person responsible for recruitment. Prepare questions, bring your CV and leave this with them at the end of the conversation.

#### **4. Send your application**

- Find out how to apply for a job with the employer. It's common to write a personal letter in the email and attach a CV. Adapt the application to the job and the employer. Sometimes, you have to send a job application in a different way, for example by filling in an online form.
- Remember to write that you have spoken to the person you contacted by phone or email.

#### **5. Follow up on the application**

- If you have applied for a job that has been advertised, wait for around one week then call and ask if they have seen your application and about the status of the recruitment process.
- If you sent a spontaneous application, wait for a couple of weeks before calling and asking if they need any new employees.
- NB! Don't call too often as they may feel you are nagging.

#### **6. Interview**

- Read up about the employer/company, prepare answers to questions, write your own questions in a notebook that you bring with you. Arrive on time for the interview, put your mobile phone away, look happy, maintain eye contact and make a note of replies and important information during the interview. Say thank you!

## Examples of summer jobs and extra jobs

Job	Employer/company – examples
Postmen, distribution of advertising leaflets	Postnord, Bring, Svensk direktreklam
Events (concerts, sporting events)	Recruitment agency, for example peoplepartner.se
Strawberry pickers, other seasonal jobs in farming and forestry	Look for ads, search companies online, contacts
Customer services	Energy, telecom and broadband companies
Sales representatives – telephone	Sales companies, telemarketing, recruitment agencies
Salespersons – strawberries, markets	Small businesses, recruitment agencies
Shop assistant	Clothes shops, grocery stores
Café, restaurant – waiter, washing up	Cafés, restaurants, hotels
Reception	Hotels, youth hostels, campsites
Cleaning for companies, cleaning rooms	Cleaning businesses, recruitment agencies, small businesses
Nursing assistant, geriatric care	Healthcare companies, municipalities, county councils
Property managers – caretakers, gardening	Real estate companies, cemeteries, youth hostels, campsites
The municipality – gardening, school, childcare, leisure	The municipality
Construction, refurbishing	Construction companies, refurbishing companies
Industrial jobs	Workshop, factory, recruitment agencies
Warehouse, orders, packaging	Recruitment agencies, companies with warehouses

## Websites for jobs

Jobb.blocket.se  
Monster.se

Sommarjobb.se  
Jobbaextra.se

Stepstone.se  
jobsafari.se

Careerbuilder.se  
arbetsformedlingen.se

## Employment and recruitment agencies

Manpower.se

lernia.se

adecco.se

ranstad.se

Amendo.se (economy)

poolia.se

proffice.se

swesale.se (sales)

Google "recruitment" ...

Click this link to read about your rights in relation to work: <http://ung.lo.se>

**CV**

First name Last name

Street

Post-box

Phone number, email address

---

**Objective**

Write down your goals in relation to your studies or work

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**Experience**

Summer jobs (where, company name)

Summer 2019 (when)

Remember to write down all the different jobs you have/have had, babysitting, helping out in an association.

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**Education**

Include a full list of your education.

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**Languages**

Write down all the languages you know.

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**Computing skills and social media**

Write down the software you use (Word, PowerPoint), Facebook, Instagram, LinkedIn.

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**References**

Contact information for references that you can provide on request

**First name Last name**

Home address

Post-box

Phone number and email address

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**Personal qualities**

Write down your qualities, strengths.

**Experience**

Remember to write down all the different jobs you have/have had, babysitting, helping out in an association.

**Education**

Include a full list of your education.

**Language skills**

Write down all the languages you know.

**Computing skills**

Write a list of your computing skills.

**Hobbies/interests**

Write about your hobbies and interests. What you like to do in your spare time.

**References**

Contact information for references that you can provide on request

The purpose of a personal letter is to give you the opportunity to describe yourself and your experience, goals and to say why you are interested in the job you are applying for. In other words, you use the letter to write the information you don't have space for or is appropriate in a CV. As a young person, a CV can be difficult to write as you haven't had that much time to gain experience from working life. That's why your personal letter is extra important and is a great opportunity to demonstrate other qualities and skills.

**Below is a list of questions you should ask yourself and be inspired by before you start to write your personal letter.**

- What title should I use to catch the attention of the employer/recruitment officer?
- How did I get information about the job?
- How am I as a person and what qualities/abilities could be important for the job?
- What experience do I have that could be useful to write about?
- Why do I want to work for the company and what do I know about the company?
- What contribution can I make at the workplace?
- What are my expectations and goals in relation to the job?
- What do I hope to learn while working for the company?
- If sending a spontaneous application, what is the earliest date I can start working? What working hours can I work?

Keep in mind that a personal letter and CV need to be updated because you may have gained more experience from other jobs that you had not written about before, or if you are applying for a job in a completely different industry. In other words, it is important that you personalise your personal letter for the job in question. It is also a good idea to try to keep the letter short, no longer than one A4 page, so it is easy for the employer/recruitment officer to read.

First name Last name

Address

Post-box

Telephone number

Email

City and date

### **Personal letter**

As a person, I am...

My personal qualities are...

I like to...

In my spare time, I like to....

My hobbies are...

I am applying for a job in your company to....

I saw your advertisement and was...

I am good at...

I am confident I can do the job well because...

Just now, I am...

Previously, I have...

Kind regards

Designer

Cleaners

Accountant

Online  
communicator

CEO

Service  
technician

Store manager

Cashier

Engineer

Process  
operator  
Factory workers

Farmers

Tractor  
mechanic

Caretakers

Sales  
representatives

Human  
resources  
manager

Customer  
service  
employees

Marketing  
assistants

Factory  
manager

Electrician

Truck driver

IT technician

Bank clerk

Receptionist

Forklift driver



Below are some empty circles where you can write your own careers/jobs, if you want.

