professional sphere) and subjective (self-evaluation involves the exclusive opinion of the individual himself about his professional, educational, managerial knowledge, skills and abilities). On the other hand, enterprises must create optimal conditions for the further development of their own employees. It should solve key image issues: increase the level of attractiveness and image of the enterprise as a potential employer on the labor market, create favorable conditions for expanding the potential of organizational culture, and reduce the level of stress in the employees themselves employees of the enterprise [5].

In general, in organizational psychology, quite a lot of attention is paid to the responsibility of enterprises for the career growth of their employees. At the same time, it can be about the organizational culture itself and the established system of organizational behavior, as well as the issue of optimizing the personnel management system and personnel management from a psychological point of view based on the identification of individual needs, tendencies and motives of a specific employee.

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Does entrepreneurial intention develop by classroom example? An experiment for teaching entrepreneurship in higher education

With increasing numbers of university graduates and dim employment opportunities in light of economic uncertainties in many countries, the development of entrepreneurial competences (EC) that prepare students to establish their own businesses in the future is of growing importance (Fejes et al., 2019; Hameed and Irfan,

2019; Teixeira and Pereira, 2019; Tittel and Terzidis, 2020). Entrepreneurial education (EE) is the process of developing the students' entrepreneurial attitudes and skills (Fayolle et al. 2006; Ferreira and Pinheiro, 2018), and their capacity for self-negotiated action (Jones 2010) through building their idea generation, opportunity recognition and strategic decision-making competencies (Valerio *et al.*, 2014; Sirelkhatim and Gangi, 2015; Aziz and Rowland, 2018; Teixeira and Pereira, 2019; Stagias and Retalis, 2020).

Entrepreneurial intention (EI) can be defined as the cognitive state in which the entrepreneur is determined to engage in entrepreneurial activities, and EI is the essential variable that forecasts the entrepreneurial behavior of university students (Krueger et al., 2000). Internal, individual factors such as personality traits such as creativity (Raine and Pandya, 2019), demographic factors, entrepreneurial motivation (EM), entrepreneurial competence (EC), and external factors such as the social environment, social network, familial background, role models, and situational factors such as risk-taking tendency, task difficulty, problem-solving capabilities, locus of control, etc., significantly develop EI both directly and indirectly (Liñán and Chen, 2006; Liñán, Rodríguez-Cohard and Rueda-Cantuche, 2011; Hou et al., 2019; Hameed and Irfan, 2019; Arafat et al., 2020).

While traditional EE teaching methodologies primarily focused on lecture-based teaching with assignments, presentations, extended case study tutorials and standardized formal exams, where the majority of the students played passive roles, contemporary approaches foster more exploratory settings for experiential learning and discovery-based instruction through problem-solving activities and interactive simulations that arouse real-time decision-making under uncertainty, critical evaluation of decisions upon immediate feedback, and collaborative planning through teamwork, that better improve entrepreneurial skills in comparison to tradition EE teaching approaches (Anderson *et al.*, 2017; Hameed and Irfan, 2019; Stagias and Retalis, 2020).

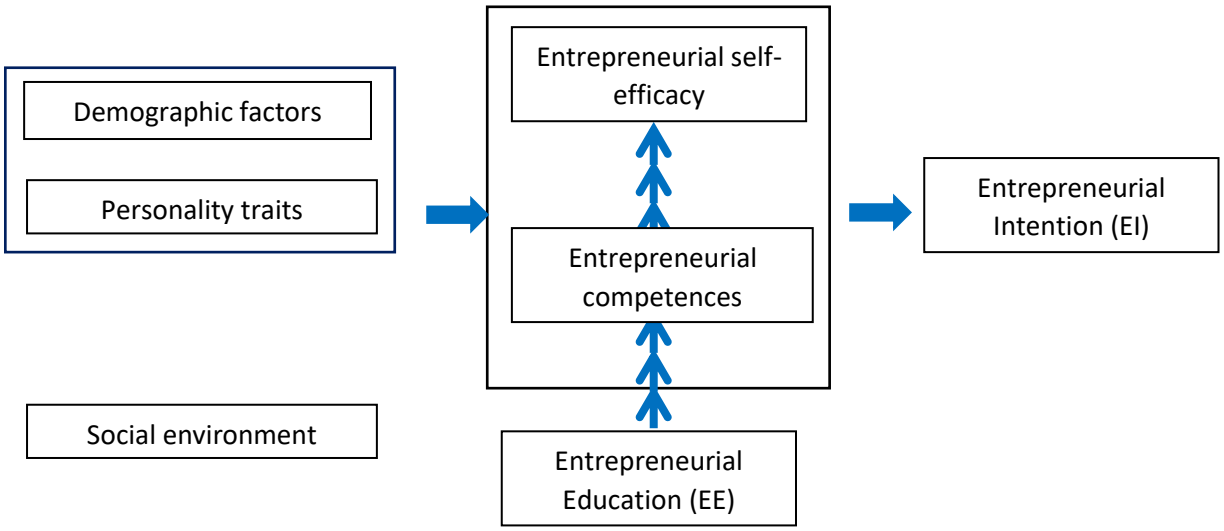

Figure 1. *Proposed Entrepreneurial Intention (EI) theoretical model*
Source: own elaboration

The aim of the current study is to investigate how an online-based entrepreneurial simulation (TOPSIM business StartUp simulation) helped to build

entrepreneurial intentions among a culturally and demographically diverse group of 75 university students from Germany, Ghana, Kyrgyzstan, Ukraine, and Russia. More specifically, we endeavor to (a) verify whether business simulations, as an EE teaching methodology, are an effective approach to promote EI; (b) reveal the impact of the students' heterogeneous entrepreneurial exposure, experiences and traits on their EI; and (c) validate the impact of heterogeneity on the effectiveness of the business simulation. Thus, apart from highlighting the general benefits of EE, our study will demonstrate the impact of student heterogeneity on the formation of entrepreneurial intentions.

The theoretical EI model of the existing research is conceptualized on the Theory of Planned Behavior (Ajzen, 1991) and the Shapero's Entrepreneurial Event model (SEE) (Shapero and Sokal, 1982).

The Entrepreneurial Intention Questionnaire (EIQ) was devised based on theoretical justifications and prior literature and comprised of Likert-item and Likert scale questions ranging from a 1 to 7 scale. Data analysis was conducted via SPSS on the responses acquired from participants. The synthetic control methodology (SCM) is applied to understand the impact of EE intervention on EI. Furthermore, principal component analysis (PCA) was applied to deduce the size of constructs, maintaining reliability and validity measures such as the Cronbach's alpha and KMO and Barlett's Test. To understand heterogeneity between student groups based on a particular characteristic, non-parametric tests such as the Kruskall-Wallis H Test and the Mann-Whitney U Test was adopted and conclusions were justified at the 0.05 level of significance. Furthermore, ordinal regression analysis was conducted on the key variables of interest to determine causal factors of dependent variables that affect EI and p-values for independent variables were evaluated at 0.05 threshold.

Previous studies provide ambiguous conclusions regarding the impact of EE on EI (Herman and Stefanescu, 2017; Barba-Sánchez & Atienza-Sahuquillo, 2018). To better understand the EI development, the current study extends the theoretical foundations of SEE and TPB by investigating personal and situational factors (Barba-Sánchez & Atienza-Sahuquillo, 2018).

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