



Training as a lever for internal mobility in the Cosider Group

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Abstract :

The technological evolution that the world is undergoing means that today's companies are seeking to adapt in order to face up to competition and more sophisticated demand. The focus is therefore on the skills needed to help them achieve their strategic objectives. To achieve this, investing in training helps to create a pool of skills capable of becoming future leaders. Cosider is responding to this context by implementing an increasingly elaborate training plan to optimize the movement of skilled personnel.

Key Words: Training; internal mobility; skills; organization; human resources

JEL Classification : J24, L25, O15

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Introduction:

Nowadays, companies are aware that the human resources function is a vital one, particularly when it comes to skills, which are increasingly rare and difficult to find. Having trained and competent human resources remains the keystone of any company aspiring to growth and strategic development at both national and international level. So having the right person in the right place is a real headache for companies, which have to make constant adjustments to satisfy, in equal measure, their own skills requirements and their employees' needs for professional fulfilment and development. So it's only natural that mobility should take place within the organisation.

In fact, internal mobility is the set of moves that an employee can make within the company for which he or she works. Internal mobility is a concept that originated at the end of the 18th century in pre-industrial organisations characterised by a low level of task specialisation and a purely horizontal career orientation. It was in the work of Max Weber (1864-1920) that organisational mobility emerged as such. For him, it should be managed by the company, and based on merit, seniority or both at the same time. It is no longer associated solely with the achievement of objectives set by the company, but is seen as a mechanism for controlling individual behaviour. Vertical mobility is therefore the reward for good behaviour at work, whereas horizontal mobility and demotion are means of punishing bad behaviour on the part of the employee (Akoum, 2012, p. 19).

However, internal mobility remains a prerogative of the HR Department which, in addition to managing human resources, is above all a department which manages



the development of employees' skills and careers by mobilising tools such as training.

In this sense, training is a process that brings together a range of actions and tools to help employees move up the career ladder, on the one hand, and to make the company more attractive and competitive, on the other. Indeed, to enable companies to benefit from a skilled workforce and improve their productivity, Algeria makes it a point of honour to promote training, by making it compulsory through legislation. The Algerian Group Cosider, which is a leader in the construction and public works sector, is fully aware of the importance of its human resources to its development, and sees staff training not simply as a regulatory obligation, but rather as a factor that promotes the skills of its human resources. The proof of this is that Cosider has its own three training centres, located in Réguaïa, Blida and Médéa.

From this perspective, making internal mobility a constructive policy for the company remains a priority for the Cosider Group's HR department, as it is important to point out that the Group's main activity is Construction, a sector characterised by an activity that operates in project mode. As a result, staff mobility remains a common operating mode in the matrix organisation and must therefore be optimised as far as possible. As a result, our problem is based on the following question: Does training play a role in the success of the Cosider Group's staff mobility policy?

On the basis of these issues, we put forward the following two hypotheses:

- Hypothesis 1: Targeted training improves the match between skills and business needs
- Hypothesis 2: Training encourages the development of a culture of continuous learning, which is essential for internal mobility.

Assessing the impact of training and analyse how employee training influences their ability to move within the company and adapt to different roles, which is crucial to a successful mobility policy.

Based on the importance of training in the internal mobility policy, particularly in terms of promotion, we chose a methodological approach based on gathering information from a review of specialised literature (books, articles, journals). On the one hand, this approach enabled us to define the theoretical framework and, on the other, we conducted a survey within Cosider using documentary observation, semi-directive interviews and a questionnaire in order to gain both a qualitative and quantitative perspective on the role of training in the internal mobility process.



I. Review of the literature:

First, we will review the literature on the two main concepts of this study, namely internal mobility and training.

1. Understanding internal mobility

The first concept we are looking at is internal mobility

1.1. Definitions of internal mobility:

Internal mobility, also known as intra-organisational mobility, takes place within the boundaries of the company and may be associated with a change of profession, content, activity or salary increase. According to Miner et al (1973), internal mobility is an important aspect of HRM which allows an adjustment, both quantitative and qualitative, of the personnel within the organisation and the vacancies available in the future, with the aim of achieving the organisation's objectives (Akoum, 2012, p. 95). According to Vardi (1980) internal mobility is defined through two components: a factual part which is reflected in the mobilities experienced by employees who move from one organisational role to another, and a perceptual part which brings together the perceptions, attitudes and behaviours associated with these experienced mobilities (satisfaction and commitment). According to Mignonac (Mignonac, 2001) internal mobility is any type of movement within an organisation, i.e. promotions, lateral moves, whether or not accompanied by geographical mobility. Finally, the definition which seems most appropriate to this study is that of Miner, because it refers not only to the quantitative aspect of human resources but also to their qualitative aspect and therefore to the competence of internal movements in achieving the company's objectives. Thus, being a multidimensional concept, internal mobility can be broken down into several typologies.

1.2. Internal mobility typologies:

A traditional typology of internal mobility is commonly used. It gives an overall view of three forms of mobility: firstly, vertical mobility, which represents a movement within the hierarchical level of the organisation; secondly, horizontal mobility, which represents a change of position, business or function without a change in hierarchical level; and finally, geographical mobility, which represents a change in the location of the position. We have selected the following typologies:

a. Vardi's typology (1980): According to which internal mobility is apprehended through the following variables; the first is represented by the quantity, which is measured by the number of positions occupied in the organisation during a given period. This dimension is determined by the characteristics of the company and the transferability of the employee's skills; the second is represented by the direction, which depends on company practices (in particular mobility areas and career paths) and the aspirations of employees; the third is represented by the pace, i.e. the frequency of internal mobility. This is linked to economic factors such as the state of the labour market, but also to individual factors such as the company's policy and culture, or the employee's adaptability. If it involves changing jobs through assignments or projects, in a short space of time and without training, the pace of mobility is generally high. In this case, internal mobility is short-term and not very



different from multi-skilling. But when it is part of a long-term perspective, the rate of mobility is generally much lower. It is particularly interesting to note that the objectives of long-term and short-term internal mobility are not so far apart. A priori, they serve the objectives of flexibility and adaptability, in response to uncertainties in the environment. Internal mobility can therefore take place at different rates over time. As for the last variable, it is represented by the actors behind the mobility; mobility may be requested by the employee or proposed by the company. From this point of view, it can be seen that mobility can be desired but can also be forced or suffered.

b. Typology of Anderson, Milkovich and Tsui (1981): They propose an integral model of internal mobility based on two dimensions: factual and perceptual mobility within an organization. The model consists of measuring internal mobility objectively on the basis of job and position movements. To do this, employees are asked to list their various positions and to indicate the length of time they have spent in each position, as well as their seniority within the company. The ratio between the number of years of seniority and the number of positions held is used to measure an employee's mobility rate, from which the average of all employees' rates can be calculated to find the company's mobility rate. The direction of internal mobility is predefined on the basis of the company's hierarchical dimension, i.e. upward vertical mobility, downward vertical mobility and horizontal mobility between functions. Finally, the combination of these mobilities constructs the model of mobility within the organization.

c. Typology of Gunz (1988): It considers that the notion of mobility is no longer limited to vertical mobility; it now includes transitions within the organization. He proposes: continuous transition, when the responsibilities of the new position are similar to those of the previous position; cosmopolitan transition, when the responsibilities of the new position are similar to those of the previous position, but are exercised in a very different context; new transition, when the new position has very little in common with the previous one; iterative transition, which corresponds to the return of the employee to a position in which he or she has already worked; expansionist transition, which also corresponds to a return to a known position, but with new responsibilities for the employee. Moreover, we find certain forms of mobility within the job, manifested in the expansion of work or the enrichment of tasks. These two notions are related to the division of labor. According to Lapointe (1995), the division of labor consists firstly in breaking down work into various tasks, and secondly, in dividing these tasks into various workstations. A workstation can thus group together tasks of varying degrees of complexity. It may be limited to the execution of simple tasks, or include more complex maintenance and quality control tasks, or coordination, planning and even job design tasks. As a result, job enlargement is defined as the addition to a workstation of tasks at the same level (juxtaposition of tasks without assumption of responsibility) and task enrichment consists of adding tasks at a higher level to a workstation. In these two cases, the job has not changed; it has, however, been redesigned and requires the



employee to make just as great an effort to adapt as in the case of horizontal or vertical mobility.

d. Typology of Mignonac (Mignonac, 2001): In the same vein as the previous typology, it focuses on the skills of individuals and their transferability to different functions and business lines within the company. It proposes: mobility towards management, which is mobility involving a “break” with the job, and corresponds to a type of mobility involving a major professional change; mobility involving a “change of purpose”, which is mobility that still involves applying current technical skills, but at another stage in the product life cycle; mobility towards ‘control’ professions, where technical skills are used for control purposes (audit, quality, methods) on manufacturing processes and quality in general; mobility consisting of a “change of specialization”, which corresponds to mobility towards other professions. In this case, there is a change in technical specialization; and mobility consisting of an “adaptation”, this type of mobility corresponds to the technical skills closest to the professional. It's a natural evolution of their profession. It is not a major transition, but simply an anticipation of the near future of the current job. It should be noted that mobility towards management may correspond to vertical mobility, whereas other forms of mobility may be similar to functional or lateral mobility.

Finally, internal mobility, regardless of typology, is a source of major challenges.

1.3. The challenges of internal mobility

Internal mobility is an essential part of company management systems, as it can help to retain talent and maintain skills within the company. The company can retain knowledge by developing in-house skills and, at the same time, offering a career development opportunity to an employee whose commitment and performance it is already aware of. But it can also be a real tool for motivating employees, by giving them the opportunity to progress, which is a sign that the company recognizes their skills, and that motivation remains an undeniable factor in employee performance. What's more, internal mobility helps to reduce the costs and time involved in recruitment, particularly those incurred by publication on external recruitment networks. It also makes it easier for employees to integrate into their new position. In addition, through internal mobility, the company can combat the obsolescence of skills by relying on continuous training and the updating of internal practices.

Finally, internal mobility is a real strategic issue for the company, as it essentially enables it to maintain and build loyalty, but also to develop skills.

2. Understanding training

With this second point, we would like to shed some light on the in-company training process.

2.1. Some definitions of training

In general terms, training is a set of actions that raise an individual's level of general and/or professional and technical knowledge (Lasary, 2007, p. 156). There are several definitions of training in the literature:



According to Peretti, “training usually refers to the pedagogical means offered to employees to develop their behaviour at work. The actions proposed reinforce their knowledge, attitudes and skills to enable them to achieve their own objectives and those of the organisation and to adapt to their environment” (Peretti J.M, 2007, p. 99).

According to Alain Meignant, vocational training means “Having sufficient numbers of competent, motivated people available at all times to carry out the necessary work, by putting them in a position to develop their talents with a high level of performance and quality, at a wage cost compatible with its economic objectives and in the most favourable social climate possible” (Meignant. A, 1991, p. 101).

2.2. Types of training

According to Soyer (Soyer.J, 1999, p. 48), there are five types of training:

a. Adaptation training: The company is always looking to improve its operational results: increase turnover, reduce prices, improve productivity, etc. It can achieve these objectives by increasing employees' knowledge, by improving their ability to solve problems, by making them capable of using new methods, or by developing more effective behaviour, skills or attitudes. Adaptation training is used either as soon as an employee takes up a post (initial adaptation), or as part of a refresher course to bring practices up to date. The trainee keeps the same type of job, remains in the same professional sphere and in the same trade.

b. Personnel planning or mobility training: In this case, there are changes in the work, there is a change of job, either on the occasion of a promotion, or to maintain the job following the elimination of the initial position. This training is long-term and involves a complete apprenticeship in the use of new tools. Its aim is to maintain staff employment or to develop motivation through internal promotion.

c. Basic intellectual training (general culture): This is general training (language, mathematics, logical analysis of situations, decision-making, etc.) which will raise the level of staff. It is often used before committing employees to ‘mobility’ training. This type of training is generally voluntary and enrolment is based on a catalogue.

d. Corporate culture training: For this type of training, the company's management defines more or less centrally what it considers to be the company's common culture. The training courses will then be offered to all employees, who can sign up on a voluntary basis. It will be easier for line managers to exercise their authority, as it will be difficult for them to oppose an employee's request to learn about the company culture decided by management. It is the trainee who has most of the power of enrolment.

e. Training mobilised around a company project: Training initiatives can be launched to support certain company projects. These may include the implementation of a company charter, the launch of a quality project, the implementation of a plan to improve the use of certain resources, etc.



2.3. Forms of training:

There are two main forms of training:

a. Initial training; which enables the acquisition of knowledge with a view to occupying a position and all the actions which consist of showing an employee the tasks of a new job, the handling of a new tool or even a new machine. This type of training is alternating and aims to prepare young employees to become operational fairly quickly in the workplace (Djankai.A, 2003). The aim of this type of training is to increase employees' knowledge, enabling them to use new methods, improve their problem-solving skills and develop more effective behaviour, know-how and interpersonal skills.

b. Continuing training; which allows knowledge to be deepened over the course of a professional career. It can take two forms:

b.1. Short-term training; the aim of which is to assess the level of staff in line with the requirements of the jobs held or to be held and the needs identified in order to achieve the operational objectives assigned:

- Seminars or advanced training, which are an exchange of information and experience on a homogeneous subject;
- Refresher training, which, according to the Larousse dictionary, is additional training given to a worker to enable him to adapt to progress in his profession or to retrain for a new activity;
- Pre-tenure training, which enables new recruits to integrate smoothly into the company;
- On-the-job training, which is learning by doing in the workplace in order to learn and adapt to technical requirements or changes in the job.

b.2. Long-term training; the aim of which is to develop new skills and acquire new knowledge, with the award of a diploma. This training is generally external and takes place in specialised establishments.

2.4. Training objectives

The objectives of training can be seen from two angles: the employee and the company.

a. For the employee: For employees, training can be a source of greater mastery of their job, but it also enables them to:

- Gain a better understanding of the organisation to which they belong;
- Prepare for internal mobility such as promotion;
- Acquire the professional qualifications they need for career development;
- To ensure that their skills and knowledge are appropriate;
- Increase self-esteem.

b. For the company: Training enables the company to develop an organisational culture capable of conveying certain values which are essential to its continued existence, but also to :

- Mobilise staff to fill senior positions;
- Develop the intellectual and managerial skills of managers;
- Combining training with communication to build a climate of consultation and dialogue;



- Adapting to the demands of the environment;
- Creating a sense of belonging among employees towards their organisation and fostering a better perception of their work environment;

At the end of this first part, we have identified the theoretical aspect of the two key concepts of the study so that we can now tackle the case study within Cosider in the second part.

II. Empirical study

In this section, we present the main findings of our survey.

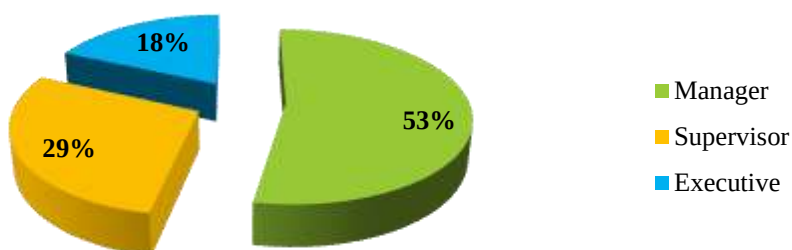
1. Brief overview of the Cosider Group

The Cosider Group was created in 1979 as a joint venture between the “Société Nationale de Sidérurgie” (S.N.S.) and the “Danish group Christiani & Nielsen”. Cosider became a state-owned company in 1982 when S.N.S. bought back all its shares. Following the implementation of economic laws and reforms, in particular those relating to the autonomy of public companies in 1988, Cosider were transformed into a joint-stock company in October 1989. Continuous evaluation, through internal growth, has made Cosider the largest Algerian construction group. Organised as a group of companies holding 100% of the capital of ten subsidiaries, estimated at 17,800,000,000 DA, its orientations and strategic choices position it as the leading national operator in the realisation of major structuring projects, first in Africa by its level of profit and third by its level of activity according to the Jeune Afrique 2020 ranking.

2. Training in the Cosider Group

During 2023, the company trained 1,805 workers (out of the 1,523 budgeted for 2022) in all specialities (72 subjects), i.e. an achievement rate of 118%. The overall cost of these training courses was 75,289 KDA (for a budgeted amount of 80,500 KDA), i.e. a rate of 93.5%.

Graph.1: Budget consumed (KDA)



Source: On the company database

The graphs below show that the company invests more in training managers, which reflects the importance it attaches to developing skills and high potential. Mobility within the company is specific to managers and supervisors, because as



we have seen, operatives are recruited on fixed-term contracts and therefore have limited careers within the company, generally lasting no more than one year.

2.1. The Cosider Group training plan

The process for implementing training within Cosider is based on the following four procedures:

a. Procedure for identifying training needs: The procedures for identifying training needs correspond to the various operations for analysing the results of work situations with a view to identifying gaps that can be filled through training actions. These operations may also be envisaged as part of various projects linked to the development of the Group's activities or those of its subsidiaries. The company uses two methods to identify training needs. The first is the group method, which is an effective and widely used means of gathering relevant data and opinions, conducting analyses of tasks and skills, and evaluating potential solutions. It generally brings together 08 to 10 people representative of the target group to be studied, led by a facilitator. The second is the individual interview, which is a face-to-face discussion between a member of staff and his or her hierarchy to provide qualitative information on a global or specific issue, including training needs.

b. Procedure for drawing up the training plan: The process of preparing and putting together the training plan covers all the operations involved in processing the various training needs expressed by the structures, units and hierarchical line with a view to preparing and validating the training plans of the Cosider Group and its subsidiaries.

c. Steering and managing the training plan: The operations involved in steering and managing the training plan relate to the preparation, management and monitoring of the training courses included in the approved training plan.

d. Training management: Training management activities involve taking charge of all the operations involved in preparing and implementing training initiatives. This is done firstly by preparing training courses and then by carrying them out.

2.2. Analysis of the questionnaire

a. Methodology used: Having analysed the data for the construction division as a whole, we can deduce that the characteristics of the population in each division are identical (young men with a low level of education, working on fixed-term contracts). Our study is based on the Construction subsidiary, especially in the G171 pole for the construction of a hospital in Berraki, with a workforce of 247 employees in all professional categories. We therefore use systematic sampling, which can be a judicious choice in the construction sector because of its simplicity and its ability to ensure uniform coverage. For a population of 247 and a systematic sample size of 94, the sampling interval is calculated as follows:

$$k = N/n \quad k = 247/94 \approx 2.63$$

The sampling interval would therefore be approximately 3. This means that every 3rd member of the population is selected to be part of the sample.

Nevertheless, it should be pointed out that a number of constraints led us to repeat the questionnaire several times, in particular because of the reluctance of



some employees to fill in the questionnaires, the low academic level of the main part of the company's workforce (bricklayers, formworkers, ironworkers...), a heavy workload with a limited timeframe, and the geographical distance between the projects and the HR department, all constitute a barrier to access to information and a real brake on scientific progress. It obviously comes down to the nature of the sector.

Using Sphinx V5 software, we obtained the following results.

b. Results and discussions

Q1: What gender are you?

The sample is broken down by gender as follows.

Table.1: Breakdown of the sample by gender

	Number of Respondents	Percentage
Woman	16	17%
Man	18	83%
Total	94	100%

Source: Our field survey

According to the table, the vast majority of our sample is male (83%), compared with 17% female. This male majority in our sample is in line with the overall trend in the subsidiary and also in the Group. This is obviously justified by the nature of the tasks on the sites (construction).

Q2: how old are you?

The sample is broken down by age according to the following variables.

Table.2: Breakdown of the sample by age

	Number of Respondents	Percentage
20-29 years old	20	21.3%
30-39 years old	32	34.0%
40-49 years old	29	30.9%
50-60 years old	12	12.8%
More	1	1.1%
Total	94	100%

Source: Our field survey

This result shows that the average age of all the company's workers is relatively young, which represents a potential workforce and skills for the company. However, it may also indicate the existence of short careers within the company, given its age (the subsidiary was created in 1995).

Q3: What is your level of instruction?

The sample is broken down by level of instruction according to the following variables.

**Table.3: Distribution of the sample by level of instruction**

	Number of Respondents	Percentage
Secondary school	34	36.2%
High school	29	30.9%
University	30	31.9%
Author	1	1.1%
Total	94	100%

Source: Our field survey

According to the data below, more than the majority of employees have an academic level of no more than secondary education. The average level is represented by a majority of 36.2%. These results show that the jobs occupied do not require the acquisition of specific qualifications or higher education diplomas. They are manual occupations, requiring physical effort rather than academic qualifications.

Q4: What is your professional category?

The sample is broken down by socio-professional group as follows.

Table.4: Breakdown of the sample by SPG

	Number of Respondents	Percentage
Executive	18	19.1%
Senior executive	7	7.4%
Execution	56	59.6%
Supervisor	13	13.8%
Total	94	100%

Source: Our field survey

The data below shows that high percentages (59.6%) of site workers are in the “Execution” SPG, also known, at the Group, as the “small workforce”. This includes ironworkers, bricklayers, labourers, guards, as well as drivers and machine operators. This is the majority category in the company, and is representative of the nature of the construction activity. The Supervisor category accounts for 13.8% of our sample, and mainly covers the positions of quantity surveyor, topographer, accountant, manager, cashier, stock manager, storekeeper and administrative officer. The Executive category, for its part, is represented by a percentage of 19.1% and covers positions such as design manager, works monitoring architect, quantity surveyor manager, technical manager, supply manager, civil engineering engineer, department manager, technical section manager, administrative manager and personnel manager. The last PSG, that of Senior Executives, is represented by a percentage of 7.4% and covers in particular the positions of head of department (HR, subcontracting, technical, etc.).

Q5: How long have you been with the company?

The sample is broken down by seniority in the company as follows.

**Table.5: Breakdown of the sample by seniority in the company**

	Number of Respondents	Percentage
less than one year	20	21.3%
1-4 years	45	47.9%
5-9 years	15	16.0%
10-14 years	8	8.5%
15-19 years	4	4.3%
20-24 years	1	1.1%
25-30 years	1	1.1%
Total	94	100%

Source: Our field survey

According to this data, 21.3% of employees have less than one year's experience with the company, and 47.9% of employees have between one and four years' experience with Cosider. These two higher percentages concern in particular the 'Execution' category. This is all the more justified by the ephemeral nature of projects, the nature of fixed-term contracts and the difficult nature of the work. For example, the small workforce that can be released even before the final delivery of projects (formworker, labourer, etc.). This is also in line with the high turnover rate recorded by the subsidiary. In addition, 16.0% of employees have between five and nine years' seniority. A total of 15% of employees have been with the company for more than ten years. This is low compared to the sample as a whole.

Q6: Have you ever changed jobs in this company?

The answers to this question are shown in the table below.

Table.6: Breakdown of employees by mobility experience within the company

	Number of Respondents	Percentage
Yes	53	56.4%
No	41	43.6%
Total	94	100%

Source: Our field survey

These data show that 56.4% of the sample had never experienced mobility in the company. On the other hand, 43.6% of the sample stated that they had already experienced a movement in this company. These results show a relatively low frequency of mobility in this company.

People who have not moved within the company are mainly operational employees, as this category is generally released at the end of the project, and sometimes even before, as in the case of formworkers or scrap metal workers.

Q7: What form did your mobility take?

For this question, we obtained a majority rate of 20.2% for "Promotion", as shown in the following table:

**Table.7: Type of mobility achieved**

	Number of Respondents	Percentage
No answer	53	56.4%
Promotion	19	20.2%
Demotion	4	4.3%
In the same category	18	19.1%
Total	94	100%

Source: Our field survey

These data show two close rates. The first is 20.2% for promotion and the second is 19.1% for mobility in the same category.

However, 4.3% of employees report having been downgraded, which is still low compared to the first two. These results highlight the main forms of internal mobility within the company: upward vertical mobility and horizontal mobility.

Q8: Was the mobility accompanied by professional training?

The answers to this question are shown in the table below.

Table.8: Supporting IM with training initiatives

	Number of Respondents	Percentage
No answer	53	56.4%
Yes	11	11.7%
No	30	31.9%
Total	94	100%

Source: Our field survey

The majority of mobility was accompanied by training, according to 31.9% of the sample. On the other hand, only 11.7% stated that the mobility was not accompanied by training. This shows the importance that the company attaches to training, as well as compliance with the regulatory obligation to accompany mobility with training.

Q9: What was the objective of the training?

The answers to this question are shown in the table below.

Table.9: Training objective

	Number of Respondents	Percentage
No answer	64	68.1%
Adapting to technological change	5	5.3%
Advanced training	22	23.4%
Specialization	2	2.1%
Learn a new trade	1	1.1%
Total	94	100%

Source: Our field survey

According to this data, the majority of training actions accompanying employee mobility, i.e. 23.4% of responses, are aimed at improving skills. A total of 5.3% of



the sample stated that the purpose of the training was to adapt to technological change, compared to 2.1% of the sample who stated that the purpose of the training was to specialise tasks. However, 1.1% of the sample stated that the purpose of the training was to learn a new trade. These results show that there is a variety of training in the company, but most of it is aimed at improving employees' skills in their jobs and that they improve in the performance of their tasks.

Q10: Did the training make it easier for you to adapt to the new job?

The answers to this question are shown in the table below.

Table.10: Effect of training on adaptability to new position

	Number of Respondents	Percentage
No answer	64	68.1%
Yes	6	6.4%
No	24	25.5%
Total	94	100%

Source: Our field survey

According to this data, 25.5% of the sample stated that the training facilitated their integration into their new position. However, 20% said that training had played no role in their adaptation to the new position. These results confirm the importance of supporting staff mobility through training.

Q11: Are you satisfied with your mobility?

Table.11: Employee satisfaction with internal mobility

	Number of Respondents	Percentage
No answer	53	56.4%
Yes	8	8.5%
No	33	35.1%
Total	94	100%

Source: Our field survey

According to the data above, 35% of the sample says they are satisfied with their internal mobility, compared with 8.5% who are not satisfied with their mobility. This shows that the majority of employees are satisfied with the company's mobility initiatives.

2.3. Limitations and challenges of training programs

The limits of training in the Cosider Group in terms of supporting internal mobility can be identified through several aspects:

a. An embryonic approach to succession management: Succession management within the Cosider Group is still at an embryonic stage. Although efforts are being made to identify and develop internal talent, there is a lack of structured tools such as forward-looking management of jobs and skills and skills repositories to better prepare employees for key positions.

b. Inadequate training programmes: Existing training programmes do not fully cover the skills required to promote effective internal mobility. At present, the



training sector only meets around 30% of skilled labour requirements, which limits the Group's ability to promote its employees to more senior positions.

c. Lack of visibility on career opportunities: There is a lack of transparency regarding internal mobility opportunities. Employees may not be sufficiently informed about the possibilities for advancement and the criteria required accessing these positions, which may lead to demotivation or a feeling of uncertainty among staff.

d. Reliance on fixed-term contracts: The nature of the work in the construction and public works sector, which often requires frequent travel, leads to a heavy reliance on fixed-term contracts. This complicates career planning and limits professional development opportunities for the employees concerned.

e. Limited skills assessment: There is insufficient ongoing and systematic assessment of the skills acquired by employees. Without rigorous monitoring, it is difficult to identify training gaps and adjust programmes accordingly to effectively support internal mobility.

These limitations underline the need for a more integrated and proactive approach to supporting internal mobility within the Cosider Group, in order to ensure a better match between the skills developed and the company's strategic needs.

2.4. Some international examples:

To support internal mobility within the Cosider Group, there are several international companies whose training and talent management practices can serve as a model.

a. IBM: The Company is based on the following training practices:

- Skills development programme: IBM offers ongoing training tailored to the needs of its employees, facilitating their progression to different positions within the company;
- Internal mobility encouraged: The Company has implemented digital tools to enable employees to explore internal mobility opportunities, strengthening their commitment and professional development.

b. L'Oréal: The Company is based on the following training practices:

- Culture of mobility: L'Oréal encourages internal mobility by offering personalised training programmes that prepare employees for a variety of roles, both vertical and horizontal;
- Mentoring and coaching: The Company uses mentoring programmes to help employees navigate their career paths, which is essential for a successful transition.

c. Nestlé: The Company is based on the following training practices:

- Proactive career planning: Nestlé has regular career development meetings where employees' aspirations are discussed and incorporated into their training plans;
- Targeted training on necessary skills: Specific training is offered to fill skills gaps, facilitating internal mobility.

d. Accenture: The Company is based on the following training practices:



- Use of digital technologies: Accenture uses a digital platform to give employees easy access to internal opportunities and training tailored to their career aspirations;

- Encouraging diversity of career paths: The Company values diversity of career paths, enabling employees to acquire a variety of skills.

e. Siemens: The Company is based on the following training practices:

- Forward-looking employment and skills management: Siemens applies a forward-looking employment and skills management approach to align training with the company's future needs, thereby supporting internal mobility;

- Structured integration programmes: When an employee changes jobs, an integration programme is put in place to ensure a smooth and effective transition.

These companies illustrate how a well thought-out training and internal mobility strategy can not only foster employees' professional development, but also strengthen commitment and loyalty within the organisation. The Cosider Group could draw on these examples to develop its own practices for supporting internal mobility.

Conclusion:

At the end of this study, we have come to the conclusion that Cosider is a company which practices internal mobility in a rather imposed manner after an employee performance assessment procedure. This mobility is often accompanied by advanced training, with the aim of facilitating the employee's integration into his new position. Training is therefore a means for the company to maximise the chances of successful intra- and inter-subsidary staff movements. To this end, the Cosider Group is investing in the construction and fitting out of its own training centres, which are now tending to become andragogy centres authorised to deliver qualifying training courses recognised by the Algerian State. Indeed, the Cosider Group is aware that training is also a means of building up a pool of skills, in particular by setting up a new training programme two years ago. The latter is essentially devoted to high-potential individuals in whom the company sees future leaders for its subsidiaries.

Indeed, as far as our first hypothesis is concerned, training programmes specifically designed to develop the skills needed for different positions within Cosider facilitate internal mobility. By investing in staff training, the group can ensure that its employees are not only qualified for their current roles, but also prepared to move up to higher or different positions. This is particularly relevant in a dynamic sector such as the construction, where requirements can change rapidly. For example, Cosider has planned to invest two billion dinars in training, demonstrating its commitment to enhancing the skills of its employees to meet the company's future needs.

So, to return to our second hypothesis, we can say that the introduction of a culture of continuous learning within Cosider, supported by regular and accessible training programmes, not only facilitates internal mobility, but also creates an environment conducive to innovation and adaptability. By encouraging employees



to constantly train and acquire new skills, the Group can develop a more flexible and versatile workforce, ready to meet the changing challenges of the sector. Companies such as Google, Microsoft and Amazon have adopted this approach, encouraging their employees to undergo continuous training. Cosider could draw inspiration from these models by introducing regular in-house training, mentoring programmes and cross-functional projects.

In addition to this, in terms of training to support internal mobility within the Cosider Group, several recommendations can be made, drawing on best practice and taking into account the specific characteristics of the company: Putting in place appropriate training programmes (targeted training, continuous training, certification courses); developing a learning and development culture through communication and information on training programmes and encouraging mentoring; offering personalised support to employees who wish to change jobs, helping them to define their career objectives and identify the training needed to achieve their goals and finely; using key performance indicators (KPIs) to measure the impact of training on internal mobility, such as the number of internal promotions, the employee satisfaction rate and the talent retention rate.

By implementing these recommendations, Cosider can create a working environment where training is valued and where employees are encouraged to develop professionally and seize opportunities for internal mobility⁵. This will enable the company to retain its talent, reduce recruitment costs and strengthen its competitiveness.

Ultimately, it is through training that employees acquire the skills that will enable them to fulfil the tasks assigned to their new position.

In this sense, in-company continuing training should be implemented as part of a general concept of growth in human capital and, in particular, skills. To this end, could the development of skills through training not be a means of countering the flight of skills from the company or even their diversion by competitors?

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Appendices

Appendix 1: The questionnaire

Focus 01: Personal information

Q1: What gender are you?

Man ☐ Woman ☐

Q2: How old are you?

20-29 years old ☐ 30-39 years old ☐ 40-49 years old ☐

50-60 years old ☐ More ☐

Q3: What is your level of instruction?

Secondary school ☐ High school ☐ University ☐ Author ☐

Q4: What is your professional category?

Executive ☐ Senior executive ☐ Supervisor ☐ Execution ☐

Q5: How long have you been with the company?

Less than one year ☐ 1-4 years ☐ 5-9 years ☐ 10-14 years ☐

25-30 years ☐ 20-24 years ☐ 15-19 years ☐

Focus 02: Training and mobility

Q6: Have you ever changed jobs in this company?

Yes ☐ No ☐

Q7: What form did your mobility take?

Promotion ☐ Demotion ☐ In the same category ☐

Q8: Was the mobility accompanied by professional training?

Yes ☐ No ☐

Q9: What was the objective of the training?

Adapting to technological change ☐ Advanced training ☐

Specialization ☐ Learn a new trade ☐

Q10: Did the training make it easier for you to adapt to the new job?

Yes ☐ No ☐

Q11: Are you satisfied with this mobility?

Yes ☐ No ☐