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The Business of Testing

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Theodore Millon was a brilliant man: erudite, thoughtful, confident, deliberate, and curious. He was an integrative thinker. It is widely known how these characteristics manifested themselves in his landmark work in the areas of personality theory, personality development, and personality assessment. What is likely less well known is that he displayed these same characteristics in and to the world of business; in particular, his relationships with those who published and distributed his assessment measures. This article traces those relationships. Various components are explored, ranging from product development to product marketing, from the protection of intellectual property to the development and execution of contracts, from deciding how and when to revise a test to ensuring that his legacy continues long into the future. Although the primary dynamic of these relationships was commercial, the reasons for their success were personal. Common goals, clarity of communication, persistence, respect, and trust allowed these relationships to develop, prosper, evolve, and endure.

Theodore Millon was a unique and influential contributor to the science and practice of clinical psychology. There was a particular kind of drive, insight, precision, and care that he brought to all he did—to every role he filled during his long career as theorist, scientist, researcher, author, editor, clinician, and test developer. Perhaps not surprisingly, but much less well known, is that he displayed these very same characteristics in and to the world of business.

Business is a far-reaching term, of course, with varied meanings across different groups of people. To some, the term might seem anomalous to—even at variance with—the practice of clinical psychology and personality assessment. To others, it might represent a unique opportunity to combine the skills and acumen of individual test authors and product development experts found at leading test publishing companies. To others still, it might be seen as quite matter-of-fact, simply a representation of how leading personality assessments are made available to clinicians and researchers alike.

The names of Ted’s tests are well known and easily recognized, chief among them the Millon Clinical Multiaxial Inventory (MCMI; Millon, Millon, Davis, & Grossman, 2009), the Millon Adolescent Clinical Inventory (MACI; Millon, Millon, & Davis, 1993), and the Millon Behavioral Medicine Diagnostic (MBMD; Millon, Antoni, Millon, Meagher, & Grossman, 2001). So, too, are the companies that have published these tests—National Computer Systems (NCS), The Psychological Corporation/Harcourt Assessment, and Pearson—the test publishers with which Ted had a strong, active business relationship for almost 40 years.

This article traces those relationships. The various components of the working relationships are explored, ranging from product development to product marketing, from the protection of intellectual property to the development and execution of contracts, from deciding how and when to revise a test to ensuring that his legacy continues long into the future.

Also explored are the more dynamic aspects of the working relationship, sometimes framed and examined as questions. For example:

- What were the interests and goals shared by Ted and his various test publishers, and what were the areas in which those interests and goals were not shared?
- How was it decided to revise a test, and whose decision was it?
- How were decisions made regarding how to market and sell Ted’s tests, and who made these decisions?
- What was Ted’s psychometric approach to test development and how did that approach match the way his test publishers typically developed and revised tests?
- What kind of personal relationships were developed between Ted and his test publisher business associates?
- What accounts for the relationship between Ted and his publishers remaining so intact and so strong over such a long period of time?

THE EARLY DAYS

In 1969, Millon’s Modern Psychopathology: A Biosocial Approach to Maladaptive Learning and Functioning was published. This was Ted’s seminal work on the classification of personality types, personality disorders, and psychiatric conditions. Ted had long been working in the area of mental health and mental illness—both as a clinician and a professor—but Modern Psychopathology launched a new phase of his work. This phase was defined largely by the identification of the different personality traits that make up a clinician’s diagnosis,
based on Ted’s biosocial theory of personality development. This work spawned considerable discussion about his theory, its practical applications in the world of clinical psychology, and the importance of developing empirical methods by which his theory and trait categorizations could be measured.

Ted and his associates began collecting data during the 1970s, data that would form the basis of his first published test, the MCMI (Millon, 1977). In the midst of these data collection efforts, Ted began to consider how best to commercialize his product, how best to bring the MCMI to the market of clinical psychologists. Ted had been speaking with companies about publishing the MCMI and wanted to talk with NCS about scoring the test. There is a significant difference between a test publisher, which takes on both professional and commercial responsibilities, and a scoring service, which provides only scoring services for an instrument. NCS was the developer of the optical mark reader (more commonly called a scanner), the machine that reads the bubbles that so many of us have filled in with those No. 2 pencils. Although the core of the NCS business was developing and selling this hardware, the company also had a testing division (initially called Interpretive Scoring Systems and then Professional Assessment Services).

In the 1970s, NCS sold tests primarily to the education market—mostly defined by school guidance counselors and other school-based testing professionals. NCS’s leading tests at the time were career assessments: the Strong-Campbell Interest Inventory (Donnay, Morris, Schaubhut, & Thompson, 2004) and the Career Assessment Inventory (Johansson, 2003). Although NCS did provide some scoring services for the Minnesota Multiphasic Personality Inventory (MMPI; Hathaway & McKinley, 1943), the company did not publish or distribute clinical and personality instruments.

All that changed in 1976 when Ted flew to Minneapolis to meet with Harlan Ward, the founder of NCS. Ted took a tour of the company’s facilities during that visit and spent some time with the people who did the actual tabulation and scoring of tests. In an interview in 2000, he remembered talking with the women who worked in the test scoring operation and being impressed with their strong customer orientation. He also remembered the impact of Ward on his decision to go with NCS. Ted liked Harlan’s “entrepreneurial spirit” and his strong interest in not just scoring the test, but also publishing it and developing a computer-based interpretive report for it.

The MCMI was first published in 1977. Four years later, in 1981, two other tests—the Millon Adolescent Personality Inventory (MAPI; Millon, Green, & Meagher, 1981a) and Millon Behavioral Health Inventory (MBHI; Millon, Green, & Meagher, 1981b)—were published. These three tests were the initial assessments that reflected Ted’s broad theoretical and research work. They also served as the first commercial efforts that would help establish the Millon name in the field of clinical psychology.

It was at this time, in the late 1970s and early 1980s, that the core aspects of the relationship between Ted (as author) and NCS, later to be acquired by Pearson (as publisher) were established. There were two critical forces at work. The first was that both parties always kept in mind the needs of their customers. To be sure, both Ted and NCS were interested in the commercial success of the products. In addition to meeting the needs of their direct customers—clinical psychologists and other clinical providers—they also cared about how the tests would benefit the patients and clients those customers were serving. Second, the discussions held between the two parties were always done with mutual respect for one another. As more fully described in later sections of this article, personal relationships were formed between Ted and many people at NCS, at The Psychological Corporation and Harcourt Assessment, and later at Pearson.

In essence, a set of operating principles was established in these early years, principles that would help guide discussions and decision making between Ted and his publishers. These principles were applied to all the work that needed to be done, ranging from an identification of what the clinical market needs in personality assessment to test development procedures; from how best to apply Ted’s theories in the writing of interpretive reports to how best to market and sell the tests to clinical psychologists; and from how to utilize the most current computer technology in the administration, scoring, and reporting of the tests to how to protect all aspects of the intellectual property associated with the tests.

These dynamics, characterized by frequent, respectful, deliberate communication, were first established in the early 1980s. It is these very same dynamics that will serve as the foundation for future publication of Millon’s tests—another important part of the legacy that Ted Millon has left behind.

BUSINESS DYNAMICS BETWEEN A TEST AUTHOR AND A TEST PUBLISHER

At its core, a test publishing business is based on intellectual property. In most cases, that intellectual property originates from an author who is an expert in his or her field. In some cases, a publisher actively seeks out an author to work with in developing a test to meet a specific need in the marketplace or to fill in a gap that exists in their overall product portfolios. In other cases, an author comes to a publisher with a test that is already partially developed and works with that publisher to complete the product development process before bringing the test to market. In all cases, both the publisher and the author have in mind how best to help customers improve their professional practice and how to help those customers better address the needs of the patients and clients they serve.

Although it starts with test items and scales and later interpretive reports, an author’s role frequently expands beyond those fundamentals. When an author is an expert in a field and is known for his or her work, that expertise brings a crucial credibility to the test and to the publisher. When an author is visible writing books, publishing articles, and presenting at key conferences, those activities do not have to be just about the test to benefit the test, the author, and the publisher.

In Ted Millon’s case, most of his writings and speeches were about his theory of personality development and personality assessment. He was frequently sought out as a keynote speaker. His great passion was teaching. Between 1954 and 2001, Ted was a professor at a number of colleges and universities: Lehigh University, the University of Illinois/Circle Campus, the University of Illinois Medical Center, Harvard Medical School, and the University of Miami.

He spent the longest time at the University of Miami. There he served as a professor, graduate instructor, and clinical supervisor from 1977 to 2001. It was here where he provided...
mentoring to his graduate students that went well beyond their years as students. In his later years, Ted received many distinguished awards recognizing his contributions to the field of psychology in general and personality assessment in particular, including the American Psychological Foundation’s Gold Medal for Lifetime Achievement in Applied Research (2008), the American Psychological Association’s Distinguished Award for Applied Psychological Science, and its 2000 Presidential Citation.

The Millon tests were (and still are) theory based rather than empirically based (see Antoni, this issue; Choca & Grossman, this issue; Tringone & Bockian, this issue). In addition, Ted always used base rate scores as opposed to normalized standard scores. In the early years, there was some criticism of this approach to test development. As Ted’s work on his theory of personality assessment became better known and his tests became more widely used, the merits of this approach to test development became more broadly understood and accepted (although the theory-based vs. empirically based approaches continue to be discussed and debated even today).

Ted was a big thinker. He was always coming up with new ideas, some ahead of their time. For example, the MBHI (Millon et al., 1981b) was first published 35 years ago. This test was a reflection of his biosocial approach to personality development and in many ways reflected a new way of approaching personality assessment. It is now well understood that there are very strong links and important relationships between mental and physical health (Antoni, this issue). It is understood that aspects of behavior and mental state affect the course of an illness, one’s ability to cope, and the outcome of treatment. In the early 1980s, however, there was far less influence of psychology in the world of medicine and far less need for an assessment that focused on behavioral health. By the time the MBHI’s successor was published two decades later—the MBMD (Millon et al., 2001)—this idea was much better understood, accepted, and applied. Today, psychologists are frequently part of the medical team, and the concept that behavioral health affects physical health is widely accepted.

The first three tests Ted published through NCS—the MCMII (Millon, 1977), MAPI (Millon et al., 1981a), and MBHI (Millon et al., 1981b)—were all commercial successes. There were other ideas, though, that Ted’s publisher decided not to pursue. As a creative, integrative thinker, Ted always had ideas about possible new tests and new areas of exploration. From a business perspective, it was the role of the test publisher to determine which ideas had the best marketplace potential. Sometimes there were ideas that his publisher did not consider commercially viable. One of the things that made Ted great to work with was that he respected the insight his publisher had regarding customers, opportunities in adjacent markets, marketing and sales channel opportunities and limitations, and unmet customer needs. If his publisher believed that something would not sell, Ted saw the wisdom of focusing efforts (his own and his publisher’s) on something else. In many cases, more information was needed and work was done to learn more from both current and potential customers. As brilliant as he was, Ted was never an ivory tower academician. He always listened and learned.

Communication between author and publisher happened in a variety of ways. There were frequent phone calls and in-person visits whenever possible. As much as Ted loved to write (and he was always writing, frequently well past midnight), he rarely used e-mail or letters for communication. (An aside: Ted never used a computer—or typewriter. Rather, he dictated or wrote in longhand, mostly on legal-sized yellow tablets.) For most topics, he was much more likely to just have a conversation. For more complex issues—for example, product development plans or contract negotiations—there would be a more structured meeting. Partially because of this style of communication, personal relationships formed with a wide range of people who worked for the publisher: product managers, research directors, and management. The relationship the publisher had with the author extended to his colleagues, co-authors, and family members. Ted was a great collaborator and those who worked for his publisher developed relationships that extended to his circle of collaboration.

It is interesting—and likely not a coincidence—that, as an expert on personality, Ted was successful in working with a wide range of personalities. For most authors, a good match between a key colleague such as a product manager or research director depends in part on the personality of the colleague being a good fit for that particular author. Over the years, Ted worked so successfully with such a wide range of personalities that it is likely that his expertise on personality contributed to this success.

Ted always cared about the person, not just the work he or she was doing. He always wanted people to be successful in their careers and their lives, not just on the project they were working on with him. He understood that people would make changes in their lives and sometimes move on. He continued to ask about the welfare of those people and kept in touch with many even after his professional relationship with them had ended. He was always willing to work with a new person who wanted to make a contribution, and he found a way to make the most of what each individual had to offer. The Millon tests, their users, and those they served benefited from this collaborative process. Pearson (and previously NCS and Harcourt Assessment) also benefited. The lives of those who were part of this collaboration were enriched beyond description.

**Roles and Responsibilities**

For the Millon tests, the heart of the content is Ted’s theory of personality (e.g., Millon, 1969, 2011). His tests grew out of that theory. Turning the idea of the tests into solutions for the market took much collaboration between author and publisher. There were important decisions to make about the shape and content of the final test product. In the early 1980s, long before such things were expected as an integral part of test products, Ted and his publisher (then NCS) decided that providing reports that included both scoring and a sophisticated narrative interpretation was the best way to help practitioners make use of the information from the test, and the most helpful way to aid in treatment planning. The development and selection of items and scales and the authoring of the interpretive statements, including which combinations of scores triggered which statements, came from Ted. It was the publisher’s role

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1Unlike normalized standard scores, which conform to a normal distribution, base rate scores anchor cutoff points—for example, 75 or 85—to clinical population prevalence rates of the construct being measured.
to take those scoring rules, narrative statements, and decision rules, and program them in a way that resulted in an easily accessible format that the clinician found most useful.

There was similar “productizing” work done on all parts of the Millon product line, including the paper form of the test, the scoring keys, and the manuals. The process of bringing a test to market was led by the publisher, but Ted always had valuable input on what would be most successful. Here again, there was collaboration. The publisher reviewed marketing plans with Ted and sought his input on concepts and copy. This was always an iterative process, with both parties sharing ideas and looking for opportunities to make them better. Ted greatly valued the input of his publisher regarding what customers needed and how to best meet those needs. Those who worked for his publisher recognized that he had good business and marketing instincts, and they valued his input in these areas, even as they took the lead.

There were several test revisions throughout Ted’s lifetime (discussed further later). It is worth noting here that in later revisions, the publisher’s role regarding test development became more significant than in the original versions of the tests. For example, the publisher actively participated in data collection for later revisions, whereas data for the original versions were collected by the authors (including Ted’s various co-authors) and turned over to the publisher. Data collection for later versions was a collaborative process between the author, his extensive network of colleagues, and the publisher, always leveraging the talent and capabilities of all who were involved.

Ted always saw his work as extending beyond his lifetime. Always the teacher and collaborator, he continued to bring others in as contributors in various aspects of product development, including his co-authors, his publisher, and his family. As his work grew, there was a wider circle of involvement. One of the outcomes of Ted’s collaborative style was that he made it possible for his work to continue for years to come.

**PRODUCT DEVELOPMENT AND PRODUCT REVISIONS**

Ted Millon’s (e.g., 1969, 2011) integrated theory of personality development, and the instruments he developed to measure the constructs of that theory (e.g., Millon & Bloom, 2008), are the core of his legacy—his lasting contribution to the field of psychology and personality assessment. This section reflects on the process by which the Millon inventories were developed and the various roles played by both Ted and the publishers with which he worked.

As previously noted, Ted’s professional career was in many ways launched with the 1969 publication of Modern Psychopathology: A Biosocial Approach to Maladaptive Learning and Functioning. It was shortly after the publication of this book that Ted and his colleagues began discussions about developing a personality test that would measure those constructs. The result of this work was the 1977 publication of the MCMI.2

Here are the distinguishing features of that instrument, as detailed in the updated MCMI manual (Millon, 1983):

1. A major goal in constructing the MCMI was to keep the total number of items comprising the inventory small enough to encourage use in all types of diagnostic and treatment settings, yet large enough to permit the assessment of a wide range of clinically relevant behaviors.
2. Diagnostic instruments are more useful if they are linked systematically to a comprehensive clinical theory.
3. Perhaps more important to its link to theory is whether the scales comprising a clinically oriented instrument are coordinated directly with the official diagnostic systems and its syndromal categories. No other diagnostic instrument currently available, other than the MCMI, is fully consonant with the nosological format and conceptual terminology of the Diagnostic and Statistical Manual of Mental Disorders (3rd ed. [DSM-III]; American Psychiatric Association, 1980).
4. Separate scales have been constructed in line with the DSM-III model to distinguish the more enduring personality of patients (Axis II) from the acute clinical disorders they display (Axis I), a distinction judged to be of considerable use by both test developers and clinicians.
5. Similarly, it seemed useful to construct scales that distinguish syndromes in terms of their levels of psychopathological severity.
6. Scales designed for differential diagnosis cannot be developed by selecting items that merely discriminate clinical groups from normal; normals are not an appropriate reference or comparison group.
7. Actuarial base rate data, rather than normalized standard score transformation, were employed in calculating and quantifying scale measures.
8. Item selection and scale development progressed through a sequence of three validation steps: (a) theoretical-substantive, (b) internal-structural, and (c) external-criterion.
9. Cross-validation data gathered with nondevelopmental samples support the generalizability, dependability, and accuracy of diagnostic scale cutting lines and profile interpretations.
10. In addition to a program for rapid and convenient machine scoring of answer forms, a computer-generated narrative report is available that integrates both personological and symptomatic features of the patient.
11. Following current diagnostic thinking, the interpretive report focused on a multiaxial framework of assessment.

Several of these original MCMI features became hallmarks of Ted’s tests and remained a constant throughout all his test development work, in particular (a) the linkage of the instrument to Ted’s theory of personality development, (b) the relationship of the instrument to the DSM (American Psychiatric Association, 1980, 1987, 1994, 2013), (c) the use of base rate scores, and (d) keeping the number of items and administration time relatively short.

One thing that is dramatically different from those early days is the use of computer technology to both score and report test results. Figure 1 presents the profile portion of the original MCMI Interpretive Report (Millon, 1983, p. 25)—an

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2Although this section of the article focuses on the MCMI, it should be noted that two other assessment measures were published shortly afterward, in 1981: the MBHI (Millon et al., 1981b), a reflection of Ted’s core biosocial model of personality development that later evolved into the MBMD (Millon et al., 2001), and the MAPI (Millon et al., 1981a), the application of Ted’s theory to a targeted patient population not covered by the MCMI.
indication, to be sure, of how far technology has come in the test publishing business.

A decision to revise a test is a key dynamic in the relationship between a test author and a test publisher. Several factors come into play when making such decisions, chief among them customer need, business strategy, financial viability, and changes in the professional marketplace in which a test is being sold. There are several ways in which an author and publisher determine customer need. The most obvious indicator is whether a test is doing well commercially. There are several metrics associated with making that judgment, ranging from revenue generated by a product to customer feedback gathered through market research, data collection efforts conducted during formal product development processes, speaking with customers at trade shows and workshops, and conversations that come through the publisher’s customer service department.

Ted published all but one of his tests with NCS. The lone exception was his test of “normal” personality styles—the Millon Index of Personality Styles (MIPS; Millon, 2004)—which was originally published in 1994 by The Psychological Corporation and then later transferred to Pearson. (Pearson acquired NCS in 2000 and Harcourt Assessment in 2008.) In all cases with all publishers, there was a very strong fit between Ted’s tests and the long-term business strategy of the publisher. Serving the clinical psychology market was always an important goal of those publishers, and all publishers worked hard to maintain a leadership position in that market. Publishing the full range of Millon inventories was a core component of that business strategy.

There are several financial factors taken into consideration in deciding when to revise a test. A formal business case is prepared by the Millon product manager, the person responsible for ensuring that the product performs well and meets the needs of the market. This business case is presented to the organization’s leadership team and that team makes the final decision regarding whether to proceed with product revision plans. The key financial metrics that must be met include...
short- and long-term revenue potential, profitability, and return on investment, among others. In addition, a major revision is an opportunity to review the best use of technology for administration, scoring, and reporting.

Another factor that weighed heavily in decisions regarding revising the Millon inventories—particularly the MCMI—was what was happening with the DSM. As noted earlier, the original MCMI was developed to reflect changes in the DSM–III (American Psychiatric Association, 1980). Since the time of that publication, three distinct versions of the DSM have been published: the DSM–III–R (American Psychiatric Association, 1987), the DSM–IV (American Psychiatric Association, 1994), and the DSM–5 (American Psychiatric Association, 2013). Although MCMI revisions did not occur each time a new version of the DSM was released, all test revisions, regardless of when they were made, had this goal of consistency with and relevancy to the DSM in mind.

The test development process, including revisions, is very collaborative between test author and test publisher. Although both parties work closely together on all phases of product development, each one does have its own unique set of roles and responsibilities. Ted was primarily responsible for the following tasks: (a) ensuring that the test items and associated reports were consistent with his foundational theory of personality development, (b) developing the test items, (c) crafting the interpretive reports, and (d) writing key portions of the test manual. In the very early years—particularly with respect to the MCMI—Ted also took the lead in data collection and data analysis.

Over time, NCS (and later Pearson) assumed the data collection responsibility for the Millon inventories and began to share more and more of the data analysis tasks with Ted. There were other areas in which the publisher took the lead, including providing all editorial functions, scoring and reporting programming, and development and production of the test materials (answer sheets, manuals, etc.). Some of these roles will change with Ted’s passing, with more responsibility shifting to Pearson as the publisher of the Millon inventories, but the publisher will still work closely with several of Ted’s colleagues (including former students) to keep alive the Millon theory and the manifestation of that theory through personality assessments developed for varied populations.

**LEGAL COMPONENTS**

There are two major aspects of the work between an author and publisher that are legal in nature. The first is the formal legal agreement—the contract—between the author and the publisher. The second is the shared obligation of the author and the publisher to protect and preserve the value of the intellectual property. One important component of a contractual agreement between an author and a publisher is the obligation of confidentiality. That will be respected here. However, a basic description of the legal relationship will be provided, including aspects that are found in most contractual relationships between an author and the publisher.

The fundamental part of a contract between author and publisher is the grant. The author grants certain rights to the publisher and promises that they are his or hers to grant. In this case, the legal entity for the author was called “Dicandrien,” a name formed by combining the first names of Ted’s four children—Diane, Carrie, Andrew, and Adrienne. The copyright for all Millon tests was (and still is) owned by Dicandrien, and the publication agreement with his publisher was signed by Ted as Dicandrien’s representative. The rights granted to the publisher include the right to publish and make the tests commercially available. Out of its sales, the publisher pays a percentage (as defined in the agreement) to the author/owner (in this case, Dicandrien).

Both parties have an obligation to protect the intellectual property, including each other’s financial interests. The publisher is obligated to accurately report sales to the author/owner and to pay royalties according to the publication agreement. The publisher also has the obligation to ensure that usages of the intellectual property are accurately counted, billed, and reported. For example, reasonable measures need to be taken to ensure that the scoring and reporting software cannot be copied. The publisher must take precautions to ensure that test materials are used only by qualified professionals. In addition, it is important to make sure that test information is not provided to the public through any channels that would lessen its value as a clinical tool. For example, if permission is granted to provide excerpts in a journal article, it needs to be limited to avoid causing harm to the test or negatively influencing the test results. This could happen if a patient or other potential test-taker is exposed to the test prior to administration in a clinical setting.

In addition to taking measures to protect intellectual property, sometimes it is necessary to defend it from unauthorized use. If printed materials are copied, or copyrighted content is included in software or on Web sites, the publisher will take proactive measures to remedy the situation. This protects the interests of both the publisher and the author.

From time to time, it is appropriate for an author and publisher to renew a publication agreement. This is an opportunity to consider important aspects such as the term (length) of the agreement, new projects or revisions, and how each party will participate in work going forward. Although the financial aspects are important to both parties, it is never just about money. For example, in the most recent negotiation to renew the agreement with Ted (representing Dicandrien), both parties took great care to think through legacy issues that would ensure that Ted’s work would continue beyond his lifetime. There will continue to be co-authors and others involved (many of them former students of Ted’s). In addition, as publisher, Pearson will continue to provide product development, product management, and marketing expertise and resources. Pearson and Dicandrien (now represented by Ted’s family) and others will continue to collaborate on the work that Ted began, and to contribute to the field for many years to come.

**MARKETING AND SALES**

As noted earlier, Ted signed a contract with NCS to publish, score, and report the MCMI in 1976. Discussions to renew the contract began in 1981. By that time Ted had also developed two other tests—the MAPI (Millon et al., 1981a) and the MBHI (Millon et al., 1981b). So it was natural that the contractual conversations migrated toward publishing all three tests—the MCMI, the MAPI, and the MBHI.

At that time Ted was dealing with Charley Oswald, the CEO of NCS (and not Harlan Ward, with whom initial
discussions had been held several years earlier). Charley was a discerning businessman, always looking for growth opportunities, improved corporate performance, and ways the company could expand its image from a hardware manufacturer to an intellectual thought leader in the markets it served, including the strategic importance of establishing a foothold in the clinical (and not just the educational) testing market. As it turned out, Ted was just as discerning. He applied his innate skills—particularly his intelligence, insight, and persuasiveness—to the business aspects of being a test author (just as he did to the professional, scientific aspects of his work). With NCS, Ted saw significant opportunity to leverage the business acumen of its senior management, to take advantage of the company’s entrepreneurial spirit, and to develop tests that would serve to establish NCS—and himself—as leaders in the field of personality assessment.

The outcome of these contract renewal conversations served both Ted and NCS well. Ted signed a long-term contract for all three tests, and NCS increased its commitment of people and money to the active marketing and selling of those tests.

Several components of the marketing strategy were put in place during the early 1980s. First, it was decided to frequently market all three tests together. Doing so established a stronger NCS presence in the clinical psychology market; the company was able to demonstrate that it now had several personality instruments, each targeted toward a different population served by clinical psychologists. The result was a branding of the “Millon Inventories” within the clinical market.

Second, marketing efforts typically mentioned Ted’s theory of personality, and that his tests were both based on that theory and intended to measure the constructs contained in the theory. The fact that the tests were theory-based was a foundational aspect of all of Ted’s tests. When people purchased a Millon instrument, they knew they were getting Ted’s theory, Ted’s thinking, and Ted’s experience. Perhaps the strongest reflection of this was the interpretive reports that were available for all instruments. Ted had a rich, expansive vocabulary and, in reading the narrative reports, it was almost as if he was speaking directly to the clinician. These marketing efforts resulted in the branding of Ted’s name as well as his tests.

The third strategic marketing component was to clearly describe the features of the instruments, in particular the length of the tests (the number of test items and the administration time). Ted’s tests were relatively short—containing 97 to 180 items each—and could be completed by most clients in 30 min or less. These factors provided a competitive edge and were a key factor in the success of the Millon inventories.

The marketing vehicles used to promote Ted’s tests were fairly standard—print advertising in trade journals, direct mail, newsletters detailing recent research and clinical practice using the Millon inventories, attendance at trade shows such as the American Psychological Association’s annual convention, and workshops and conferences (the first of many Millon conferences was held in March 1986).

These vehicles have essentially stayed in place throughout the many years of marketing the Millon inventories. The greatest changes have occurred, of course, in the specific media that are employed. The digital world is now the basis of test promotions. Although there is still some print advertising, most promotions rely on digital delivery: Pearson’s Web site and the pages dedicated to the Millon inventories, online webinars and other training initiatives, and online ordering. There is one marketing effort that has remained relatively constant over the years—the print catalog that is sent to current customers and other targeted markets around January of every year. Although the catalog is still an important tool, the importance of the Web site continues to grow and has replaced the catalog as the primary ordering vehicle for many customers.

Each year, the Millon product manager—the person with overall responsibility for the commercial performance of Ted’s products and ensuring that the tests meet the needs of the market—develops an annual marketing plan for the entire Millon product line. This plan outlines in detail what the marketing initiatives will be for the coming year—for example, which tests will be highlighted (a test revision gets a lot of attention the year it is released), what marketing programs will be implemented, and when those programs will occur. It is the test publisher—again, as represented by the product manager—that has the ultimate responsibility for the development of the marketing plan, including advertising campaigns, the development of marketing messages, and the actual production of marketing materials. That being said, the marketing plan was always developed in a collaborative spirit and manner with Ted. So although the product manager was ultimately responsible, she or he always worked with Ted in the development of the plan. Pearson’s marketing communications group would develop overall campaigns, including marketing strategy, headlines, and copy for all advertising, and marketing materials. Ted would provide input—and would see the final marketing pieces before they appeared in print or online.

There is, of course, also a sales component to the business relationship between a test author and a test publisher. Pearson has historically had a dedicated sales team that works directly with customers in various market segments. There has always been a dedicated client relations and customer service group that is available to answer customers’ questions and take orders.

Another important part of this team is a small number of product specialists who are available to answer customers’ technical questions regarding the instruments. If there are questions those specialists cannot answer, customers are referred to a trained psychometrician or PhD-level psychologist in the product development group. On occasion, Ted would talk directly with a customer about a question particular to his theory. These marketing and sales processes will likely stay in place in the coming years and will include collaborative input from a representative of Dicandrien. The marketing focus will be on revisions of Ted’s tests and the continuation of Ted’s legacy as represented from the very beginning: his theory of personality development, his classification of personality disorders, and his wide range of instruments developed to provide rich, clinical insight into human behavior.

**BUILDING A CONTINUING LEGACY**

In the early 1990s there was a growing demand for training on the Millon tests. NCS and Ted talked about how to best address this need. The goal was to reach more people than would be possible for Ted to reach on his own. Together, Ted and NCS came up with the idea of a train-the-trainer model. Ted’s vision was that those trained would be former students
of his who were recognized as experts in their own right in key content areas. After the list of names was developed, the contacts were made. Every person contacted was honored to be asked and agreed to participate. Developing content was a collaborative process among Ted, the trainers, and NCS.

After this training occurred, a new era of Millon events emerged. Even though the first Millon Clinical Inventories Conference had been held in 1986, this new era (which lasted for more than 10 years) was different. The programs included experts in key content areas (e.g., adolescent challenges, corrections, behavioral health) speaking about using the Millon inventories in those settings. Ted was on the agenda, but he also spoke about his theory of personality assessment and trusted others to speak specifically about the tests. In addition to the annual Millon Clinical Inventories Conference, there were regional workshops and study groups. These study groups focused on increasing understanding of the Millon theory among clinical psychologists.

Although Ted and NCS agreed on the need to provide this training and to increase capacity for making it happen, there was some difference in the original vision. For NCS, at least initially, it was about providing this training to meet customer needs and to facilitate further commercialization of the tests. Ted’s vision included all that and more. He asked that time be scheduled for him to meet with each presenter in the Millon Clinical Inventories Conference one-on-one, and for photos to be taken. Although these photos are treasured and meaningful keepsakes for the participants, it was never just about the photos.

For Ted, it was about teaching and mentoring. Of course he wanted to support these former students and others as they prepared to conduct workshops, keynote addresses, and study groups. Equally important, he was interested in them as people and wanted to make sure he continued to support their careers, to offer help and advice, and to catch up on each other’s lives. Conversations with these individuals—even still today—always reveal how Ted affected their lives and their careers in significant ways. Each story is slightly different, but the recognition and appreciation of his impact on them is there every time.

Beyond teaching, mentoring, and helping people in their careers, Ted was working for the last several decades on building a continuing legacy. He involved others in his work in a way that ensured their contributions were meaningful. This was true of his colleagues at Pearson, who played more significant roles in content and psychometric development in later years, and will continue to do so. It was also true of his co-authors. His circle of collaboration continued to evolve. As an extension of this collaboration, by the end of Ted’s life, he had made hand-offs to co-authors and others who will continue his work on the next revisions of each of his major tests.

In addition to continuing Ted’s work on revisions of his tests, Pearson and Dicandrien will work together to make sure that teaching about his work and theory continue through graduate schools and webinars and other training focused on revisions. His collaborators will continue to publish and present through various forums. His legacy continues in the work of these collaborators and those they have taught (and will teach in the future) and in the many others who have benefited from his work and from his life.