Abstract

This master thesis illustrates the universality of Schwartz's value theory approach: culture of any group of people may be subject to the research and its value profile has a universal format. Both Czech and Finnish national value profiles and the value profiles of the helping professions in these two countries were calculated, based on data from The European Social Survey in 2012. On national levels, these profiles are representative. On the levels of helping professions, however, the profiles only serve as a model example—no representative data were available.

In comparison with their national value profile, Czech model representatives of the helping professions attach more importance to all basic values in Schwartz's theory. In Finland, this is not the case for power, achievement, self-direction and security.

This master thesis proposes several recommendations for potential surveys dealing with the impact of national culture on organization culture in health and social facilities. Especially, it highlights the necessity for quality value profiles of the structured helping professions. The reason for doing so is the outlined possibility (and maybe also necessity) to take different positions of individual professions into consideration. It also suggests to search for mathematical relations between data profiles of the same countries which had been acquired on the basis of different theories—for instance between indexes of these countries in Hofstede's dimensions and their value profiles according to Schwartz. Such relations could enrich the interpretation of the acquired data.

The explanatory part and the presentation of used procedures and results were adapted to prospective readers (management students within the intercultural management module).

Key words: European Social Survey (ESS), values, Hofstede, Holland's vocational typology, national culture, organizational culture, helping professions, Schwartz, impact of national culture on organizational management, surveys on national culture