

**Electronic Supplementary Material by**  
**‘A Review and Integration of Three Key Components of Identity Development: Distinctiveness, Coherence, and Continuity’**

Table S1

*Empirical Studies on Distinctiveness*

Authors	Sample	Age	Measure distinctiveness	Associations with psychosocial functioning	Findings development
Aalsma et al. (2006)	6 <sup>th</sup> graders, $N = 94$ 8 <sup>th</sup> graders, $N = 223$ 10 <sup>th</sup> graders, $N = 142$ 12 <sup>th</sup> graders, $N = 102$	$M = 11.4, SD = 0.6$ $M = 13.4, SD = 0.6$ $M = 15.4, SD = 0.7$ $M = 17.5, SD = 0.7$	NPFS Personal uniqueness	<ul style="list-style-type: none"> <li>– Depressive symptoms: <math>r = .33^*</math></li> <li>– Various measures of suicidal ideation, <math>r_s = .25^*</math> to <math>.33^*</math></li> <li>– Narcissism, <math>r = -.03</math></li> <li>– Risk behaviors, <math>r = .03</math></li> <li>– Substance use frequency, <math>r = .10</math></li> <li>– Life time drug use, <math>r = .10^*</math></li> <li>– Self-worth, <math>r = -.23^*</math> (6-8<sup>th</sup> graders) and <math>r = -.34^*</math> (10-12<sup>th</sup> graders)</li> </ul>	– No significant difference between grades.
Alberts et al. (2007)	Middle school students: grade 6, $N = 34$ , grade 7, $N = 41$ , grade 8, $N = 44$ .	$M = 13.4, SD = 1.1$ Min. 11	PF speciality		– No significant difference between grades 6, 7, and 8.
Beaudoin et al. (2006)	Boys diagnosed with a behavioral disorder, $N = 29$ , and without, $N = 30$	12-17	NPFS Personal uniqueness	– No significant difference between boys with and without a diagnosis of behavioral diagnosis, $d = .36$	
Becker et al. (2012)	Late adolescents, $N = 5,158$	$M = 16.7$ , Max. 24	Generation and rating of 10 identity aspects, based on Twenty Statements Test.	– Ratings of distinctiveness were positively associated with ratings of centrality and positive affect.	

Authors	Sample	Age	Measure distinctiveness	Associations with psychosocial functioning	Findings development
Demir et al. (2013)	Three university student samples: S1: $N = 1,228$ S2: $N = 477$ S3: $N = 724$	$M = 18.8, SD = 2.5$ $M = 18.9, SD = 1.9$ $M = 18.7, SD = 1.9$	PSU	For the three samples, respectively: – Happiness, $\beta_s = .45^*, .41^*$ , and $.38^*$ – Friendship quality: $\beta_s = .38^*, .39^*$ , and $.36^*$	
Fox et al. (2009)	Young adult women with symptoms of anorexia nervosa, $N = 31$ Young adult women, $N = 26$ Adolescent girls, $N = 71$	18-30 18-30 $M = 16.9, SD = 0.3$	PUS	– Women with symptoms of anorexia nervosa had more doubts about being the same (i.e., felt more distinct) than the adolescent group.*	– No significant difference between adolescent and young women control group.
Galanaki (2012)	Secondary school students in: Grade 7, $N = 71$ Grade 9, $N = 83$ Grade 11, $N = 84$ Grade 12, $N = 76$	$M = 12.4$ $M = 14.4$ $M = 16.4$ $M = 17.3$	NPFS Personal uniqueness & PF speciality		– No significant difference between grades.
Galanaki et al. (2011)	Secondary school students, $N = 297$ , in: Grade 7, $N = 71$ Grade 9, $N = 66$ Grade 11, $N = 84$ Grade 12, $N = 76$	11-18 $M = 12.4$ $M = 14.4$ $M = 16.4$ $M = 17.3$	NPFS Personal uniqueness & PF speciality	For both subscales, respectively: – General separation-individuation, $r_s = .42^*$ and $.24^*$ – Specifically with: ○ Engulfment anxiety, $r_s = .22^*$ and $.09$ ○ Narcissistic strivings, $r_s = .27^*$ and $.23^*$ ○ Denial of attachment needs, $r_s = .25^*$ and $.15^*$ ○ Separation anxiety, $r_s = .00$ and $.20^*$ ○ Healthy separation, $r_s = .17^*$ and $.17^*$ ○ Expectation of rejection by others, $r_s = .41^*$ and $.18^*$	– No significant difference between grades.
Goossens et al. (2002)	High school students, $N = 1,458$	Grades 8, $M = 13,1$ , to 12, $M = 17,8$	NPFS Personal uniqueness	– Connectedness, $r_s = -.06, -.07$ , and $-.11^*$ – Separation, $r_s = .19^*, .06$ , and $.22^*$ – Healthy individuation, $r = .04$ – Depression, $r = .18^*$ – Loneliness, $r = .15^*$	

Authors	Sample	Age	Measure distinctiveness	Associations with psychosocial functioning	Findings development
Ingoglia et al. (2016)	High school and college students, $N = 649$	18-30	SODS	– Emotional fragility, $r = -.41^*$	
Ingoglia et al. (2011)	Secondary school students, $N = 331$	16-19	SODS	<ul style="list-style-type: none"> <li>– Internalizing problem behavior, <math>r = -.46^*</math></li> <li>– Externalizing problem behavior, <math>r = -.07</math></li> <li>– Attitudinal autonomy, <math>r = .41^*</math></li> <li>– Functional autonomy, <math>r = .39^*</math></li> <li>– Independence from parents, <math>r = .11</math></li> <li>– Emotional closeness, <math>r = .01</math></li> <li>– Conflicts with parents, <math>r = -.15</math></li> </ul> <p>– In a model: distinctiveness predicted emotional detachment from parents, <math>\beta = .31^*</math>, but not emotional separation, <math>\beta = .11</math></p>	
Koydemir et al. (2014)	College students, $N = 370$	18-29	PSU	– Ontological well-being: $\beta = .50^*$ , controlled for extraversion and openness.	
Lo Coco et al. (2014)	Young adults, (73% university students, 22% workers), $N = 649$	19-29	SODS	– Emotional fragility, $r = -.29^*$	
Lopez (2001)	University students, $N = 247$	$M = 19.5, SD = 1.2$	SODS	<ul style="list-style-type: none"> <li>– Attachment anxiety, <math>r = -.50^*</math></li> <li>– Attachment avoidance, <math>r = .02</math></li> <li>– Self-splitting, <math>r = -.40^*</math></li> <li>– Other-splitting, <math>r = .15^*</math></li> <li>– Emotional empathy (i.e., reactivity), <math>r = -.34^*</math></li> </ul> <p>– Controlling for all these variables, social desirability, and self-concealment, it was still a significant predictor of self-splitting, <math>\beta = -.11^*</math>, but not other-splitting, <math>\beta = .08</math>.</p>	– Not associated with age, $r = .09$

Authors	Sample	Age	Measure distinctiveness	Associations with psychosocial functioning	Findings development
Neff et al. (2010)	Adolescents, $N = 235$ Young adults, $N = 287$	14-17 19-24	NPFS Personal uniqueness (adapted)	For adolescents and young adults, respectively: – Depressive symptoms, $r_s = .35^*$ and $.40^*$ – Anxiety, $r_s = .35^*$ and $.38^*$ – Connectedness, $r_s = -.51^*$ and $-.46^*$ – Secure attachment, $r_s = -.24^*$ and $-.43^*$ – Preoccupied attachment, $r_s = .16^*$ and $.07$ – Fearful attachment, $r_s = .29^*$ and $.39^*$ – Dismissive attachment, $r_s = .06$ and $.14^*$  – Controlling for self-compassion reduced the prediction of well-being (less depressive and anxiety symptoms and more connectedness) from $\beta = -.46^*$ to $\beta = -.29^*$ .	– No difference between adolescents and young adults, $\eta^2 = .00$
Pilarska (2014)	University students, $N = 226$	18-28	MQI specificity	– Negative affect, $r = -.20^*$ – Positive affect, $r = .48^*$ – Life satisfaction, $r = .31^*$	
Pilarska et al. (2015)	Young adults, $N = 228$	18-35	MQI uniqueness	– Sense of self-worth, $r = .43^*$	
Şimşek et al. (2013)	University students, $N = 290$	$M = 19.1$ , $SD = 3.1$	PSU	– Happiness, $r = .54^*$ – Basic psychological need satisfaction (autonomy, competence, and relatedness), $r = .61^*$ – Hedonic balance, $r = .40^*$  – In a model, controlling for associations between variables, distinctiveness did not predict happiness, $\beta = .06$ , or hedonic balance, $\beta = .08$ , but did predict basic psychological need satisfaction, $\beta = .30^*$ .	

Authors	Sample	Age	Measure distinctiveness	Associations with psychosocial functioning	Findings development
Şimşek et al. (2014)	Turkish university students, $N = 411$ American college students, $N = 370$	$M = 19.5, SD = 1.8$ $M = 19.0, SD = 2.8$	PSU	For Turkish and American students, respectively: – Short-term happiness, $rs = .30^*$ and $.44^*$ – General happiness, $rs = .48^*$ and $.56^*$	
Şimşek et al. (2010)	Study 5: University students, $N = 148$	18-24	PSU	– Anxiety, $r = -.29^*$ – Depression, $r = -.27^*$ – Self-esteem, $r = .65^*$ – Autonomy, $r = .59^*$ – Relatedness, $r = .41^*$ – Competence, $r = .58^*$ – Life satisfaction, $r = .53^*$	

*Note.* PSU scale = Personal Sense of Uniqueness scale, PUS = Personal Uniqueness Scale, NPFS = New Personal Fable Scale, PF = Personal Fable, MQI = Multidimensional Questionnaire of Identity, SODS = Self-Other Differentiation Scale.

\*  $p < .05$

Table S2

*Empirical Studies on Coherence*

Authors	Sample	Age	Measure coherence	Associations with psychosocial functioning <sup>1</sup>	Findings development
Baird et al. (2006)	Study 1: First-year psychology students, <i>N</i> = 270	18-25	Coherence of attributes across six roles: student, friend, romantic partner, family member, worker, and stranger	<ul style="list-style-type: none"> <li>– Positive affect, <math>r = -.02</math></li> <li>– Negative affect, <math>r = -.03</math></li> <li>– Life satisfaction, <math>r = .03</math></li> </ul>	
	Study 2: University students, <i>N</i> = 105	17-20	Same as Study 1	<ul style="list-style-type: none"> <li>– Positive affect, <math>r = .01</math></li> <li>– Negative affect, <math>r = -.09</math></li> <li>– Life satisfaction, <math>r = .09</math></li> </ul>	
	Study 3: University students, <i>N</i> = 150	18-25	Same as Study 1	<ul style="list-style-type: none"> <li>– Positive affect, <math>r = .06</math></li> <li>– Negative affect, <math>r = -.20^*</math></li> <li>– Life satisfaction, <math>r = .11</math></li> </ul>	
Baird et al. (2011)	Study 2: University students, <i>N</i> = 524		Coherence between general self and five roles: friend, romantic partner, family, student and worker	<ul style="list-style-type: none"> <li>– Life satisfaction, <math>r = .32^*</math></li> </ul>	
Baird et al. (2017)	Study 1: University students, <i>N</i> = 149		Coherence across four roles: friend, family member, romantic partner, and student	<ul style="list-style-type: none"> <li>– Self-concept clarity, <math>r = .11</math></li> <li>– Relationship satisfaction, <math>r = -.01</math></li> </ul>	
	Study 2: University students, <i>N</i> = 252		Coherence across six roles.	<ul style="list-style-type: none"> <li>– Life satisfaction, <math>r = .04</math></li> <li>– Positive affect, <math>r = .02</math></li> <li>– Negative affect, <math>r = -.06</math></li> <li>– Daily positive affect, <math>r = .03</math></li> <li>– Daily negative affect, <math>r = -.16^*</math></li> <li>– Self-esteem, <math>r = -.02</math></li> <li>– Depression, <math>r = -.07</math></li> <li>– Anxiety, <math>r = -.11</math></li> </ul>	

Authors	Sample	Age	Measure coherence	Associations with psychosocial functioning <sup>1</sup>	Findings development
Dunkel et al. (2010)	College students, $N = 431$	17-25	Coherence across interaction with friend, parent, professor, and stranger	<ul style="list-style-type: none"> <li>- Self-esteem, <math>r = .10</math></li> <li>- Sadness, <math>r = -.14^*</math></li> <li>- Hostility, <math>r = -.22^*</math></li> <li>- Identity commitment, <math>r = .00</math></li> </ul>	
Fukushima et al. (2011)	University students, $N = 168$	18-23	Coherence across five roles (if applicable): student, friend, romantic partner, son or daughter, and employee	<ul style="list-style-type: none"> <li>- Narcissism, <math>r = -.27^*</math></li> <li>- Self-concept clarity, <math>r = .11</math></li> <li>- Self-esteem, <math>r = .09</math></li> </ul>	
Harter et al. (1992)	Secondary school students: Grade 7, $N = 24$ Grade 9, $N = 20$ Grade 11, $N = 20$	$M = 13,2$ $M = 15,1$ $M = 17,2$	Self-opposites and conflicts across being with parents, friends, in the classroom, and in romantic relationships		<ul style="list-style-type: none"> <li>- <math>N</math> of opposites differed between the three grades.* Largest difference between grade 7 and 9, but not significant.</li> <li>- <math>N</math> of opposites in conflict: Grade 7 &lt; Grade 9 and 10.*</li> <li>- % of opposites in conflict differed not significantly.</li> <li>- % of subjects reporting at least one conflict: Grade 7 &lt; Grade 9 and 10.*</li> </ul>
Shadel et al. (2004)	Early adolescents, $N = 45$ Middle adolescents, $N = 56$	11-13 14-17	Self-conflicts across being with friends, mother, father, best friend, romantic interest, in the classroom.		<ul style="list-style-type: none"> <li>- Early and middle adolescents did not differ significantly on <math>n</math> of self-conflicts.</li> </ul>
Shadel et al. (2008)	Adolescents, $N = 87$	11-17 $M = 13.7$ $SD = 2.0$	Same as Shadel et al. (2004)		<ul style="list-style-type: none"> <li>- Age, <math>r = .20</math></li> </ul>
Shadel et al. (2009)	Adolescents, $N = 85$	$M = 13.8,$ $SD = 1.8$	Same as Shadel et al. (2004)		<ul style="list-style-type: none"> <li>- Age, <math>r = .00</math></li> </ul>

<sup>1</sup> Measures and original scores differ on whether they focus on coherence or incoherence. Presented results are adjusted, and all refer to coherence.

\*  $p < .05$

Table S3

*Empirical Studies on Continuity*<sup>a</sup>

Authors	Sample	Age	Measure continuity	Associations with psychosocial functioning	Findings development
Batory (2014)	Young adults, <i>N</i> = 70	19-29	ISQ	– Continuity predicted change in identity centrality, $\beta = .12^{***}$ , but not in positive affect, $\beta = -.01$ , and identity enactment, $\beta = .04$ .	
Batory (2015)	Young adults, <i>N</i> = 62	20-26	ISQ	– Experimentally induced threat to identity predicted (near significant trend) stronger positive affect especially when identity continuity was high.	
Becht et al. (2016)	Early to late adolescents, <i>N</i> = 494	13-18	Identity classes based on: – U-MICS commitment – U-MICS reconsideration	– Educational identity crisis class (relative to educational identity synthesis class) related to: intercept of anxiety, $r = .23^{***}$ and intercept of aggression, $r = .23^{***}$ . – Interpersonal identity crisis class (relative to interpersonal identity synthesis class) related to: intercept of anxiety, $r = .18^{**}$ and intercept of aggression, $r = .13^*$ .	– Identity commitment in identity crisis classes significantly lower across adolescence. – Stable commitments in identity synthesis class. U-shaped development of commitment in crisis classes.
Becht et al. (2017)	Early to late adolescents, <i>N</i> = 494	13-18	U-MICS commitment		– Within-person stability of interpersonal and educational commitment was strong, $rs = .60^{***}$ to $.67^{***}$ and $rs = .56^{***}$ to $.63^{***}$ , respectively.
Crocetti et al. (2017)	Adolescents <i>N</i> = 497	13-18	U-MICS commitment	– Stronger commitments predicting dimensions of relationship quality 1-year later: ○ Maternal support: $\beta = .05^{**}$ ○ Maternal negative interaction: $\beta = -.05^{**}$ ○ Sibling power: $\beta = -.06^{**}$ – Predictions of paternal support, paternal negative interactions, paternal power, maternal power, sibling support, sibling negative interactions, and inverse predictions were not significant.	



Authors	Sample	Age	Measure continuity	Associations with psychosocial functioning	Findings development
Crocetti et al. (2013)	Middle to late adolescents, $N = 443$	14-18	U-MICS commitment	– Boys and girls at risk for externalizing symptoms reported difficulties in forming strong commitments (either in the level of commitment or in the development over time).	
Habermas et al. (2015)	$N = 150$	16-69	Self-discontinuity		– Self-discontinuity decreased across age groups (16 to 44 years).
Hirschi (2012) <sup>b</sup>	Early to middle adolescents, $N = 269$ , and middle to late adolescents, $N = 230$		Career Maturity Inventory & Vocational Identity Scale to measure commitment  Identity statuses based on: – Career Maturity Inventory or Vocational Identity Scale – Career Exploration Scale	– Commitment and well-being, $r = .30^{***}$ (T1) and $r = .44^{***}$ (T2) – After controlling for socio-demographics and personality traits, identity status change patterns explained relative changes in well-being. <sup>*** a</sup> ○ $D \rightarrow M$ and $F \rightarrow M$ predicted a decrease, $\beta s = .13^*$ and $-.113^*$ , respectively. ○ $D \rightarrow A$ , $D \rightarrow F$ , and $M \rightarrow A$ , predicted an increase, $\beta s = .15^{**}$ , $.13^{**}$ , and $.13^{**}$ , respectively. ○ $A \rightarrow A$ , $A \rightarrow F$ , and $F \rightarrow A$ , predicted an increase, $\beta s = .20^{***}$ , $.19^{***}$ , and $.14^{**}$ , respectively. ○ The other 8 patterns were not significant.	– 4 identity statuses were identified (A, F, M, D). 42% of students showed progressive change in identity statuses. 37% remained in the same status.
Kunnen (2010)	University students, $N = 30$	18-23	Identity trajectories based on: – U-GIDS commitment – U-GIDS exploration		– Across participants and six domains, based on the level of commitment and exploration 36.1% trajectories showed a pattern of above average commitment levels and above average levels of exploration. The searcher type (low and stable commitment and high and stable exploration) was least common (8.9%).

Authors	Sample	Age	Measure continuity	Associations with psychosocial functioning	Findings development
Luyckx et al. (2013a)	Sample 1: early to middle adolescents, $N = 662$	14-18 at T1	DIDS commitment making DIDS identification with commitment	<ul style="list-style-type: none"> <li>– Commitment dimensions did not predict self-esteem.</li> <li>– Self-esteem predicted identification with commitment <math>\beta = .09^*</math>, but not commitment making.</li> </ul>	
	Sample 2: University students, $N = 565$	17-22 at T1	DIDS commitment making DIDS identification with commitment	<ul style="list-style-type: none"> <li>– Commitment making predicted self-esteem, <math>\beta s = .05^*</math>, and identification with commitment predicted self-esteem, <math>\beta s = .05^*</math>.</li> <li>– Self-esteem predicted commitment making, <math>\beta s = .05^*</math>, and identification with commitment, <math>\beta s = .09^{***}</math>.</li> </ul>	
	Sample 3: University students, $N = 413$	17-24 at T1	DIDS commitment making DIDS identification with commitment	<ul style="list-style-type: none"> <li>– Only identification with commitment predicted self-esteem, <math>\beta = .16^{***}</math>.</li> <li>– Self-esteem predicted commitment making, <math>\beta = .11^*</math> and identification with commitment, <math>\beta s</math> between <math>.13^*</math> and <math>.17^{***}</math>.</li> </ul>	
Luyckx et al. (2013b)	Sample 1: University students, $N = 456$	17-29 at T1	Identity statuses based on: <ul style="list-style-type: none"> <li>– DIDS commitment making</li> <li>– DIDS identification with commitment</li> <li>– DIDS exploration in breadth</li> <li>– DIDS exploration in depth</li> <li>– DIDS ruminative exploration</li> </ul>	<ul style="list-style-type: none"> <li>– Individuals in achievement trajectory classes showed the highest identity centrality, compared to the other identity classes.</li> <li>– Individuals in achievement and foreclosure trajectory classes showed lowest depressive symptoms and highest levels of self-esteem, compared to the other identity classes.</li> </ul>	<ul style="list-style-type: none"> <li>– 5 identity status trajectories were identified (achievement, foreclosure, moratorium, carefree diffusion, troubled diffusion). 43% of university students were in high continuity identity status trajectory classes (i.e., achievement, foreclosure).</li> </ul>

Authors	Sample	Age	Measure continuity	Associations with psychosocial functioning	Findings development
Meeus et al. (2012) <sup>b</sup>	Early to middle, <i>N</i> = 923 and middle to late adolescents, <i>N</i> = 390	12-16 at T1 16-20 at T1	Identity statuses based on: – U-MICS commitment – U-MICS exploration in-depth – U-MICS reconsideration	In total sample: – Individuals in A and EC showed lower levels of depression and delinquency, compared to M and D.	– 5 identity status trajectories were identified (A, EC, SM, M, D). 53.6% of early-to-middle adolescents, and 60.0% of middle-to-late adolescents were in high continuity identity status trajectory classes (i.e., achievement, foreclosure). – The number of A was significantly higher and D was lower in middle and late adolescence compared to early to middle adolescence.
Mercer et al. (2017)	Early to late adolescents, <i>N</i> = 497	14-18	U-MICS commitment	– Delinquency predicted commitment one year later, $\beta = -.12^*$ , but commitment did not predict delinquency, $\beta = -.02$ .	
Negru-Subtirica et al. (2015)	Early to late adolescents, <i>N</i> = 1151	13-19	VISA	– Bidirectional over time effects between career adaptability and vocational commitment, $\beta$ s between $.05^*$ and $.10^{***}$ .	– Vocational commitment making was stable, identification with vocational commitment decreased during one academic year.
Negru-Subtirica et al. (2016)	Early to middle adolescents, <i>N</i> = 1062	13-15	DIDS commitment making DIDS identification with commitment	– Only identification with commitment predicted presence of meaning 3 to 4 months later, $\beta = .11^{**}$ . – Presence of meaning predicted more commitment making, $\beta = .15^{***}$ , and identification with commitment, $\beta = .17^{***}$ .	
Pilarska (2014)	University students, <i>N</i> = 226	18-28	MQI	– Correlations between continuity and negative affect, $r = -.22^{***}$ , satisfaction with life, $r = .23^{***}$ , and positive affect, $r = .13$ .	
Pilarska et al. (2015)	Young adults, <i>N</i> = 228	18-35	MQI	– Correlations between continuity and sense of self-worth, $r = .50^{***}$ , exploration in-breadth, $r = -.26^{***}$ , exploration in-depth, $r = -.19^{**}$ , ruminative exploration, $r = -.38^{***}$ , commitment making, $r = .37^{***}$ , and identification with commitment, $r = .32^{***}$ .	

Authors	Sample	Age	Measure continuity	Associations with psychosocial functioning	Findings development
Pop et al. (2016)	Early to late adolescents <i>N</i> = 1151	13-19	U-MICS commitment	– Academic achievement predicted educational commitment, $\beta = .09^{***}$ but not vice versa.	– Educational identity commitment decreased during one academic year.
Schwartz et al. (2011)	Early adolescents, <i>N</i> = 580	11-15 at T1	U-MICS commitment	– Commitment predicted self-concept clarity the next day, $\beta = .09^{**}$ , and self-concept clarity predicted commitment, $\beta = .07^{**}$ . – Daily fluctuations in commitment predicted fluctuations in self-concept clarity, $\beta$ s = $.08^*$ to $.09^*$ , but not vice versa. – Daily fluctuations in commitment did not predict anxiety or depression and vice versa.	
Shirai et al. (2016)	Young adults, <i>N</i> = 232	24-30	ISS commitment	– The intercept of commitment related to the intercept of delay of gratification, $r = .38^{**}$ , and the intercept of unconcern for the future, $r = -.43^{**}$ . – Increasing commitment was related to increasing delay of gratification, $r = .47^{**}$ and a decreasing unconcern for the future. $r = -.96^{**}$	– Commitment and crisis were stable over time.
Van Doeselaar et al. (2016)	Adolescents <i>N</i> = 464	13-18	U-MICS commitment	– Commitment varied in association with balanced relatedness in friendship, $r$ s = $.06$ to $.24^{***}$ . – Commitment did not predict balanced relatedness across one-year intervals, and vice versa.	

*Note.* U-MICS = Utrecht Management of Identity Commitments Scale; VISA = Vocational Identity Status Assessment; DIDS = Dimensions of Identity Development Scale; ISS = Identity Status Scale; MQI = Multidimensional Questionnaire of Identity; ISQ = Identity Questionnaire,

<sup>a</sup> Because longitudinal studies on identity commitment have already been reviewed until 2010 by Meeus (2011), only longitudinal studies on identity commitment from 2011 onwards are included in this Table.

<sup>b</sup> D = diffusion, M = moratorium, SM = searching moratorium, EC = early closure, A = achievement.

\* $p < .05$ . \*\* $p < .01$ . \*\*\* $p < .001$ .

## Full reference list of selected empirical studies

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