



# Reaching Australian readers:

Testing behavioural strategies  
to increase recreational reading

Authors: Dr Breanna Wright, Dr Fernanda Mata, and Ms Alyse Lennox

## **Acknowledgements**

Thank you to Australia Reads and our industry representatives for their participation in the prioritisation workshop, to all survey and focus group participants and to the Monash Statistical Consulting Service for their assistance with data analysis.

## **Declarations of Conflict of Interest**

The authors have no conflicts to declare.

Cover image: Maja Baska.

## **Citation**

Wright, B., Mata, F. & Lennox, A.  
*Reaching Australian readers: Testing behavioural strategies to increase recreational reading.*  
Melbourne, Australia: BehaviourWorks Australia, Monash University, March 2026.

## **Funding declaration**

This project was funded by Creative Australia.

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BehaviourWorks Australia, Monash Business School  
Monash University, Victoria 3145, Australia

+61 3 9905 9656

[behaviourworksaustralia@monash.edu](mailto:behaviourworksaustralia@monash.edu)

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# Foreword

On 1 July 2025, Creative Australia announced the establishment of Writing Australia – a new national body to support and build the literature sector in Australia. Established under *Revive*, the Australian Government's National Cultural Policy, Writing Australia will provide strategic investments to boost and strengthen the literature sector, with programs designed to build audiences, grow markets, and make careers for writers and illustrators more viable.

Writing Australia was launched against a backdrop of declining reading rates around the world. This is a trend that is shared in Australia, with primary obstacles to reading including lack of time and increased competition for our attention from streaming and social media. And yet, despite this trend, many Australians want to be reading more.

*Understanding Australian readers: Behavioural insights into recreational reading*, a 2025 report by Australia Reads and BehaviourWorks Australia, revealed that half of Australians want to increase the amount they read. This same report showed that people experience very different drivers and barriers when it comes to reading, and that initiatives to improve reading rates will require a targeted approach.

*Reaching Australian readers* responds directly to the findings of the *Understanding Australian readers* report, testing tools and strategies for improving reading rates across varied reader types and profiles. In this, Writing Australia's first research publication, we have worked closely with Australia Reads to ensure our findings build on current industry insights and are strongly placed to contribute to improved reading rates in this country.

We hope this report is useful for the sector, and ultimately for those millions of Australians who are keen to increase the role of books and reading in their lives.

**Wenona Byrne**  
Director, Writing Australia

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# Executive summary

## Background

The *Understanding Australian readers* report published in 2025 aimed to understand behavioural drivers and barriers to engaging with recreational reading behaviours. The report introduced the behavioural reading journey including six stages: finding books, choosing a book, getting access to a book, starting to read, continuing to read, and reflecting or sharing. It also identified six audience segments: Avid Readers, who read frequently and face few barriers; Engaged Readers, who read frequently but want to read more; Ambivalent readers, who have varied reading habits and are unsure if they want to read more; Aspirational readers, who read infrequently but want to read more; Lapsed Readers, who haven't read in the past year but want to start again; and Uninterested Non-Readers, who don't read and are unlikely to start.

Image credit:  
Maja Baska



# Purpose and approach

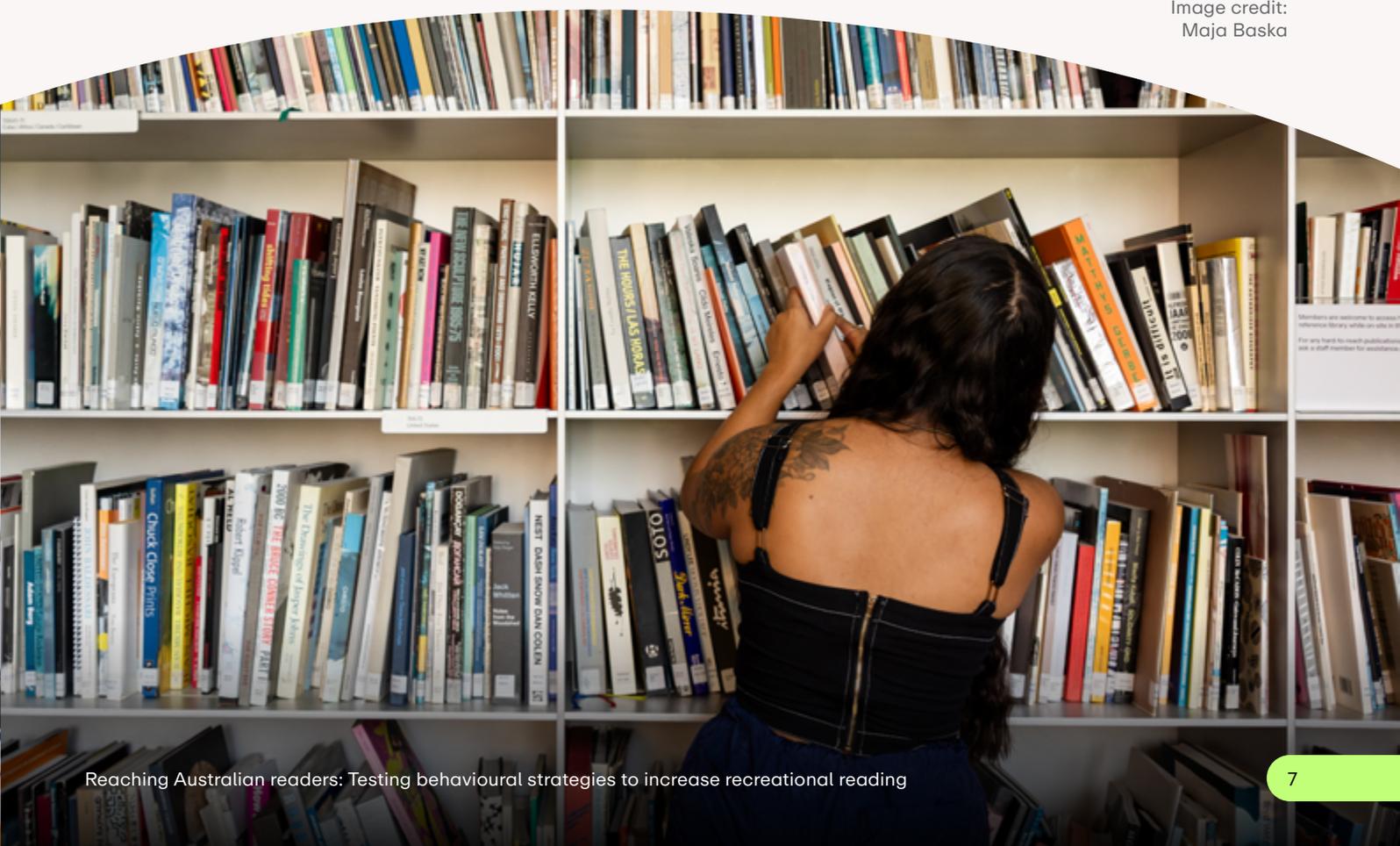
Building on the *Understanding Australian readers* report, this project set out to test which behavioural strategies are most effective at increasing recreational reading intentions among priority audience segments: Engaged, Ambivalent, Aspirational and Lapsed.

The project prioritised, developed, and experimentally tested eight strategies designed to influence key behavioural intentions across the reading journey. The eight strategies were drawn from an initial longlist of 36 concepts developed using the findings from the *Understanding Australian readers* report and underpinned by behavioural frameworks. Industry representatives helped to refine the longlist and prioritise the final eight strategies based on impact, feasibility and reach.

Using an online experimental survey design, more than 1,200 Australians aged 15+ were exposed to two randomly assigned strategies out of eight and assessed on how impactful the message was, as well as on behavioural drivers and reading intentions.

The survey combined pre-exposure and post-exposure measures to assess how reading strategies influence attitudes, drivers of behaviour, and intentions. Pre-exposure measures captured participant demographics, baseline intentions to find books and read for leisure, and audience segment classification based on established *Understanding Australian readers* segments. Post-exposure measures assessed responses to the strategies across multiple domains, including emotional response, perceived message impact and clarity, and key behavioural drivers (Capability, Opportunity, and Motivation). The survey also measured behavioural intentions, distinguishing between intentions related to discovering books and intentions to plan to read.

Image credit:  
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# Key findings



## Targeted strategies are most effective

No single strategy works for everyone. This study reinforces that targeted and specific approaches to different groups will be more effective than universal messaging. What feels relevant, motivating or relatable varied across different groups and audience segments / types of readers.



## The more the strategy made someone consider how reading fit into their life, captured their attention and felt relevant to someone like them, the more effective it was

Strategies were most effective when they helped people see themselves in the message and recognise how reading could realistically fit into their own routines. When messages felt personally relevant and prompted reflection on “how this could work for me”, both intentions to find and read books increased. Strategies that achieved both relevance and practical resonance produced the strongest overall impact.



## Five key ingredients to effective strategies

This study suggests that strategies to increase reading will be MOST effective when they:

1. Capture attention
2. Feel relevant to that person
3. Prompt reflection on how reading fits into their life
4. Make them feel confident about finding and reading books
5. Make reading feel achievable.



## The more a strategy made people feel confident to read and made reading feel achievable in their lives, the more effective it was

Across the eight strategies, those that increased people’s confidence, perceived ease, and practical knowledge were more likely to increase intentions to find and read books. This includes showing how to find books easily, modelling simple book-finding habits, or providing practical tips for fitting reading into busy routines.



## Different strategies work best for different parts of the reading journey

1. To increase Discovery intentions (finding and getting books), the most effective strategy communicated that book recommendations can come from anywhere.
2. To increase Planning intentions (starting and continuing to read), the most effective strategies promoted intentionally finding time to read or rediscovering the comfort of reading.



## Baseline intentions strongly shaped how people responded

Individuals who had already planned to find books and read in the next three months had a stronger positive response to all the strategies. This means, even for people who may not currently be reading, if they plan to read in the near future, they are more likely to be influenced by the strategies.

This pattern was most pronounced among Lapsed Readers, who were the most “moveable” group when baseline intentions were higher. For Lapsed Readers with low baseline intentions, only select strategies, particularly those focused on finding purposeful reading time, shifted behavioural intentions.



## Practical, low-effort tactics resonated

People responded best to clear and concrete steps; how to use library apps; how to discover books that match interests; and, how to use pockets of time to meet reading goals.

People are far more likely to engage in behaviours that feel effortless. Strategies that reduce friction, such as curated recommendations aligned to personal interests, or simple tools that help readers intentionally integrate reading into daily routines, tended to be more effective.

However, perceptions of what is “easy” vary significantly across audience segments. For example, the level of effort required by an Avid Reader differs markedly from that needed by a Lapsed Reader to find a book that they want to read. Designing strategies that are sensitive to these differing thresholds for effort is critical to ensuring accessibility and impact across the audience segments.

# Considerations for industry

## Invest in targeted, behaviourally-grounded strategies

Reading behaviours varied substantially across the priority audience segments; therefore, strategy development should begin with a clear and targeted focus on who the target audience is for each intervention.

### **Design for personal relevance:**

Ensure messaging resonates with different audience segments by reflecting their life stages, motivations, goals and perceived barriers. The more that something feels like it is intended “for someone like me” the more likely a person is to engage.

### **Prompt reflection on how reading fits into everyday life:**

Help people consider how reading can realistically fit into their existing routines and responsibilities, rather than positioning it as an additional or aspirational activity. This will look different for different people and life stages. How reading can fit into your life when you have young children is very different to when you’re a bit older and starting to reduce working hours.

### **Build confidence and capability:**

Increase feelings of capability by reducing perceived difficulty, clarifying how to get started by outlining easy to do steps, and reinforcing that reading can be flexible and self-directed.

### **Provide easy discovery pathways:**

Support people from different audience segments to find new books in ways that are easy to use and fit their existing life patterns and habits, rather than requiring new behaviours (such as visiting bookshops or libraries they do not currently use).

### **Normalise small, low-effort reading routines:**

Reframe reading as something that can happen in manageable moments, helping people move away from all-or-nothing expectations.

## Integrate practical supports

Strategies should provide actionable and easy next steps that are tailored to different audience segments, recognising that what feels straightforward and motivating for an Avid Reader may not be the same for a Lapsed Reader. Approaches should clearly show people what to do, where to go, and how to proceed in ways that align with their existing habits, confidence and access. This includes offering segment-appropriate links to curated recommendation lists, providing simple and guided instructions for redeeming vouchers or accessing offers, and using practical tools that reduce barriers to discovery, such as step-by-step guidance for borrowing apps, recommendations from “people like me”, and prompts delivered through channels audiences already use and trust.

## Key feedback to include in strategy development

*This study tested concepts and not final campaign materials. Strategies should be developed using the insights in this report and further refined.*

- Start messaging with positive experiences or emotions.
- Ensure practical clarity and actionability. People want very clear advice on what to do next and practical tips.
- Lead with everyday relevance to strengthen authenticity and realism. People want real and relatable stories and characters.
- Use relatable social modelling with visible diversity of people and book types.
- Focus on low-effort options for readers. Participants responded best to strategies that felt simple, easy, and low-pressure.
- Make the desired behaviour explicit, simple and immediately doable.

# 1 Introduction



Image credit:  
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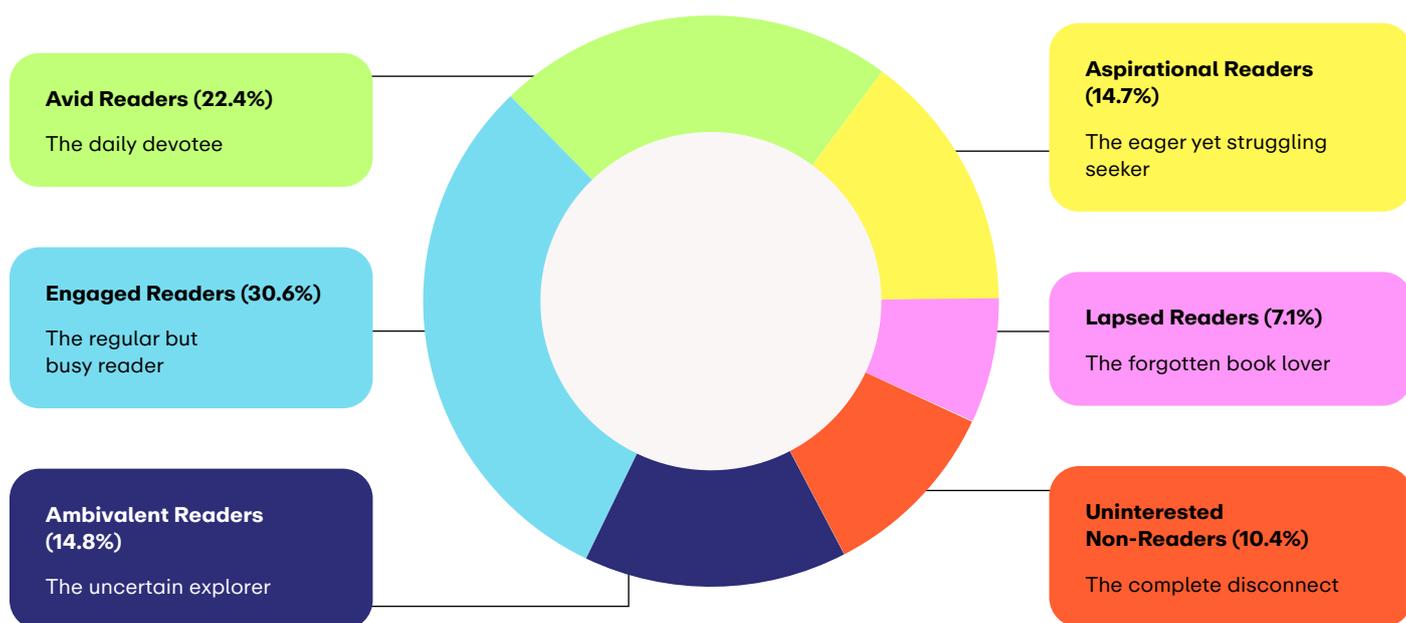
# Background

Recreational reading is on the decline in Australia. The reasons for this are varied, but include barriers such as lack of time, competing priorities from other leisure activities, a perception of fragmented leisure time, cost, and a decline in the visible social norms associated with recreational reading.

In early 2025, Australia Reads and BehaviourWorks Australia published the report *Understanding Australian readers: Behavioural insights into recreational reading*, a research study examining Australians' recreational reading behaviours, different types of readers and non-readers and an investigation into the drivers and barriers of these behaviours. This research identified six audience segments (see Figure 1) which experienced different drivers and barriers across the reading journey.

Figure 1:

## Overview of reading segments



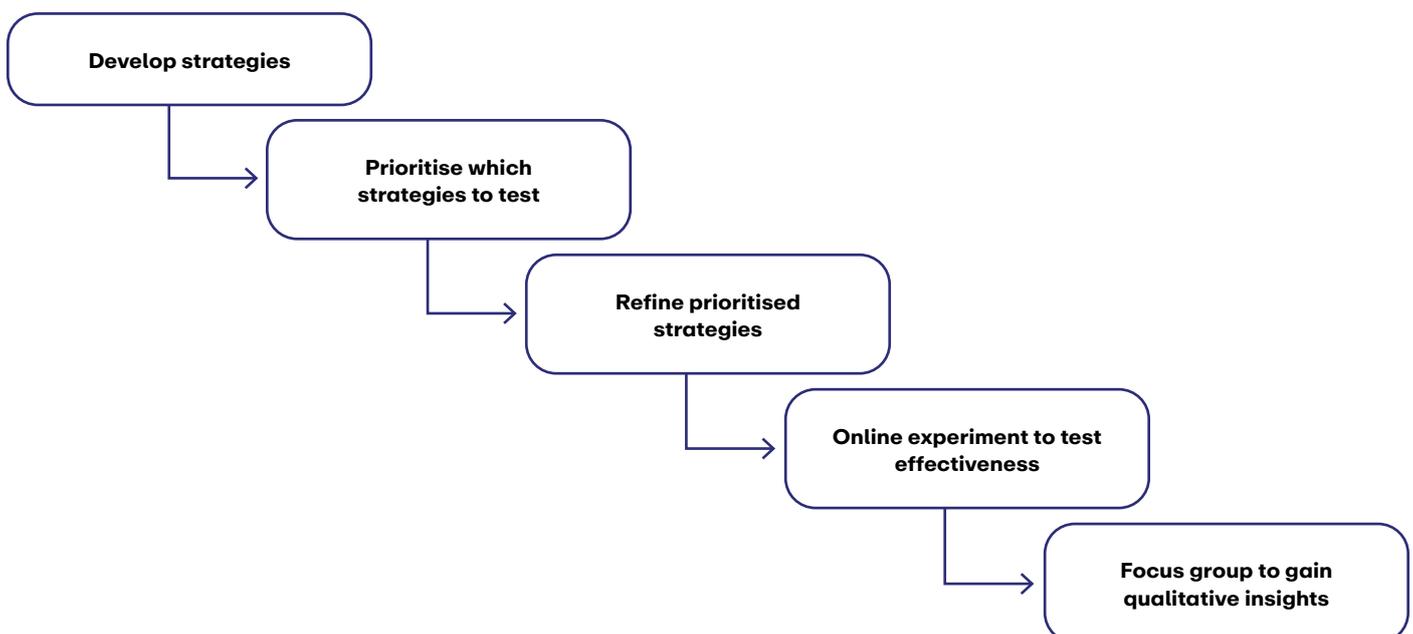
The *Understanding Australian readers* research highlighted the importance of taking a targeted approach to increasing recreational reading, taking into consideration the different drivers and barriers identified across the reading segments. The opportunity to increase reading behaviours was not equal across the segments and the report prioritised four segments as having the greatest chance to create change: Aspirational, Engaged, Ambivalent and Lapsed Readers.

While the report included behavioural insights into possible strategies that could be effective at creating change across the segments, it did not fully investigate or test strategies for increasing engagement with reading.

The current project builds on the *Understanding Australian readers* report by developing and evaluating strategies designed to encourage recreational reading among the four identified priority segments of Australian adults aged 15+. It involves five key activities outlined in Figure 2 below.

**Figure 2:**

### Overview of key project activities



# Strategy development and prioritisation

## Developing a longlist of possible strategies

We drew on the findings of the *Understanding Australian readers* report to develop a range of potential strategies to target the barriers experienced by different audience segments across each stage of the reading journey (see Figure 3).

This involved considering all the drivers and barriers reported by the audience segments and which types of strategies could be effective at influencing them.

We looked at the overarching barriers to reading as well as barriers to each stage of the reading journey, and used the Behaviour Change Wheel to identify strategies that were most likely to work to change that behaviour (see Table 1).

Figure 3:

Sequence of behaviours in the reading journey

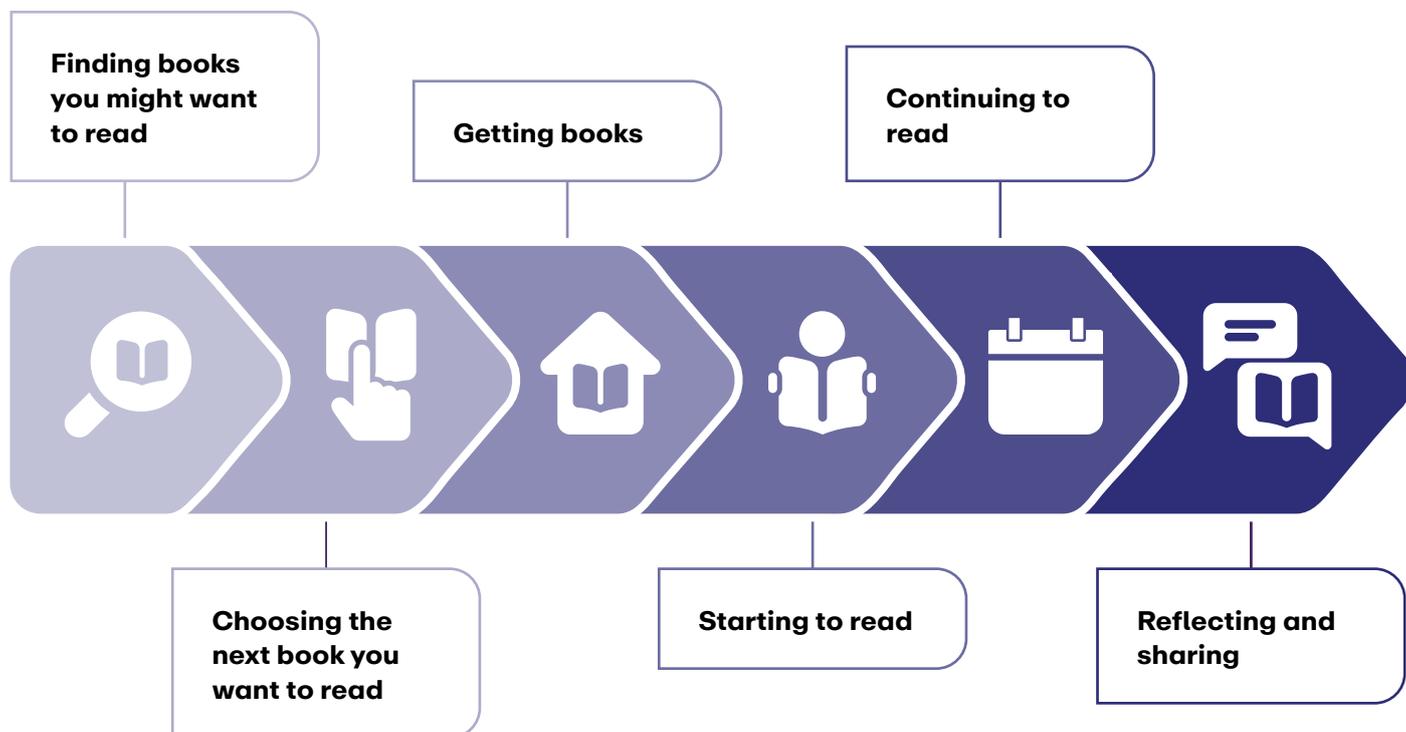


Table 1:

## Intervention strategies from the Behaviour Change Wheel

Intervention strategy		Definition
<b>Education</b>		Provide information to increase knowledge or understanding about a behaviour or issue.
<b>Training</b>		Develop skills required for people to perform a behaviour effectively.
<b>Persuasion</b>		Use communication to induce positive or negative feelings and change people's attitudes or beliefs towards a behaviour.
<b>Incentivisation</b>		Offer rewards or benefits to motivate people to engage in a desired behaviour.
<b>Modelling</b>		Demonstrate or provide examples of desired behaviours for others to observe and imitate.
<b>Enablement</b>		Remove barriers and provide support to help people adopt new behaviours.
<b>Environmental restructuring</b>		Change the physical or social environment to make desired behaviours easier or more likely.
<b>Restriction</b>		Establish rules, guidelines or laws to enforce behaviour change.
<b>Coercion</b>		Create an expectation of punishment or cost to encourage people to change their behaviour.

This resulted in 36 strategies that targeted the four priority segments and each stage of the reading journey (see Appendix 1 for the complete list). These strategies were developed in consultation with the industry and drew on knowledge of existing reading interventions in Australia and overseas.

We also came up with a range of example tactics, which demonstrate what each broad strategy might look like in practice (see Appendix 1). These were high-level ideas to be refined following the prioritisation workshop with industry representatives.

## Prioritisation workshop

From the 36 strategies, we were able to test eight to see how effective they were. To select the final eight, we had to prioritise what the industry thought had the most potential.

### How we prioritised

We held a three-hour online prioritisation workshop on 15 July, 2025. Thirteen industry representatives attended the workshop, covering publishing companies, libraries, retailers, reading advocates and peak bodies.

During the workshop, participants:

1. Were given the opportunity to ask any questions about the 36 strategies that had been developed
2. Completed a survey to rank each strategy against the following three criteria (see Appendix 2):
  - a. Impact (likelihood to influence reading behaviours – including all stages of the reading journey)
  - b. Magnitude of reach (scale – i.e., the potential target audience)
  - c. Feasibility (resource requirements).

We discussed each option and participants had the opportunity to make a case for keeping strategies that received lower rankings. In some instances, there was a consensus to remove particular strategies, but some specific tactics were merged with other strategy options.

The prioritisation process also aimed to ensure adequate spread across the different audience segments and reading behaviours. Once the top eight strategies had been prioritised, participants then voted on their favourite tactic for each broad strategy. There was a clear majority for each.

Table 2 summarises the final eight strategies that were prioritised for refinement.

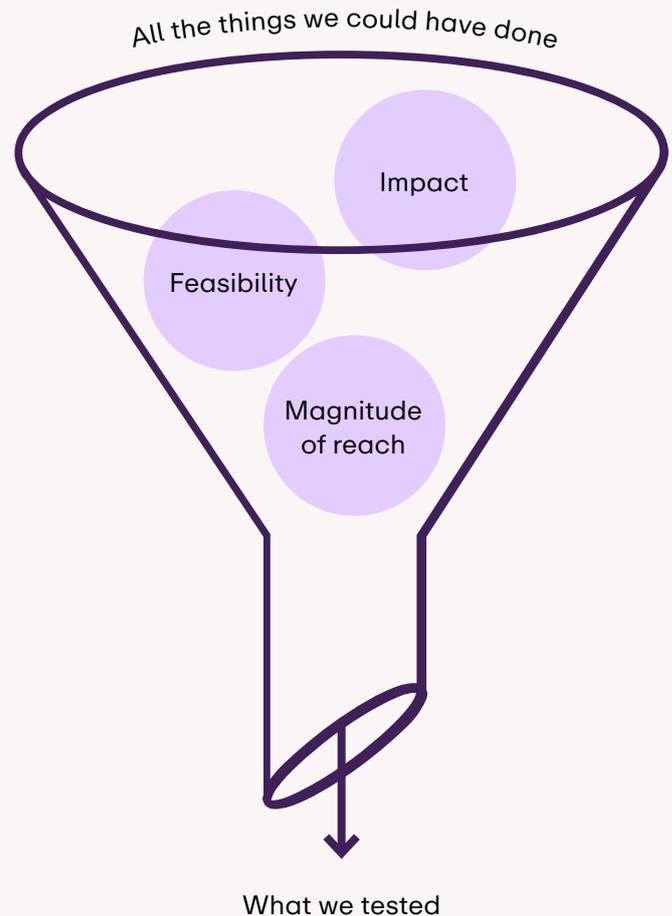


Table 2:

## Prioritised strategies and tactics

#	Target behaviour	Barrier	Target segment	Strategy	Prioritised tactic
1	Finding books	Finding books is not a priority (Motivation)	Aspirational, Lapsed	<b>Education / modelling / training:</b> Let people know that browsing doesn't have to be time-intensive and can be streamlined with the right tools / Show that spending a little bit of time to find books can lead to greater reading enjoyment.	Create short, engaging content: <ul style="list-style-type: none"> <li>• 3-minute browsing hacks.</li> <li>• How to use your library app to find books you love.</li> <li>• How to follow curated lists or newsletters.</li> </ul>
2	Finding books Choosing books	Difficulty finding books / Unsure what they like (for Ambivalent) (Capability)	Engaged, Ambivalent, Aspirational	<b>Enablement:</b> Promote book subscriptions and recommendation services, bookshop and library curation services and asking librarians or booksellers for quick, personalised recommendations. Encourage books as gifts.	Promote library and bookstore staff picks, curated displays and genre-specific newsletters.
3	Getting books	Cost of books (Opportunity)	Ambivalent	<b>Enablement:</b> Link Ambivalent Readers with lower cost options and special offers. Encourage book swaps.	Cultural book voucher scheme – Government-funded vouchers to the value of standard RRP to encourage people to go into a bookstore and choose a book to buy.
4	Starting to read	Not being in the mood (Motivation)	Engaged, Ambivalent, Aspirational	<b>Education / persuasion:</b> Highlight the benefits of 'easy reads' and focus on how people should feel good about what they read, not guilty about what they don't.	"The right book to read is the one you feel like reading".
5	Starting to read Continuing to read (and overall)	Competing priorities / Lack of time (Opportunity / Motivation)	Engaged, Aspirational, Lapsed	<b>Modelling / education:</b> Share stories of relatable others who have made time for reading in order to make it seem more achievable (including integrating audiobooks and how it allows them to read more frequently).  Highlight that reading habits evolve over time and that it's normal to go through phases of reading more or less frequently. As a result, people may want to explore different genres or formats that suit their current lifestyle.	Short videos of everyday people (parents, students, shift workers, commuters etc) showing how they might fit reading into their everyday lives: <ul style="list-style-type: none"> <li>• "Here's how I make time for reading – even with a full schedule".</li> <li>• "As a full-time nurse and mum, I thought I'd never read again. Then I started listening to audiobooks during my commute. Now I finish a book a month, without carving out extra time".</li> </ul>

Table 2 (continued):

**Prioritised strategies and tactics**

#	Target behaviour	Barrier	Target segment	Strategy	Prioritised tactic
6	<p>Starting to read</p> <p>Continuing to read</p> <p>(and overall)</p>	Competing priorities / Lack of time (Opportunity / Motivation)	Aspirational, Ambivalent and Engaged (for Continuing to read)	<p><b>Enablement / environmental restructuring:</b> Encourage them to set small goals and implementation intentions related to reading. Suggest small changes like keeping books in visible spots or in their work bag, setting reminders to read or creating a reading area.</p> <p>Workplaces can also create reading spaces to make reading more accessible during breaks.</p> <p>Encourage them to establish a regular reading time.</p>	<p>Encourage people to identify natural reading windows (e.g., while drinking a morning coffee or eating breakfast, during a lunch break, on the commute or winding down before bed) and then make if-then plans:</p> <ul style="list-style-type: none"> <li>• “If I get on the train, then I’ll open my book / audiobook”.</li> <li>• “If I’m eating my lunch, then I’ll read my book”.</li> </ul>
7	Overall	Evoking comfort (Motivation)	Ambivalent, Aspirational, Lapsed	<b>Persuasion:</b> Messaging designed to evoke comfort.	“Bedtime stories aren’t just for kids. Reclaim that comfort. Turn off the noise”.
8	Overall	Capability beliefs (Capability)	Ambivalent, Aspirational	<b>Education / persuasion:</b> Increase confidence by reframing what it means to be a ‘good’ reader. Emphasise that reading confidence should come from personal engagement and enjoyment, not proficiency, and highlight the value of audiobooks, graphic novels, shorter reads, young adult, middle grade and picture books.	“There’s no wrong way to read”.

# Strategy refinement

Shannon Behaviour Change, a behaviour change communications company, refined each of the prioritised strategies and tactics. They developed seven narratives and one static image, described below.

*Full transcripts for each strategy are presented in Appendix 3.*

## Strategy 1

### Finding books can be quick and easy

This strategy offered simple, practical tips, showing someone browsing for books using library apps, curated book lists and newsletters to make finding books easier. It showed someone rediscovering the excitement of finding a book they want to read and aimed to highlight that browsing doesn't have to be time-intensive and can be streamlined and personalised with the right tips and tools.



## Strategy 2

### Book recommendations can come from anywhere

This strategy aimed to encourage people to actively seek book recommendations by highlighting how easy and social book discovery can be. It showed someone asking a bookseller, friend, and even the local butcher for recommendations, demonstrating that interesting books are all around us and emphasising that anyone can provide recommendations – all you have to do is ask.



### Strategy 3

#### Book voucher

This strategy presented the idea of a government-funded book voucher to encourage people to go into a bookstore and choose a book to buy.



### Strategy 4

#### There is a book for all moods

This strategy aimed to encourage people to match their reading choice to their mood, emphasising that the right book to read is the one that you feel like reading and that trying different formats or genres can help make reading feel more enjoyable and accessible. It showed someone who had lost interest in crime novels picking up a graphic novel that they had been given by a friend.



### Strategy 5

#### There are ways to find time for books

This strategy aimed to demonstrate how reading can fit into a busy lifestyle, especially when reading had become less of a priority for them. It showed someone listening to an audiobook while commuting to work and enjoying a commute that used to be dreary.



**Strategy 6****Set intentions to read**

This strategy aimed to encourage people to identify small windows of time throughout the day and make a plan to read, leveraging the idea that being intentional with our time can make reading more enjoyable. It followed someone who was incredibly busy at work but planned to listen to an audiobook during their commute, as well as read during lunch and before bed. It demonstrated that people often have more time in their day than they realise.

**Strategy 7****Rediscovering the comfort of reading**

This strategy encouraged people to reclaim the comfort associated with reading books they may have felt as a child through bedtime stories and reading before bed. It showed someone who previously scrolled on their phone switching to read a book and rediscovering the comfort that brings.

**Strategy 8****Read your way**

This strategy aimed to reframe what it means to be a reader and highlighted there is no wrong way to read – it should be for personal enjoyment rather than obligation or ideas about what the “right” books to read are. It showed someone trying to read a long classic and then switching to an adventure novel after seeing someone else reading and enjoying one on a train.



## 2 Methods



Image credit:  
Maja Baska

# Online experiment to test effectiveness

## Research questions

The main research question for this project was:

1. To what extent are the strategies effective in encouraging reading intentions?

The secondary research questions were:

1. Do different audience segments (Avid, Engaged, Ambivalent, Aspirational and Lapsed Readers) differ in how they respond to the strategies and how they influence behavioural intentions?
2. Are characteristics of the strategies such as clarity and resonance associated with how people respond and the impact on their behavioural intentions?
3. Do the strategies impact behavioural drivers and is that associated with the influence on behavioural intentions?

## Who we recruited

Participants were:

- Aged 15 years or older
- Australian residents
- Able to read and understand English at least at a Grade 4 level
- Classified into one of the target segments (Engaged, Ambivalent, Aspirational, Lapsed, and we also recruited some Avid Readers as we were not able to efficiently screen them out).

Efforts were made to ensure diversity in the sample, including representation across:

- All Australian states and territories
- Metropolitan, regional and remote areas
- First Nations
- People from culturally and linguistically diverse backgrounds (Note: to complete the survey, participants needed to be able to read English at approximately a Grade 4 level)
- People living with disabilities.

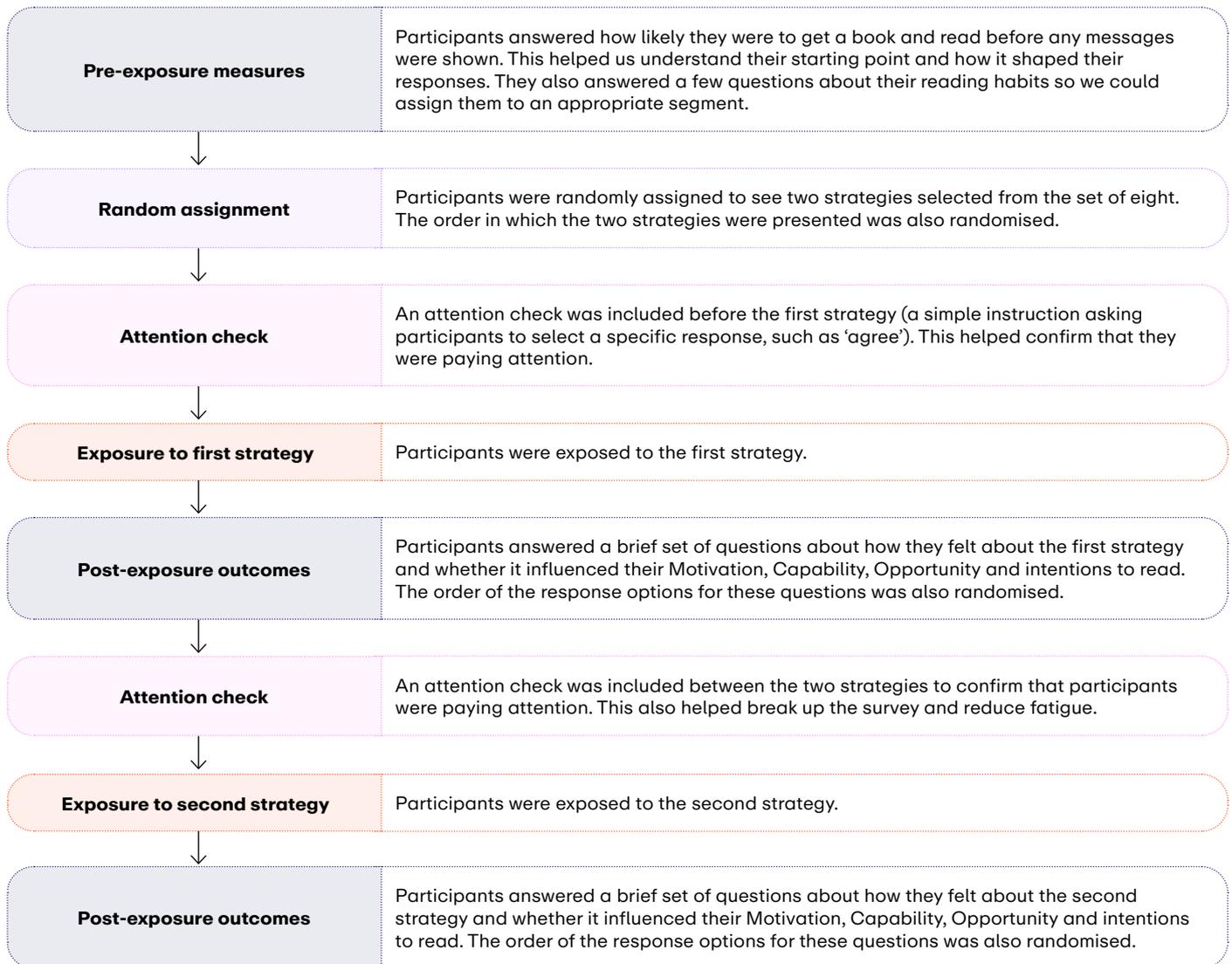
A total of 1,232 participants completed the online survey. Age groups were represented as follows: 15–24 (13.5%), 25–29 (7.9%), 30–34 (9.3%), 35–39 (8.2%), 40–44 (8.9%), 45–49 (8.4%), 50–54 (8.1%), 55–59 (8.0%), 60–64 (6.9%), 65–69 (6.7%), and 70 plus (14.0%). Gender distribution was 49.8% man or male, 49.5% woman or female and 0.7% identifying as another gender.

## Study design

An experimental design was used to understand which strategies were more effective in encouraging people to read for leisure. We tested strategies in a controlled way by showing different people different strategies (via an online survey – see Appendix 4) and comparing their responses. Each participant saw two randomly selected strategies from the set of eight. Figure 4 below shows the steps participants completed in this study.

Figure 4:

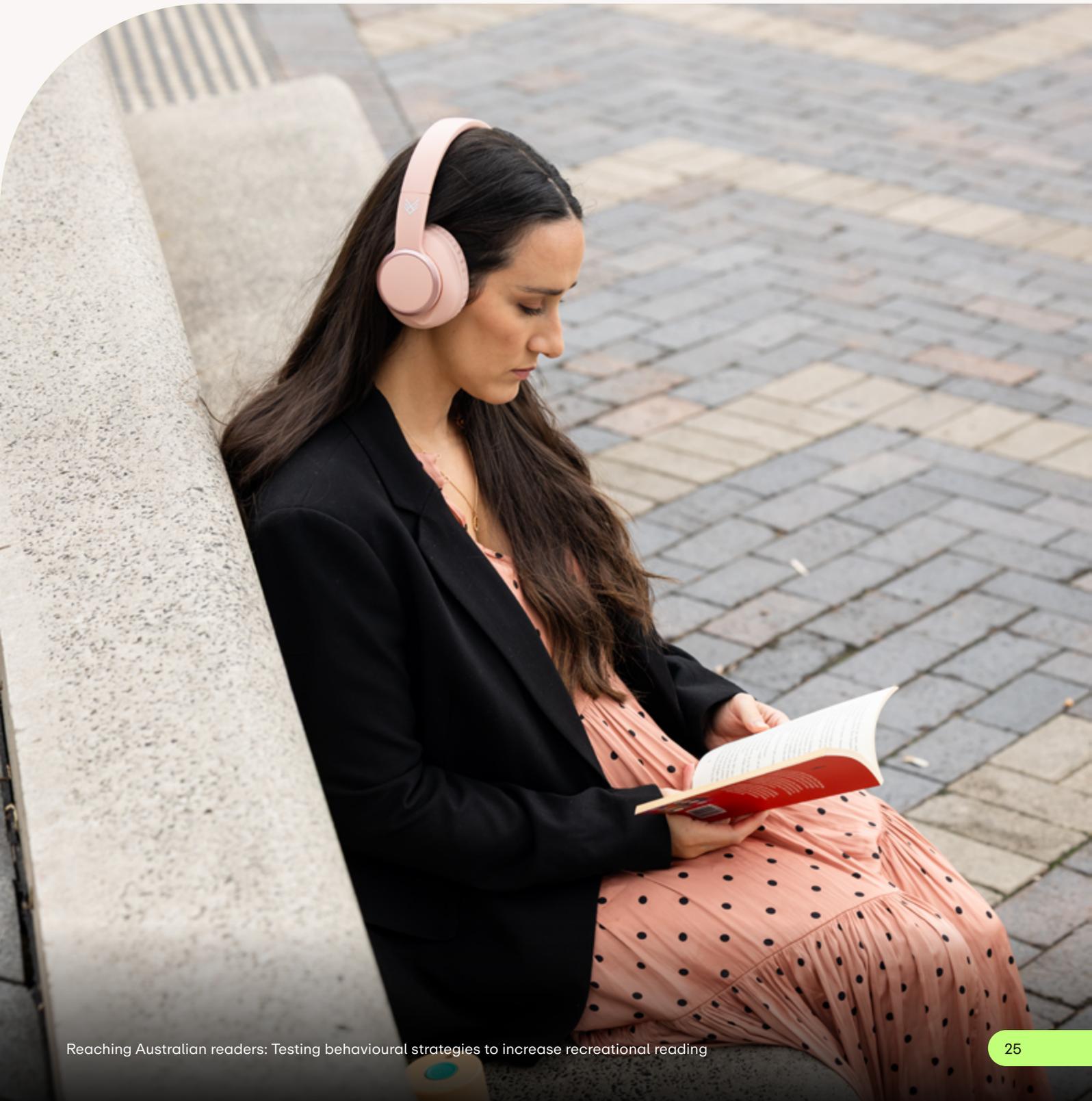
### Overview of the study design



### Why didn't we use a control strategy?

It is difficult to use true control material when testing persuasive messages, which is what our strategies predominantly were. This is because almost any content, even when it attempts to be neutral, can still influence people's thinking or behaviour. A control message must be comparable in length, style and effort to engage with, but without triggering the psychological mechanisms that the persuasive messages target. Creating something that feels credible and engaging while having no persuasive effect is almost impossible. As a result, designing a control that is both fair and genuinely "inactive" is inherently tricky and was not included as part of this experiment.

Image credit: Maja Baska



## Measurement framework

The measurement framework included several measures designed to capture participants' baseline intentions to read, and their responses to each of the strategies they saw. The post-exposure measures covered key strategy characteristics, such as clarity and emotional response, the behavioural drivers from the COM-B model (Capability, Opportunity and Motivation – the key factors that support behaviour) and intentions to engage with reading behaviours.

### Behavioural intentions factor analysis

There were 15 different intention questions in the survey. To understand these more clearly, we wanted to see if any of the questions grouped together. To do this, we conducted an exploratory factor analysis on the intention items to understand if any of the intentions “grouped together” in a consistent pattern.

*A factor analysis is a statistical method that looks for patterns in people's responses and groups related items together, helping us see the underlying concepts or influences that shape behaviour. It's a way of simplifying complex data so we can understand the key factors that matter most.*

### The results showed that the intention items formed two groups:



#### Discovery intentions

Items about exploring or finding reading options, such as:

- look for book recommendations
- ask someone for a book recommendation
- look for ways to discover new books that interest you
- look for easy or affordable ways to get a book
- explore different ways to read (not just physical books)
- use a tool to help you find a book to read (e.g., a library app).



#### Planning intentions

Items about organising reading, such as:

- plan specific times to read
- finish the books you've started
- find moments in your day to fit in reading
- use reminders or prompts to encourage you to read
- take a book with you when you leave the house
- keep a book by your bed.

The two groups of behavioural intentions were correlated, meaning people who scored higher on one also tended to score higher on the other, but they were still distinct enough to treat separately. Overall, this analysis confirmed that the intention questions did not all measure the same thing, but instead formed two associated intention types.

## Pre- and post-exposure measures

Table 3 gives an overview of the pre-exposure and post-exposure measures, including a short description and an example for each.

**Table 3:**

### Overview of study measures

Pre-exposure measures	Definition	Example items
Demographics	Background characteristics.	<ul style="list-style-type: none"> <li>Age and gender</li> </ul>
Baseline intentions	How likely they were to get a book and read for leisure in the next 3 months.	<ul style="list-style-type: none"> <li>Thinking about the next 3 months, how likely is it that you'll get a book for leisure? That is, buy, borrow or download one with the intention of reading it.</li> <li>Thinking about the next 3 months, how likely is it that you'll read a book for leisure?</li> </ul>
Audience segment	A classification based on key behaviours from the original <i>Understanding Australian readers</i> study, used to assign participants segments (Avid, Engaged, Ambivalent, Aspirational and Lapsed Readers).	<ul style="list-style-type: none"> <li>Please indicate, on average, how often you have read a book for leisure purposes in the past 12 months.</li> <li>Once you finish a book, how soon do you generally start reading a new book?</li> </ul>
Post-exposure measures	Definition	Example items
<b>Strategy factors</b>		
Emotional response	How the strategy made people feel, including whether it felt enjoyable, comforting, interesting and emotionally engaging.	<p>This message made me feel that reading:</p> <ul style="list-style-type: none"> <li>Is a good way to relax and unwind.</li> <li>Is something I can turn to for comfort.</li> <li>Can spark curiosity.</li> <li>Brings joy.</li> <li>Is boring.</li> </ul>
Perceived Message Effectiveness (Referred to henceforth as 'Message Impact')	How attention-grabbing, relevant and persuasive the strategy feels.	<p>This message:</p> <ul style="list-style-type: none"> <li>Made me consider how reading fits into my life.</li> <li>Captured my attention.</li> <li>Felt like it was meant for someone like me.</li> </ul>
Perceived Message Clarity and Delivery	How clear, easy to follow and well communicated the strategy is.	<p>This message:</p> <ul style="list-style-type: none"> <li>Made it clear what it wanted me to think or do.</li> <li>Was easy to understand.</li> <li>Was presented in an engaging way.</li> </ul>

Table 3 (continued):

Overview of study measures

Post-exposure measures	Definition	Example items
<b>Behavioural drivers</b>		
Capability	How able and confident someone feels to find a book and read.	<p>This message:</p> <ul style="list-style-type: none"> <li>Helped me feel confident I can find a book I will enjoy.</li> <li>Helped me see that I can read a book in a way that works for me, such as reading a little at a time or skipping parts.</li> <li>Helped me realise I can read books in different formats (like audiobooks and ebooks).</li> </ul>
Opportunity	How much someone feels they have the right conditions around them to read, such as time, access or chances to do it.	<p>This message:</p> <ul style="list-style-type: none"> <li>Helped me realise that getting a book doesn't have to be difficult or expensive.</li> <li>Helped me realise that reading doesn't have to take a lot of time or effort.</li> <li>Made me more aware of when and where I could read.</li> </ul>
Motivation	How much someone feels drawn to read for leisure.	<p>This message:</p> <ul style="list-style-type: none"> <li>Did not make me feel more motivated to read for leisure.</li> <li>Made reading seem more worthwhile.</li> <li>Made reading seem less enjoyable.</li> </ul>
<b>Behavioural intentions</b>		
Discovery intentions	How likely someone is to look for books or information that might help them read.	<p>Thinking about the next three months, if you came across this message in everyday life, how likely is it that you would...</p> <ul style="list-style-type: none"> <li>Look for book recommendations.</li> <li>Look for easy or affordable ways to get a book.</li> <li>Use a tool to help you find a book to read.</li> <li>Look for ways to discover new books that interest you.</li> <li>Explore different ways to read (not just physical books).</li> </ul>
Planning intentions	How likely someone is to make plans to read in the near future.	<p>Thinking about the next three months, if you came across this message in everyday life, how likely is it that you would...</p> <ul style="list-style-type: none"> <li>Plan specific times to read.</li> <li>Finish the books you've started reading.</li> <li>Find moments in your day to fit in reading.</li> <li>Use reminders or prompts to encourage you to read.</li> <li>Take a book with you when you leave the house.</li> </ul>

## Quality checks

To ensure data robustness and reliability, we implemented several quality control measures:

- Minimum exposure times to ensure participants had adequate time to engage with each strategy
- Completion filters to identify and exclude responses that show low-quality response patterns (e.g., rapid straight-lining)
- An attention check question that asks participants to select a particular response to monitor participant engagement during the survey.

*See Appendix 5 for further detail on data cleaning, segment identification and the analysis approach.*

## Focus group

At the end of the survey, participants over the age of 18 years were asked if they were interested in participating in a focus group. A purposive sample were then invited to participate in a 2-hour, online focus group held on 5 November, 2025.

Ten people participated, including three Engaged Readers, three Ambivalent Readers, two Aspirational Readers and two Lapsed Readers. Focus group questions explored participants' understanding and interpretation of the eight strategies, language preferences and potential improvements, as well as any general reactions and reflections (see Appendix 6 for detailed methods and questions). Data from the focus group was analysed thematically by identifying patterns and key ideas.

Image credit: Maja Baska



# 3 Findings



Image credit:  
Maja Baska

# Which strategies were effective?

## How do people respond to persuasive messaging?

The way that people responded to the eight tested strategies – in terms of their Emotional Response, Message Impact, and the Capability, Opportunity and Motivation drivers – shaped their behavioural intentions. Overall, the more the strategies made people feel confident, motivated, and emotionally engaged, the higher their intentions were to discover books and plan to read.

To understand which strategies were most effective (the impact of being exposed to something specific vs anything), we looked at how people's responses varied between the strategies.

We found that the more effective strategies had a stronger effect by influencing Message Impact and Capability.

# The more that the strategy made someone consider how reading fit into their life, captured their attention and felt relevant to someone like them, the more effective it was

Message Impact, along with Capability, was the main mechanism through which the strategies worked.

*Message Impact was measured with three items. This message...*

1. *Made me consider how reading fits into my life.*
2. *Captured my attention.*
3. *Felt like it was meant for someone like me.*

## How it worked

The more the strategy made someone consider how reading fit into their life, captured their attention and felt relevant to someone like them, the bigger the impact the strategy had. Message Impact was a strong predictor of both Discovery intentions and Planning intentions.

## Which strategies influenced Message Impact?

Message Impact was most effective for Strategies 6 and 7.

For Strategy 6 (Setting intentions to read) and Strategy 7 (Rediscovering the comfort of reading) it makes sense that this would prompt reflection on how reading fits into someone's life as they were both specifically designed to target creating time to read (Strategy 6) and reading before bedtime (Strategy 7).

Strategy 3 (Book voucher) was also effective, though less so than 6 and 7. It is possible that the static image of the book voucher was less engaging but still prompted participants to reflect on how they might get books.





## Focus group insights

Participants thought Strategy 6 was very clear and relatable and they definitely reflected on how reading could fit into their lives after watching it. The group also thought that it was more broadly relatable.

*“It basically resonates [with] the fundamental issue that most people have. They just do not have time for all the good things they want to do in life, including reading. So, it was a good, positive start. And it gave you hope that you could find time”.*

While the focus group was fairly positive about Strategy 7, there was a bit of uncertainty about how it would fit into their routine, but this does mean that it made them reflect on how reading would fit into their life.

*“My mind goes back to when we were all kids and we know we’d love to have the book read to us. So instead of looking at our phone, maybe the mode of consumption can be emphasised. Instead of you physically reading it and then nodding off, having a voice speak the book to you is much more calming”.*

People thought that book vouchers would definitely encourage people to get more books. There was some confusion and some concerns over how it would work, if there were hidden catches, and accessibility for people who might not live near bookstores.

*“What puts people off these offers is that there’s a catch... and the catch is you get the book for free, but you’ve also got to join or take some other form of subscription”.*

## The role of baseline intentions

Lastly, baseline intentions were also related to how Message Impact was effective across different strategies.

- Strategies 3 and 7 tended to work better for people who were already planning to read in the next three months.
- Strategy 6 worked better for people with lower baseline intentions to read.

### Illustrative story

#### ‘Robin’

When Robin, a 32-year-old who used to love reading, watches the ‘Setting intentions to read’ video, they’re surprised how much they relate to it.

Seeing someone who forgets to make time to read, intentionally setting aside time in their days, they pause and think “That’s exactly what I forget to do”.

The message feels like it’s about people like them and speaking directly to their life — not some idealised version of it.

# The more a strategy made people feel confident to read and made reading feel achievable in their lives, the more effective it was

Capability was one of the main mechanisms through which the strategies were most effective.

*Capability was made up of the following items. This message...*

- *Helped me feel confident I can find a book I will enjoy.*
- *Helped me see that I can read a book in a way that works for me, such as reading a little at a time or skipping parts.*
- *Helped me realise I can read books in different formats (like audiobooks and e-books).*

## How it worked

The strategies that influenced people's Capability were more likely to influence their behavioural intentions. In other words, when strategies helped people feel more confident and able to find books or read, they were also more likely to say they intended to engage with books. This suggests that strategies that make reading feel achievable or offer simple and practical tips can strengthen people's confidence to read.

## Which strategies influenced Capability?

Strategy 1 (Finding books can be quick and easy) and Strategy 5 (There are ways to find time for books) were most effective at influencing Capability. Strategy 1 focused on the role that apps or mobile tools play in helping people find books that might interest them. Strategy 5 told the story of someone who re-prioritised reading books in their day in a way that worked for them (in this case, audiobooks).

Strategies 4 (There is a book for all moods) and 8 (Read your way) were also effective, though less so. Strategy 4 centred on the message that the right book to read is the one you're in the mood for. Similarly, Strategy 8 focused on reading "your own way" and reading the right book for you.

All these strategies conveyed the message that there are easy and accessible ways to read books that are right for you.



### Illustrative story

#### 'Ali'

Ali sees the 'There's always time for books' video which shows someone listening to an audiobook on their commute.

They often feel like they don't have time to read, but after watching the video, they realise reading doesn't have to mean long, intense "sit-down" sessions.

The message prompts reflection on what reading could look like in their schedule and they go away feeling like reading more might be slightly more achievable than they thought.



## Focus group insights

Participants preferred strategies that offered simple and straightforward guidance, as the Capability-focused strategies did. They thought that Strategy 1 would be practical and helpful, especially for people who don't enjoy or want to spend time browsing for books.

*"I do enjoy getting pitched books based on recommendations. I think having something tailored to you is quite convenient because I don't want to spend too much time finding it."*

Participants generally liked Strategy 5 and that it showed how people can use their time to incorporate reading into their lives.

*"It's an opportunity to make the most of your time."*

The focus group also liked the message underpinning Strategy 8 of reading books that you'll enjoy, though there were a number of suggestions to refine the delivery.

*"I felt it touched on the important point of not just reading just to say you've got through a large book."*

## Why Capability may have been more effective than Motivation and Opportunity

Behavioural science research has found that Capability is more responsive to short-term message-based strategies compared with Motivation, which is generally slower to change and can require longer term efforts to influence. Therefore, Capability may be a more effective avenue to influence people in shorter timeframes.

This is consistent with the types of strategies tested, as several strategies included practical or confidence-building elements, such as tools for finding books more easily, prompts for setting small reading goals, or reminders that there is no single way to be a "good" reader, which were more directly related to Capability than to Motivation or Opportunity.

## How Capability and Motivation work together

People were more likely to plan time for reading when they felt both confident in their ability to read and motivated to do it. However, Motivation and Capability work together in a counter-intuitive way:

- Once someone already felt confident, increasing Motivation didn't make much difference to their intention to discover books or plan to read.
- And if someone was already highly motivated, improving their confidence didn't help much more.

So whilst both Motivation and Capability are important drivers of behaviour, having high motivation OR high Capability seemed to be enough to form behavioural intentions.

This means that strategies that aim to boost both Capability and Motivation together may not be more effective than targeting just one, especially if the other is already high. And if both are low, influencing Capability is likely to be easier and more achievable in a short-time frame or when focusing on persuasive messaging.

## How to leverage Capability and Message Impact to have the biggest influence

Message Impact and Capability influenced behavioural intentions independently. This means that a strategy can increase intentions either by influencing Message Impact or Capability but it doesn't need to raise both at the same time.

A strategy that influences Message Impact and Capability will be even more effective than a strategy that just influences one of these mechanisms.

The takeaway of this finding is that strategies that leverage both Message Impact and Capability will be most effective in the future.

### Which strategies had the best combination of Message Impact and Capability?

Strategies 5 (There are ways to find time for books) and 6 (Setting intentions to read) were rated more positively across both Message Impact and Capability compared to the other strategies.

Both these strategies focused on making reading fit more easily into busy daily lives. They offered practical ways to make reading feel more achievable and strategies that were motivating and relatable, and also aimed to prompt reflection. This balance between being practical and engaging appears to have been particularly effective in generating positive responses.



Image credit:  
Maja Baska

## Promoting book recommendations worked best to change Discovery intentions

In influencing Discovery Intentions, both the response to the strategy and the behavioural drivers were important.

Discovery intentions related to whether participants intended to take steps to find books – such as looking for recommendations, discovering new titles, or talking with others about books – and to what degree.

### Which strategy had the biggest influence on Discovery intentions?

Strategy 2 (Book recommendations can come from anywhere) had the biggest influence on Discovery intentions.

This strategy showed that book recommendations can come from even everyday conversations and encouraged people to see that finding their next book does not have to be difficult or time consuming.



By highlighting simple ways to discover new reads, this strategy made the idea of exploring books feel

easy and inviting.

There are already many tools that exist to help people discover books, including:

- Storygraph
- Fable
- Shelf
- Goodreads
- Libby
- ABC Book Show / Top 100 Books
- The Age & SMH Booklist newsletter
- The Conversation Books newsletter
- Good Reading
- Better Reading
- Your Kid's Next Read
- Local bookshops
- Local booksellers or librarians.

#### Illustrative story

#### 'Mo'

Mo watches the strategy showing how recommendations can come from anywhere: friends, shopkeepers, and staff picks.

They want to read more, but can feel overwhelmed at the thought of trying to find good new books.

The next time they are in a bookstore, they head to the 'staff favourites' section.

## Strategies focusing on intentionally finding time to read worked best to change Planning intentions

In influencing Planning intentions, both the response to the strategy and the behavioural drivers were important.

Planning intentions related to: finding time to read, planning specific reading moments and finishing books that had been started.

### Which strategies had the biggest influence on Planning intentions?

Both Strategies 6 (Setting intentions to read) and 7 (Rediscovering the comfort of reading) had a significant influence on Planning intentions. Both of these strategies focused on the how and why of starting to read.



Strategy 6 explicitly encouraged people to set intentions to start reading by finding pockets of time in their day. Strategy 7 focused on redirecting time before bed to reading rather than scrolling, while also showing the comfort that this can bring.



#### Illustrative story

### ‘Sam’

The strategy that encourages finding small pockets of time lands with Sam.

They’ve been wanting to read more for a while, but struggled to find the time. They imagine reading for 15 minutes with their morning coffee.

That night, they place a book on the kitchen table. The next morning, they open the book and read a few pages.

It’s not going to be an overnight transformation — but it feels like a beginning.

## People's baseline intentions to read strongly influenced how they responded to all strategies

Baseline intentions were made up of two items:

1. How likely is it that you'll read a book for leisure in the next three months?
2. How likely is it that you'll get a book for leisure (for example, buy, borrow or download one with the intention of reading it)?

As expected, people who already intended to read in the next three months had higher behavioural intentions both for Discovery intentions and Planning intentions.

People who started with higher baseline intentions, regardless of which audience segment they belonged to (Avid, Engaged, Ambivalent, Aspirational or Lapsed), showed the most positive responses to the strategies.

- If people started with low baseline intentions, their gains were small.
- If people started with high baseline intentions, they showed much bigger jumps in Message Impact, and Discovery and Planning intentions.

Because people's baseline intentions had a significant impact on how they responded to the strategies, we took this into account when comparing the strategies. This helped show which effects were due to the strategies themselves rather than people's initial intentions to read.

### People's baseline intentions to get books were strongly related to their intentions to read books and they differed across the audience segments

Unsurprisingly, baseline intentions to get a book or read varied significantly across audience segments.

- This relationship between intentions to get and read books was strongest for Lapsed Readers, followed by Ambivalent Readers, and then Avid and Engaged Readers. Aspirational Readers' intentions had the weakest relationship, although it was still considered strong. Aspirational Readers reported that they were slightly more likely to read a book in the next three months than to get a book.
- Avid and Engaged Readers had the highest baseline initial intentions – 85.4% of Avid Readers and 62.8% of Engaged Readers indicated they were very likely or certain to read for leisure in the next three months.
- Lapsed Readers had much lower initial intentions overall – 34% of them reported that there was no chance at all, and another 34% reported that they were very unlikely to read a book over the following 3 months.
- These findings align with the findings of the *Understanding Australian readers* report.

#### Illustrative story

### 'Ash'

Ash hasn't read for a while, but the idea of getting back into reading has been sitting quietly at the back of their mind. Before seeing any of the messages, they wanted to read at least one book in the coming months.

Because that small intention is already there, the strategies seem to land more strongly and feel surprisingly doable. Without really noticing why, Ash feels more open to suggestions, and is nudged a little closer towards picking up a book.

## Were there differences across audience segments?

Although some segments rated the strategies more positively in some areas than others, all segments tended to agree on which strategies were stronger or weaker overall.

Even so, there were some differences in how the segments responded to the strategies. These are summarised below.

### Lapsed Readers

- Lapsed Readers tended to rate the strategies more positively overall, relative to other segments.
- Among Lapsed Readers, those who already intended to get books or read were more likely to find the strategies effective.
- Lapsed Readers generally rated the strategies higher on Message Impact, which is interesting and it is likely that because they are not currently reading, the strategies had a bigger impact on prompting reflection about how reading can fit into their lives again.
- Interestingly, Lapsed readers were the most “moveable” group across all the segments when they had moderate/high intentions.
- **This means that for Lapsed Readers, their baseline intentions were critical in shaping how they responded to the strategies. They also generally responded more strongly in terms of Message Impact and Capability compared with some other segments.**

### Engaged Readers

- For Engaged Readers, their baseline intentions did not strongly influence Capability, as they did for other segments. This means that their sense of Capability was less influenced by how strong their baseline intentions were.
- This may be because Engaged Readers already feel highly confident and capable when it comes to all stages of the reading journey and don't face any Capability barriers.
- Note: Avid Readers shared the same characteristics and patterns as Engaged Readers that are noted here.

### Aspirational Readers

- Among Aspirational Readers, their Emotional Response to the strategies was less influenced by baseline intentions. This means that comparatively, how Aspirational Readers felt about the strategies, in terms of the comfort, relaxation or boredom the strategies inspired, was less determined by their baseline intentions to find or read books. This is because Aspirational Readers tended to sit in the middle in terms of their baseline intentions, with less people reporting very high or very low baseline intentions.

*Note: See Appendix 7 for all detailed statistical results.*

## Were there demographic differences in how people responded?

There were some notable differences in how people responded based on their demographic characteristics.



### Discovery intentions

Intentions to find books differed significantly across age and gender.

Women reported slightly higher Discovery intentions than men and interestingly 15–24 year olds had slightly higher Discovery intentions than the older groups (60–64, 65–69, 70+).

In terms of how the strategies influenced Discovery intentions, there were no differences based on age or gender. This means that the higher scores for women and 15-24 year olds were consistent across all the strategies.



### Planning intentions

Intentions to read books differed significantly across both age and gender.

Women had slightly higher Planning intentions than men.

There were also some age differences in how the strategies influenced people's responses:

- Within age groups**  
 For 25–29 year olds, Strategy 6 (Set intentions to read) led to significantly higher intentions than Strategy 3 (Book voucher). While for 35–39 year olds, Strategy 2 (Book recommendations can come from anywhere) and Strategy 6 both led to significantly higher intentions than Strategy 3.
- Between age groups**  
 For 15–24 year olds, Strategy 3 (Book voucher) was more effective compared with older cohorts (60–64 and 70+). This finding was not explained by differences in income. On the other hand, older participants (65–69 year olds) were less influenced by Strategy 5 (There are ways to find time for books) compared to 15–24 and 45–49 year olds.

# Key insights



## Targeted strategies are most effective

A one-size fits all approach to changing behaviours is unlikely to be successful.

Targeted strategies can support Australians to increase their reading intentions – particularly when those strategies make reading feel relevant to everyday life and achievable within busy routines. For the book industry, this means that simple, practical guidance and relatable storytelling are powerful tools for shifting behaviour.

In order for strategies to feel relevant, they have to appeal to different audience segments.



## Practical, low-effort tactics resonated

Strategies that offered practical, low-effort ways to reconnect with books, such as discovering new books, using small but intentional pockets of time, or choosing formats that suit the moment, performed particularly well.

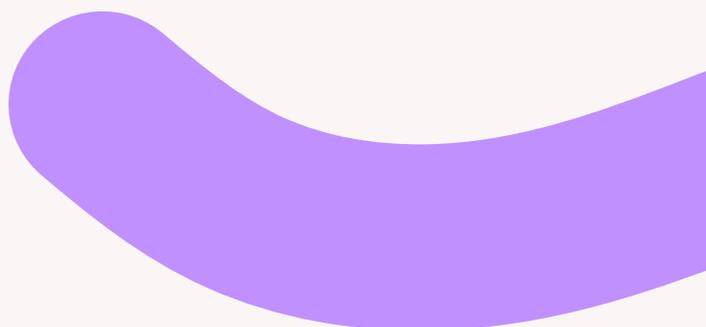


## Five key ingredients to effective strategies

This study suggests that strategies to increase reading will be MOST effective when they:

1. Capture attention
2. Feel relevant to that person
3. Prompt reflection on how reading fits into their life
4. Make them feel confident
5. Make reading feel achievable.

When a strategy made people think, “This is relevant to someone like me”, or “This is how I could fit reading into my life”, their intentions to find books and plan time to read increased. Strategies that did both were the most effective overall.





## Key considerations for strategy development

When trying to influence reading intentions, consider the following tactics:

- Start messaging with positive experiences or emotions.
- Ensure practical clarity and actionability. People want very clear advice on what to do next and practical tips.
- Lead with everyday relevance to strengthen authenticity and realism. People want real and relatable stories and characters.
- Use relatable social modelling with visible diversity of people and book types.
- Focus on low-effort options for readers. Participants responded best to strategies that felt simple, easy, and low-pressure.
- Make the desired behaviour explicit, simple and immediately doable.



## Baseline intentions mattered

People responded differently to the messages based on their baseline intentions.

If someone already intended to find books or read in the next three months, they were more likely to be influenced by the strategies.

People with low baseline intentions responded most to the strategy that encouraged them to purposefully find time in their day to read.

This means that we want to have different strategies for people with high vs low baseline intentions.

We also want to have strategies that gradually increase people's baseline intentions over time, through strategies that influence their Discovery and Planning intentions.



## Make it easy

People are far more likely to engage in behaviours that feel effortless. Strategies that reduce friction, such as curated recommendations aligned to personal interests, or simple tools that help readers intentionally integrate reading into daily routines, tended to be more effective.

However, perceptions of what is “easy” vary significantly across audience segments. For example, the level of effort required by an Avid Reader differs markedly from that needed by a Lapsed Reader to find a book that they want to read. Designing strategies that are sensitive to these differing thresholds for effort is critical to ensuring accessibility and impact across the audience segments.



## Different strategies work best for different parts of the reading journey

### Discovery intentions (finding and getting books)

Discovery intentions were most strongly influenced by Strategy 2 (Book recommendations can come from anywhere).

Future strategies to increase Discovery intentions should focus on encouraging people to see that finding their next book does not have to be difficult or time consuming; highlighting simple ways to discover new reads; making the idea of exploring books feel easy and inviting; or providing clear and practical suggestions on how to find books that they are likely to enjoy.

### Planning intentions (starting and continuing to read)

Strategies 6 (Setting intentions) and 7 (Rediscover the comfort of reading) were most effective for helping people plan to read.

Future strategies to increase Planning intentions should focus on how to intentionally incorporate reading into your life in a way that works for you. This may be around setting aside time or redirecting time to reading by emphasising the comfort that it can bring.

# Considerations for future messaging

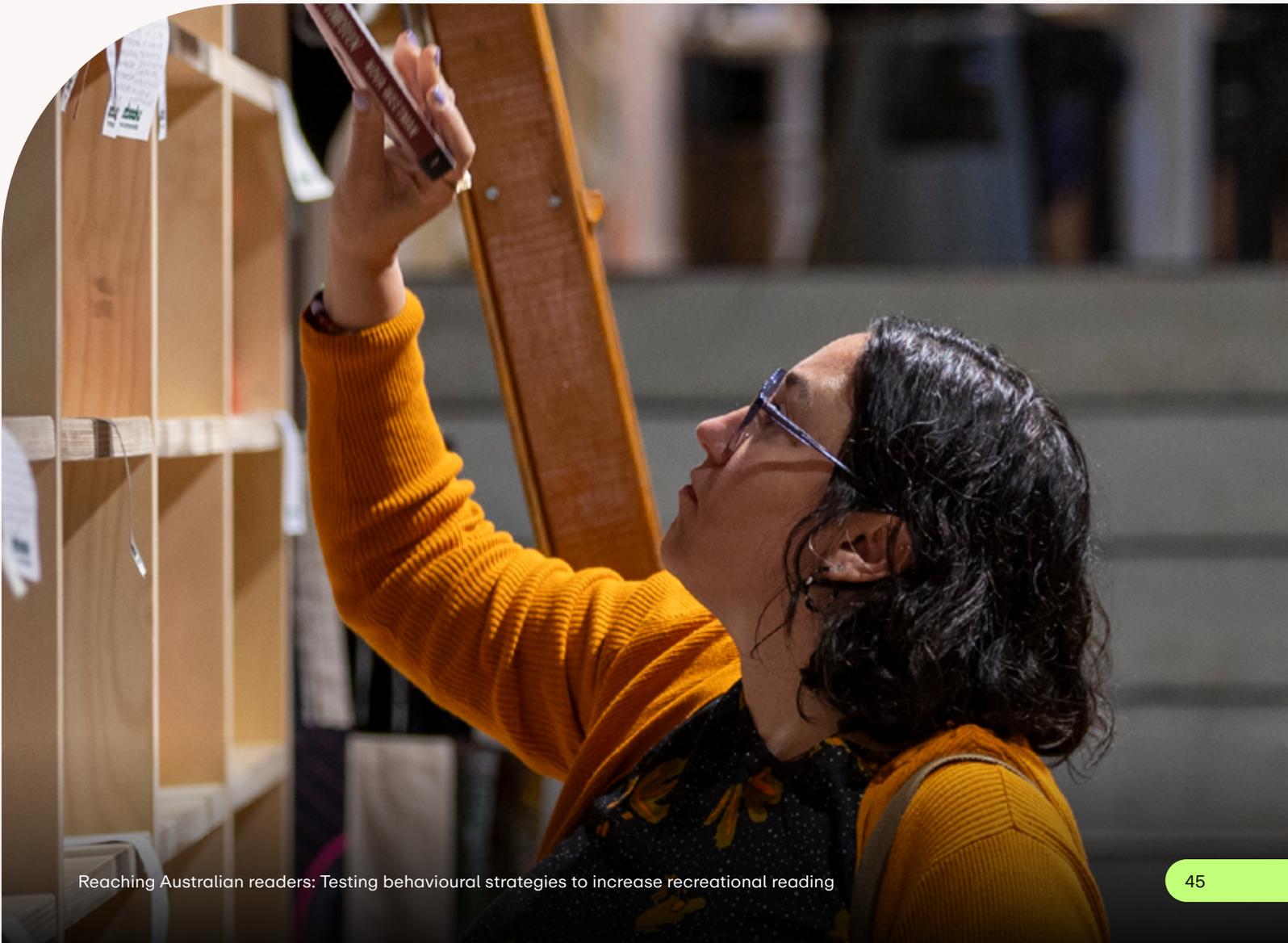
In this section, we draw together all the information from this project and summarise key considerations for each of the eight strategies if they were to be used in some form going forward.

Overall, consider the following tactics:

- Start messaging with positive experiences or emotions.
- Ensure practical clarity and actionability.  
People want very clear advice on what to do next and practical tips.
- Lead with everyday relevance to strengthen authenticity and realism. People want real and relatable stories and characters.
- Use relatable social modelling with visible diversity of people and book types.
- Focus on low-effort options for readers. Participants responded best to strategies that felt simple, easy, and low-pressure.
- Make the desired behaviour explicit, simple and immediately doable.

There are also a few takeaways about how to target some of the strategies more towards the audience segments.

Image credit: Joseph Mayers



### Lapsed Readers

- Use storytelling that reconnects them emotionally with past reading enjoyment.
- Provide clear, structured re-entry pathways (short reads, audiobooks, guided recommendations).
- Keep messaging warm, non-judgemental and achievable.

### Aspirational Readers

- Emphasise confidence-building tips (e.g., 'this counts').
- Provide curated lists and low-effort discovery tools.
- Remove ambiguity around next steps.

### Ambivalent Readers

- Showcase clear, simple ways to get low-cost or free books (e.g., libraries, swaps, vouchers).
- Use relatable modelling from peers, not idealised characters.
- Show diverse reading formats and easy step-by-step ways to engage.

### Engaged Readers

- Focus on strategies that streamline choice and reduce overwhelm (e.g., recommendations, staff picks, alerts).
- Avoid over-simplifying by recognising that Engaged Readers are skilled and competent at finding books
- Use relatable modelling from peers who reflect their lifestyle.

### Avid Readers

- Avoid over-explaining basics.
- Frame strategies as inspiration rather than instruction.

## Strategy 1



## Finding books can be quick and easy

**Clarify next steps.** Participants liked the practical tips (e.g., library apps, curated lists) but wanted clearer guidance on what happens after finding a book; how to access, borrow, or purchase it. The guidance needs to be very clear and practical.

**Avoid over-targeting current readers.** In its current form, this strategy may resonate more with people who already want to read. Future versions should target people who are currently reading less frequently or not reading and who may lack confidence in finding books.

## Strategy 2



## Book recommendations can come from anywhere

**Show practical, realistic examples of where to get recommendations.** People liked the idea of human connection but wanted clearer, more believable examples (e.g., Men's Shed, community groups, real retail settings).

**Broaden relatability.** Some interpreted the message as targeting older men so using multiple characters could appeal to a wider audience.

**Reduce unrealistic emotions.** Some people found the initial sadness unrealistic, this should be toned down and the tone should feel more grounded and realistic.

## Strategy 3



## Book voucher

**Explain how the voucher works.** People wanted very clear information about the distribution, value, restrictions, eligible retailers, expiry, available formats (e.g., print, e-books, audiobooks) and redemption channels (e.g., online or in-store).

**Avoid perceptions of a 'catch'.** Some feared hidden obligations such as subscriptions. Communications should emphasise that the vouchers have no-strings-attached.

**Update visuals for clarity and accuracy.** The image suggested that the voucher is for multiple books and participants thought it should reflect reality (e.g., one free book).

**Increase accessibility.** Participants requested online redemption and coverage for e-books to reach people in regional areas or with mobility barriers.

**Ensure that the voucher is supported by other behavioural strategies.**

Voucher schemes can be great enablers. However, they work best when supported by other strategies to target other barriers to the behaviour. This could include communications that target Motivation and Capability, environmental restructuring that addresses accessibility and opportunity for engagement, and goal setting to encourage the formation of reading intentions.

#### Strategy 4



### There is a book for all moods

**Adopt a positive opening.** Participants disliked exaggerated negative emotions and suggested starting with the moment of discovery instead.

**Clarify the narrative around “trying something new”.** Participants were confused about the difference between graphic novels and magazines. Future versions should show more diverse examples and explain genre-switching clearly.

#### Strategy 5



### There are ways to find time for books

**Avoid showing audiobooks while driving.** Some participants had a strong reaction to showing someone listening to audiobooks in the car, feeling that it could be a safety issue. Future versions should show listening while commuting on public transport, exercising, cooking, gardening, or cleaning.

**Use multiple scenarios.** Framing that focuses on car commuting excludes many people. Including multiple life contexts would increase relatability.

**Reinforce how audiobooks “count”.** Some participants misinterpreted audiobooks as podcasts or e-books. Clearer explanation of formats could help improve Capability outcomes.

#### Strategy 6



### Set intentions to read

**Make the planning tools feel realistic.** Participants suggested using calendar / scheduling visuals rather than post-it notes to better reflect actual planning behaviours.

**Enhance the immersive quality.** Some wanted to see the character transported into the world of the book, reinforcing emotional payoff.

**Speak more directly to people with low baseline intentions.** Although effective, the strategy was perceived as aimed at existing readers. A variant could target people who have lower baseline intentions and show how they can develop the intention.

Strategy 7



**Rediscovering the comfort of reading**

**Reduce specificity of bedtime-only framing.** Some said bedtime is not when they can or want to read. Future messaging about finding time to read should expand to different moments of comfort across the day.

**Clarify the intent regarding phone use.** Participants were unsure whether the message was “stop looking at your phone” or “read instead”. This should be made explicit.

**Increase relevance across age groups and formats.** Some perceived this strategy as targeting older adults, while others suggested integrating e-books or audiobooks to modernise the scenario.

**Strengthen immersion.** Participants suggested showing reading as more absorbing – potentially drawing people away from TV or other media.

Strategy 8



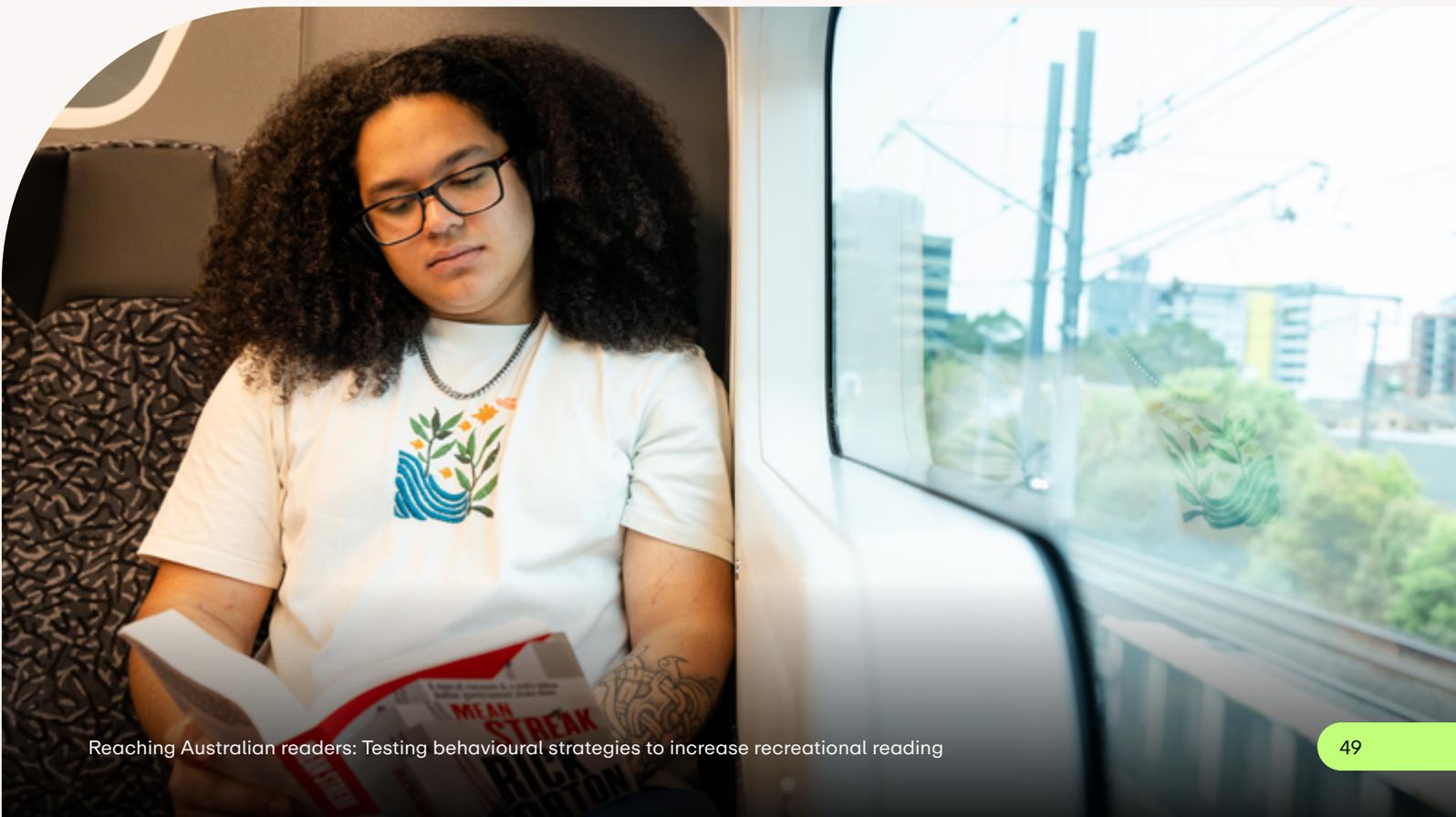
**Read your way**

**Start with a more positive set-up.** Participants disliked the negative tone at the beginning and preferred the idea of starting with the moment of discovery or enjoyment.

**Show a wider range of formats and genres.** One person suggested showing multiple people reading different things (e.g., audiobooks, YA, graphic novels) to make the “read your way” message more literal.

**Strengthen behavioural specificity.** Participants felt the message was somewhat generic (“reading is good”) and wanted clearer guidance on what to do next.

Image credit: Maja Baska



## We mostly tested persuasive messages — what about other techniques?

Several behaviour change techniques underpinned the strategies tested in this study, including persuasion, education, modelling, and enablement. It is important to note that in this research these techniques were delivered exclusively through persuasive messages, primarily videos and static images, which represents only one possible mode of implementation.

Beyond persuasive messaging, a wide range of delivery mechanisms can strengthen both Capability and Message Impact by making reading feel easier, more relevant, and more personally meaningful. These techniques are outlined below, however, they are **not one-size-fits-all**. Their effectiveness depends on how thoughtfully they are targeted, adapted and tested for the specific audience segment. What feels relevant, motivating, or “relatable” will differ substantially between Avid, Engaged, Ambivalent, Aspirational, and Lapsed Readers, and blanket application risks undermining their potential impact.



**Enablement:** Practical support such as intuitive discovery tools, curated lists, personalised recommendations, or low-cost access pathways could reduce barriers but only when aligned with the needs and preferences of the intended audience segment.



**Training and education:** Short videos or demonstrations could build confidence in choosing books, navigating library apps, or accessing formats like audiobooks and e-readers. The content, tone, and complexity should be tailored to the user’s existing skills and comfort level.



**Social modelling:** Showcasing relatable people engaging with reading could be powerful, but relatability is highly audience-specific. Different groups look to different models for inspiration and will find different norms and references influential.



**Environmental restructuring:** Approaches such as placing books in everyday spaces or creating small reading-friendly zones could increase passive exposure and prompt reflection without requiring active effort, but their design and placement should reflect where different segments naturally spend their time.



**Incentivisation:** Tools like book vouchers or trial offers could draw attention and reinforce value, but incentives must resonate with the motivations of the intended audience to be effective.

When implemented with careful planning and consideration of the target audience, along with iterative testing, these techniques and delivery mechanisms have potential to create change. Their impact relies not simply on using them, but on adapting them deliberately to meet the needs of each target audience segment.

# Additional qualitative insights

After viewing each strategy, survey participants were asked “*In a few words, what was this message (or video) trying to say or get you to think about*”. Focus group participants were asked a range of questions (see Appendix 6) designed to obtain their reflections about each strategy. Overarching themes from the focus group are presented below, followed by insights on each strategy obtained from both activities.

## Overarching reflections from the focus group

### How to encourage people to read

Participants across all segments thought that providing free book vouchers would encourage people to read. Engaged Readers suggested highlighting the joy of reading and providing tailored recommendations, while Ambivalent, Aspirational and Lapsed Readers centred on the idea of creating communities around books and making reading more social (including sharing recommendations). It was also suggested that communities could be created through an app, potentially involving gamification. One Ambivalent Reader also suggested encouraging people to start with shorter books with light subject matter and an Aspirational Reader highlighted an opportunity to promote books that are linked to movie and television adaptations in order to appeal to broader audiences.

### Increase the authenticity

Overall, participants felt that the emotions in the strategies were overexaggerated and lacked authenticity. For example, they noted that feeling depressed after finishing a good book or as a result of boredom with usual genres did not seem representative of everyday experiences. They also felt that the use of colour in the second strategy did not accurately reflect the impact that books have on peoples’ lives. Participants preferred strategies that began more positively, which should be taken into account in the development of future messaging.

### Focus on practical tips

People especially liked the strategies focused on providing practical tips, including how to find books they might like and how to find windows of time for reading throughout the day. However, they felt that some of the strategies couldn’t stand alone and wanted more information about how to take the next steps. This also extended to wanting further information about the practicalities of using the book voucher.

### **Include a broader range of ages and genders in future messaging**

While some participants interpreted the strategies generally, others were really focused on the age of the character and thought that the strategies were only targeting the type of person that was presented. This suggests that any future strategies may need to include multiple people representing a range of ages and genders, rather than just focusing on one character, in order to ensure relatability to a broader audience.

### **Suggestions for increasing intentions to read**

Participants felt that encouraging people to “have a go” and start with shorter books with light subject matter may help to increase intentions to find and read books, and that offering free subscriptions or other free options should also help. They suggested that leveraging BookTok and book clubs could increase intentions to find and read books because the community aspect is encouraging and trusted recommendations can be helpful. The importance of improving accessibility for people with impairments was also mentioned.

### **There is further scope to target people who aren't interested in reading**

Participants reflected that many of the strategies were targeting people who were already interested in reading and highlighted that there was further scope to highlight the benefits of reading to people who aren't currently interested. However, it is important to note that this broadly aligns with the audiences that the strategies were designed to target.

### **Suggestions for increasing Capability to read**

Participants felt that seeing book displays in shopping centres and receiving a free book voucher would increase their Capability to read. One participant thought that adding a gamification element (e.g., reaching certain milestones to receive a voucher) could also help. Participants also thought that identifying pockets of time when they could read and setting implementation intentions increased their Capability to read.

# Insights broken down by strategy

## Strategy 1



## Finding books can be quick and easy

### What did survey participants think this strategy was about?

Most participants who viewed this video thought that it was promoting different ways to find books that they may be interested in reading. While some just reported that it was about finding books without specifying how they might be able to do so, many specifically mentioned the use of library apps, digital libraries, online platforms, curated lists and newsletters. Some participants interpreted the video as a prompt to read more often or as highlighting the benefits of reading, while others saw it as offering solutions to common barriers including difficulty choosing what to read.

*“There are so many easy and accessible resources available that make it easy to find and read books”.*

*“To get book recommendations, do things like look through curated lists or download a library app. That way, you can get books that are based on genres you like to read”.*

### Reflections and suggestions for improvement from the focus group

Participants had largely positive reactions to this strategy. They liked the convenience of being able to browse for books from home and that it provided practical suggestions to find books, however many thought it should provide more clarity on what happens after they choose a book using the suggestions provided (i.e., purchasing or borrowing a physical book or an e-book or signing up for a subscription service). One Engaged Reader expressed concern about the pre-filtering of book choices, highlighting the joy of discovering books organically, while others, including Ambivalent Readers, liked the idea of tailored selections. Participants thought that it was targeted at people who are already interested in reading and didn't focus on why reading more would be good for people who aren't currently interested.

*“I do enjoy getting pitched books based on recommendations. I think having something tailored to you is quite convenient because I don't want to spend too much time finding it”.*

*“The suggestions were really good and really practical. But I just thought that the audience that they were trying to market the message through to are quite targeted”.*

*“It's just the uncertainty of how to go about the specific options”.*

## Strategy 2

## Book recommendations can come from anywhere



### What did survey participants think this strategy was about?

Most participants thought that the key message presented in this strategy was that recommendations can be easily found everywhere and from anyone and that all you have to do is ask. Many participants also thought it was promoting the benefits of reading, including bringing colour back into your life. Some participants also thought that it was simply about encouraging people to read more.

*“If you’re not sure what to read next, ask somebody. There are plenty of ways to get a recommendation”.*

*“Reading brings colour into your world, so if you don’t know what to read, then ask someone, and soon you will have a colourful world again”.*

### Reflections and suggestions for improvement from the focus group

Participants had largely neutral reactions to this strategy. They thought the emotions expressed at the beginning and the use of colour throughout were exaggerated. In particular, the negative emotions weren’t seen as reflecting the experience of finishing a good book, however some did resonate with the challenge of finding the next book to read. Participants liked the human connection element that was emphasised in the strategy, but weren’t clear on where the character was going to look for recommendations or who he was asking and felt that it needed to be more realistic and targeted. Although some participants thought that it targeted older, retired men, most focused on the general strategy.

*“That’s probably counterproductive to reading because you’re kind of telling people, ‘you finish reading a book, you’re going to feel sad because you don’t know what to read next’”.*

*“Maybe it would have worked better if he went to a men’s shed and in the corner of the men’s shed, there’s a book cabinet... So that’d be more realistic and more practical”.*

*“Here I am in a senior situation living a grey, dreary life and suddenly it’s going to become full of rainbow colour – bright things... it’s just channelling an old trope... that didn’t work well with me”.*

## Strategy 3

## Book voucher



### What did survey participants think this strategy was about?

Most participants thought that this strategy was telling them that they could get a voucher to redeem for a free book at a bookstore, and many reported that this would encourage reading by helping to overcome any financial barriers.

*“It was saying that with this voucher, you can purchase a book, regardless of the price, in the effort to encourage you to read more.”*

*“It was a way of getting a book for free if you can’t afford it. Although I’m not sure how you get the voucher to start with.”*

However, there was also a bit of misunderstanding in relation to this strategy as a small number of participants thought it was encouraging them to buy book vouchers, including as gifts for friends. A few questioned how they would get the voucher and where they could spend it (especially if they didn’t live near a bookstore). The value of the voucher was also unclear, as some thought it would enable them to borrow books from the library, others thought that it would provide a discount on books, and some thought that they would get one, two or even “lots” of books for free. A small number of participants also thought that it was more generally about encouraging reading or the benefits of doing so.

### Reflections and suggestions for improvement from the focus group

Participants had largely positive reactions to the concept of a government-funded book voucher and felt that it would encourage people to read more. However, they wanted more information about the practicalities of using the voucher, including how these vouchers would be disseminated, how many books they would cover and which formats, as well as eligible retailers and expiry details. Participants also suggested that people may be more likely to use the voucher if it also covered e-books or could be redeemed online. They emphasised that there shouldn’t be any restrictions on the types of books people could purchase with the voucher and that it shouldn’t require people to sign up or subscribe to an ongoing service. Most participants thought that the voucher was targeted towards anyone, although a couple thought it was targeting students due to the image of a young person carrying a stack of books. They thought the image itself could be improved to better reflect how many books the voucher can be redeemed for.

*“What puts people off these offers is that there’s a catch... and the catch is you get the book for free, but you’ve also got to join or take some other form of subscription.”*

*“I like the concept of the book voucher, just disliked the visual... It didn’t inspire me... She’s holding a whole stack of books, but the voucher is for one book.”*

## Strategy 4

## There is a book for all moods



### What did survey participants think this strategy was about?

Most participants thought that the key message in this strategy was that there is a book for all moods, and if people are not enjoying what they're currently reading or have enjoyed in the past, they should try something new and read whatever suits them.

*"There is a book for every mood / situation and that it's okay to try a different format / genre of book to mix it up".*

*"The right book is the one you feel like reading. You don't have to stick to the same old ones you've always read before, try something new".*

Some participants also thought that it was specifically about promoting graphic novels or more generally encouraging reading and highlighting the benefits, including relaxation, enjoyment and mood improvement.

### Reflections and suggestions for improvement from the focus group

Participants had largely neutral reactions to this strategy and felt that it was flat and therefore, not memorable. They felt that the negative expressions as a result of boredom were too exaggerated and that it could have benefited from a more positive tone. To achieve this, an Aspirational Reader suggested that the strategy could have started with the friend recommending a book. One Engaged Reader thought it was also missing the excitement of learning new things. There was also a bit of confusion among participants between graphic novels and magazines. Participants thought that it was targeting people who are already reading and not in the mood for particular books, but it was also suggested that it could be targeting people who have lost engagement in the process of reading.

*"The emotions were exaggerated but there is still a positive message that we have different options depending on our moods".*

*"They're focusing on people who are already reading. They're not in the mood for that book anymore, but they are interested in books in general".*

*"The starting point doesn't quite convey the excitement and interest of being exposed to different types of content and material... I just thought the starting point would have been better at the point where his friend recommended the book".*

## Strategy 5



## There are ways to find time for books

### What did survey participants think this strategy was about?

Most participants who viewed this strategy thought that it was about promoting the use of audiobooks – especially when commuting – while others thought it was more generally about the fact that there is always time for books, with some pointing to the fact that different formats can help with this.

*“Being busy is not an excuse for refraining from reading. The video is encouraging us to find time in our day to read or to consume books in more novel formats, like audiobooks”*

*“Print books are not the only reading format available and there are options convenient for many situations”*

A small number of participants thought that the strategy was more generally about encouraging reading and the benefits associated with it, including reducing boredom, relieving stress and contributing to happiness. A small number of participants mentioned e-books and podcasts instead of audiobooks, suggesting a lack of knowledge about the differences. A few participants were also concerned about the character using his phone while driving.

### Reflections and suggestions for improvement from the focus group

Participants were positive about the idea of making the most of your time by listening to audiobooks, but not while driving, as listening to books requires greater concentration than listening to the radio and could be perceived as dangerous. Most suggested that the strategy should instead focus on listening while commuting via public transport or while exercising, gardening or cooking. Despite this, participants thought that the strategy was very clear and that it was targeted at people who don't typically read. It seemed to resonate most with Ambivalent Readers.

*“It's an opportunity to make the most of your time”*

*“I know that I have tried to listen to an [audiobook] while I'm driving but I find myself, because I'm concentrating on the road, then I go, 'oh, what did they say?'”*

## Strategy 6



## Set intentions to read

### What did survey participants think this strategy was about?

Most participants thought that the key message in this strategy was that there is always time to read and that you just need to find small windows of time in your day.

*“Regardless of how busy things get, you can always find little windows of time to read”.*

Only a small number of participants mentioned the need to actually plan or set goals to read. Some participants also thought that it was more generally about encouraging reading and promoting the benefits of reading, including that it can be relaxing, empowering and fun.

### Reflections and suggestions for improvement from the focus group

Of all the strategies, participants had the most positive response to this one and felt that it was very clear and relatable. They thought that it could encourage people to use their time more intentionally and find time for reading, even when life is busy. It also prompted some participants to think about the benefits that could be gained by taking breaks throughout the day to read. Participants liked that it had a positive, encouraging tone and thought that it was targeting people who already enjoy reading and want to read, but are time poor.

Suggestions for improvement included showing reading blocks on a calendar instead of post-it notes and also making it feel more immersive (e.g., by transporting the character elsewhere while she is reading).

*“It basically resonates [with] the fundamental issue that most people have. They just do not have time for all the good things they want to do in life, including reading. So, it was a good, positive start. And it gave you hope that you could find time”.*

*“You might be having not the best day, but then you might, if you allocate yourself these periods during the day for however long to switch off and immerse yourself in something... your mindset might change as well once you’ve read and had this period away from reality”.*

*“Sometimes I do find myself having a half an hour break at work and going, ‘oh well, you could have read, but you’re scrolling through Facebook”.*

## Strategy 7

## Rediscovering the comfort of reading



### What did survey participants think this strategy was about?

Most participants reported that the key message in this strategy was that reading is comforting and can help you to relax and unwind before bed.

*“Reading a book before bedtime removes the noise and thoughts of the day and gives comfort and joy instead”.*

Some participants also thought it was about reducing phone use and reading instead, while others thought that it was simply encouraging reading before bed or reading at unspecified times, but didn't highlight any particular reason for doing so.

*“Rather than using your phone before bedtime or in your spare time, consider reading a book to relax”.*

Others emphasised that bedtime reading, and also reading in general, is not just for children. The benefits of reading were also noted by some participants.

*“Books are the perfect way to relax and escape from the noise of the outside world. Reading is for all ages”.*

### Reflections and suggestions for improvement from the focus group

Participants felt fairly neutral about this strategy. They thought it felt quite specific as it was only focused on reading before bedtime, which did not appeal to all participants, either due to conflicting routines or because they didn't consider it to be a wind-down activity. There was some confusion about what the character was doing on his phone and some participants thought that the strategy may have been encouraging people to switch from reading on their phone to reading a physical book. Some participants thought that it was only targeting older people and that to be relevant for younger people, it may need to include e-books. One participant suggested that promoting audiobooks before bed could better recreate the idea of a bedtime story for adults and another suggested that making reading look immersive may also encourage people to switch from television to books.

*“I got the message that it was more phones down, pick up a paperback”.*

*“My mind goes back to when we were all kids and we know we'd love to have the book read to us. So instead of looking at our phone, maybe the mode of consumption can be emphasised. Instead of you physically reading it and then nodding off, having a voice speak the book to you is much more calming”.*

## Strategy 8

## Read your way



### What did survey participants think this strategy was about?

Most participants thought that this strategy was trying to convey the importance of reading whatever you enjoy in a way that suits you, rather than reading what you think you “should” read.

*“Reading doesn’t have to feel like a chore. It can and should be an enjoyable activity”.*

*“Reading is personal, don’t worry about what someone else is doing or reading – read what you want”.*

Others thought that the message was more general, encouraging viewers to “get books back into your life” and start to read more. Some participants highlighted the benefits of reading, including fun and enjoyment, improved wellbeing and increased knowledge. A few participants thought that seeing others read might make viewers want to read too.

### Reflections and suggestions for improvement from the focus group

Participants felt fairly neutral about this strategy and, similar to previous strategies, didn’t like that it started negatively. While one participant expressed that having different motivations to read was a good strategy, others thought that the strategy wasn’t clear, including uncertainty about what the longer and shorter books were representing. One participant thought that, instead of reading the types of books that you’re interested in, it could be about people reading the same book, but just in different formats (i.e., if reading *War and Peace* doesn’t interest you, you could still listen to the abridged version). Other participants thought that the strategy was more general than intended and was focused on the benefits of reading. One participant felt that it was targeting people who are not currently reading due to a lack of time but are trying to get back into reading, while others thought that it was targeting commuters. It was suggested that more examples of people reading different types of books that interest them would be required to change behaviour and make the strategy more realistic.

*“I felt it touched on the important point of not just reading just to say you’ve got through a large book”.*

*“I just don’t think seeing one person read a book on a train is going to change behaviours or habits”.*

# Appendices



Image credit:  
Maja Baska

# **Appendix 1: Full list of potential strategy options**

Table 4:

## Full list of potential strategy options

#	Target behaviour <i>The stage of the reading journey</i>	Barrier	Target segment	Strategy	Example Tactics <i>High-level examples of what the broad strategy may look like in practice when used as part of a design brief</i>
1	Finding books	Finding books is not a priority	Engaged, Ambivalent, Aspirational	<b>Persuasion:</b> Reframe browsing as an enjoyable and worthwhile activity in its own right and emphasise the rewarding outcomes of finding a great book.	<p>“Every shelf, scroll or search is a chance to discover something unexpected”.</p> <p>“Browsing is the beginning of something great”.</p> <p>“Let your curiosity lead the way”.</p> <p>“You don’t need a plan – just a little time and curiosity”.</p>
2	Finding books	Finding books is not a priority	Aspirational, Lapsed	<b>Education:</b> Let people know that browsing doesn’t have to be time-intensive and can be streamlined with the right tools.	<p>Create short, engaging content:</p> <ul style="list-style-type: none"> <li>• 3-minute browsing hacks.</li> <li>• How to use your library app to find books you love.</li> <li>• Set it and forget it: Book alerts that work while you sleep.</li> <li>• How to use filters on Goodreads, Libby or local library apps.</li> <li>• How to follow curated lists or newsletters.</li> <li>• How to set up book alerts or wish lists.</li> </ul> <p>“Got 2 minutes? Discover your next read with this week’s top picks”.</p> <p>Book event or workshop designed to help people learn about books and how to find them.</p>
3	Finding books	Capability beliefs / Not a priority	Engaged, Ambivalent, Aspirational	<b>Incentives:</b> The process of browsing or finding books needs to be reframed as something worthwhile doing. This could be done through gamification techniques, persuasive messaging or rewards.	<p>Create digital or physical “wheel of genres” or “book roulette” that randomly suggests books or categories, encourages spontaneous discovery and removes pressure to make the “perfect” choice.</p> <p>Celebrate small wins with digital badges:</p> <ul style="list-style-type: none"> <li>• Explorer: Tried a new genre.</li> <li>• Cover curator: Picked a book based on its cover.</li> <li>• Wildcard: Choose a book at random.</li> </ul> <p>Introduce low-pressure challenges that reward exploration:</p> <ul style="list-style-type: none"> <li>• Browse for 10 minutes and pick a book that you like based on its cover.</li> <li>• Find a book with a title that makes you smile.</li> <li>• Choose a random shelf and read the first paragraph of three books.</li> </ul> <p>Cultural book voucher scheme – government providing vouchers to the value of standard RRP to encourage people to go into a bookstore and choose a book to buy.</p>

#	Target behaviour <i>The stage of the reading journey</i>	Barrier	Target segment	Strategy	Example Tactics <i>High-level examples of what the broad strategy may look like in practice when used as part of a design brief</i>
4	<b>Finding books</b>	Capability beliefs / Competing priorities	Engaged, Ambivalent, Aspirational, Lapsed	<b>Environmental restructuring:</b> Develop a more efficient way to connect readers with the types of books they will most enjoy, potentially leveraging AI technology. Use notifications or email alerts about new releases in their preferred genres or reminders when new books are available for browsing. This may help them stay up-to-date without feeling overwhelmed by the need to search for new titles.	Weekly or monthly alerts with: <ul style="list-style-type: none"> <li>• New releases in favourite genres.</li> <li>• Hidden gems or staff picks.</li> <li>• “If you liked X, try Y” suggestions.</li> <li>• Include one-click previews or audio samples to reduce decision fatigue.</li> </ul> <p>Use machine learning to analyse past reads, genre preferences and mood-based inputs. Deliver personalised suggestions via email digests, app notifications or smart home devices (e.g., your next cosy mystery is ready).</p> <p>Place curated selections of interest-aligned books in retail environments (e.g., books related to hiking in hiking stores).</p>
5	<b>Finding books</b>	Difficulty finding books	Ambivalent, Aspirational	<b>Education:</b> Encourage engagement with social media or other book-related content to enhance knowledge of available books and understand their evolving preferences.	“Somewhere out there is a book that proves you’re a reader. Want to find it?”  Curated list of BookTok creators, Bookstagram accounts, YouTube channels or podcasts and newsletters (e.g., categorised by genre or vibe).  Challenge: Encourage users to follow 3 new book-related accounts and save or screenshot 5 books that catch their eye.  App feature that helps users track books they’ve seen recommended, what appealed to them (e.g., cover, theme, tone) and what they want to try next to help readers identify patterns over time.  Book event or workshop designed to help people learn about books and how to find them.
6	<b>Finding books</b>  <b>Choosing books</b>	Difficulty finding books / Unsure what they like (for Ambivalent)	Engaged, Ambivalent, Aspirational	<b>Enablement:</b> Promote book subscriptions and recommendation services, bookshop and library curation services, and asking librarians or booksellers for quick, personalised recommendations. Encourage books as gifts.	“Do you have a birthday coming up? Put a book on your wish list”.  Offer free trials or starter packs to book subscription boxes – “Let great books come to you – no searching required”.  Promote library and bookstore staff picks, curated displays and genre-specific newsletters.  “You don’t have to know what you want - just ask”. E.g., “I liked xx – What should I read next?”  “Every book you try teaches you something about what you like”.  “It’s ok not to know what you like – the right book is out there”.  Book prescriptions (from curated selections) by doctors (e.g., similar to the Reading Well program in the UK).  Place curated selections of interest-aligned books in retail environments (e.g., books related to hiking in hiking stores).

#	Target behaviour <i>The stage of the reading journey</i>	Barrier	Target segment	Strategy	Example Tactics <i>High-level examples of what the broad strategy may look like in practice when used as part of a design brief</i>
7	<p><b>Finding books</b></p> <p><b>Choosing books</b></p>	Difficulty finding books	Ambivalent, Aspirational	<p><b>Modelling / Training:</b> Create tutorial videos or live demonstrations by relatable role models showing how to select and enjoy books. Introduce reviews from people with similar tastes to build trust and show them how to improve their book selection. Show that spending a little bit of time to find books can lead to greater reading enjoyment.</p>	<p>“How I find books I love” series:</p> <ul style="list-style-type: none"> <li>• How to browse a bookstore or library shelf.</li> <li>• How to use online tools (e.g., Goodreads, StoryGraph or library apps).</li> <li>• How to sample a book.</li> </ul> <p>“Look for books with blurbs from authors you like”.</p> <p>“Try the rule of three – read the first three pages and see how you feel”.</p> <p>Normalise trial and error in book selection:</p> <ul style="list-style-type: none"> <li>• “I used to feel overwhelmed in bookstores. Now I just head to the staff picks and read the first paragraph”.</li> <li>• “You don’t need to be an expert to find books you love”.</li> <li>• “It’s ok to try a few before you find the right one”.</li> </ul> <p>Create genre sampler guides.</p>
8	<p><b>Getting books</b></p>	Cost of books	Ambivalent	<p><b>Enablement:</b> Link Ambivalent Readers with lower cost options and special offers. Encourage book swaps.</p>	<p>Promote libraries, e-book platforms and physical book swap points (e.g., in shopping centres, workplaces or little free libraries) – “Reading doesn’t have to cost you anything”.</p> <p>Cultural book voucher scheme – government providing vouchers to the value of standard RRP to encourage people to go into a bookstore and choose a book to buy.</p> <p>Community-driven book gifting / sharing model (e.g., similar to ‘lo leggo perché’ in Italy) – community organisations curate a list of desired books and when people are buying books for themselves, they can also buy a book from the list to donate.</p>
9	<p><b>Getting books</b></p>	Not a priority / preferring recommendations	Ambivalent	<p><b>Enablement:</b> Removes barriers to access and decision-making for Ambivalent Readers.</p>	<p>Target Avid Readers with a “Get a book, give a book” campaign to pass on books they think their Ambivalent friends would like.</p> <p>Book prescriptions (from curated selections) by doctors (e.g., similar to the Reading Well program in the UK).</p> <p>Put books in non-reading spaces (e.g., pubs).</p> <p>Put book vending machines in public places.</p> <p>Place curated selections of interest-aligned books in retail environments (e.g., books related to hiking in hiking stores).</p> <p>Community-driven book gifting / sharing model (e.g., similar to ‘lo leggo perché’ in Italy) – community organisations curate a list of desired books and when people are buying books for themselves, they can also buy a book from the list to donate.</p>

#	Target behaviour <i>The stage of the reading journey</i>	Barrier	Target segment	Strategy	Example Tactics <i>High-level examples of what the broad strategy may look like in practice when used as part of a design brief</i>
10	Starting to read	Not being in the mood	Engaged, Ambivalent, Aspirational	<b>Education / Persuasion:</b> Use messaging that reinforces that any mood is a reading mood – there’s a book for every feeling. Or emphasise that reading is not another chore, but a restorative activity that helps people unwind and boost their mood.	<p>“No matter how you feel, there’s a story waiting to meet you there”.</p> <p>“Even a few pages can brighten your day”.</p> <p>Leverage social norms: “Not feeling great? 9 out of 10 people feel better after reading”.</p> <p>“When you don’t feel like doing anything, reading asks almost nothing and gives so much”.</p>
11	Starting to read	Not being in the mood	Engaged, Ambivalent, Aspirational	<b>Education / Persuasion:</b> Highlight the benefits of ‘easy reads’ and focus on how people should feel good about what they read, not guilty about what they don’t.	<p>“Reading is for joy, not judgement”.</p> <p>“Reading doesn’t have to be hard to be meaningful”.</p> <p>“Your favourite book is the right book”.</p> <p>“The right book to read is the one you feel like reading”.</p> <p>“You deserve stories that make you feel good”.</p>
12	Starting to read	Not being in the mood	Engaged, Ambivalent, Aspirational	<b>Environmental restructuring:</b> Help them create conducive reading environments and routines that align with times when they are less tired or distracted.	<p>“What kind of reading space do you need?”</p> <ul style="list-style-type: none"> <li>• Calm and cosy: Soft lighting, blankets, warm drinks, quiet background music.</li> <li>• Bright and energising: Natural light, upright seating, vibrant decor.</li> <li>• Minimalist and focused: Clutter-free, noise-cancelling headphones, neutral tones.</li> </ul> <p>“Your environment shapes your experience - make it work for you”.</p> <p>“Small changes in your space can lead to big changes in your mood”.</p> <p>“Reading doesn’t need perfect conditions, just a little intention”.</p>
13	Starting to read  (and overall)	Low Motivation to read	Engaged, Ambivalent, Aspirational	<b>Education / Persuasion:</b> Emphasise the benefits of reading (e.g., gaining knowledge or personal growth) through compelling stories or case studies.	<p>“What could reading do for you?”</p> <p>“Read to grow”.</p> <p>“Reading helps you understand the world, and yourself”.</p> <p>“You’re not alone – many people have found hope, healing or success through reading”.</p> <p>Story series: Readers who changed (e.g., overcoming hardship, discovered a new passion or career, found emotional healing or connection through reading).</p> <p>“Reading opened doors, I didn’t know existed”.</p> <p>Short, engaging video clips or interviews with well-known authors, experts or influencers in mental health or education promoting the benefits of reading.</p> <p>Book prescriptions (from curated selections) by doctors (e.g., similar to the Reading Well program in the UK).</p>

#	Target behaviour <i>The stage of the reading journey</i>	Barrier	Target segment	Strategy	Example Tactics <i>High-level examples of what the broad strategy may look like in practice when used as part of a design brief</i>
14	Starting to read  (and overall)	Low Motivation to read	Ambivalent, Lapsed	<b>Modelling:</b> Show relatable public figures or peers who enjoy reading to show that reading is rewarding and accessible to everyone.	“Why I read” video series.
15	Starting to read  Continuing to read	Not being in the mood	Engaged, Ambivalent	<b>Enablement:</b> Encourage people to set small reading goals, that accommodate mood, to ease into reading without feeling overwhelmed. Try to establish a regularly scheduled reading time that works for their life.	Identify natural reading windows (e.g., while drinking a morning coffee or eating breakfast, during a lunch break, on the commute or winding down before bed).  “After dinner, I sit in my reading chair for 20 minutes”.  “I read in my nook every Sunday morning with coffee”.  “How are you feeling right now? Would you like a reading suggestion that matches your mood?”  “Choose a time when you usually feel calm or settled. Have backup reading slots for when your mood shifts”.  “If I feel tired, I’ll switch to an audiobook”.
16	Starting to read  Continuing to read	Capability beliefs	Aspirational, Lapsed	<b>Incentives:</b> Introduce rewards for completing reading tasks to reinforce positive behaviours.	Reading milestone tracker (including streaks): Users earn points or badges for reading for ten minutes, finishing a chapter, trying a new genre or format, reading for a few days in a row.  Physical rewards: Bookstore discounts, entry into a monthly book giveaway.  Use affirming language: <ul style="list-style-type: none"><li>• “You’re building your reading muscles”.</li><li>• “You’re making progress one page at a time”.</li><li>• “You’re becoming the reader you want to be”.</li></ul>
17	Starting to read  Continuing to read	Capability beliefs	Ambivalent, Aspirational, Lapsed	<b>Enablement:</b> Promoting shorter materials or audiobooks may also reduce the perceived effort. Also encourage engagement with accessible book formats to help overcome vision or other physical impairments.	Curated collection of short stories, novellas, essays and poetry and promote with messaging like: “Only have 10 minutes? That’s enough to finish a story”.  Recommend beginner-friendly audiobooks (e.g., those with engaging narrators, under 5 hours and available for free via libraries or apps).  Share information on e-readers with adjustable fonts and contrast, screen readers and text-to-speech tools and dyslexia-friendly fonts and layouts.

#	Target behaviour <i>The stage of the reading journey</i>	Barrier	Target segment	Strategy	Example Tactics <i>High-level examples of what the broad strategy may look like in practice when used as part of a design brief</i>
18	Starting to read	Managing distractions	Engaged, Aspirational, Lapsed	<b>Education / Training:</b> Share time management tips and strategies for minimising distractions, like using apps to block notifications, putting their phone on silent / in another room or scheduling focused reading breaks.	<p>Encourage the following:</p> <ul style="list-style-type: none"> <li>Put your phone in another room for 15 minutes (or in a “reading box” to store it).</li> <li>Use the Pomodoro technique: 25 minutes reading, 5 minutes break.</li> <li>Set a daily reading alarm for the same time, every day.</li> <li>Turn off notifications or use “Focus mode”.</li> <li>Create a “reading zone” with minimal noise and clutter.</li> <li>Have a focus ritual (including silencing your phone).</li> </ul> <p>Create short videos or infographics on how to schedule reading time, reduce digital distractions and embed a reading routine.</p> <p>“I started reading during my commute with my phone on airplane mode and it changed everything”.</p>
	Continuing to read				
19	Starting to read	Managing distractions	Engaged, Aspirational, Lapsed	<b>Enablement:</b> Provide access to resources or tools that can help enhance focus during reading sessions.	Encourage the use of apps like Forest, Focus Keeper or Freedom to manage distractions.
	Continuing to read				
20	Starting to read	Managing distractions	Engaged, Aspirational, Lapsed	<b>Environmental restructuring:</b> Encourage people to create a dedicated, distraction-free space in their homes to make reading easier and more accessible.	<p>Encourage the use of a designated space to signal that this is where you read. Keep books within reach and in sight. Reduce noise, clutter and digital interruptions. Use physical cues to shift into “reading mode”. Personalise the space and make it a place you want to spend time in.</p> <p>Provide a “reading space and digital distraction checklist”.</p> <p>Encourage the use environmental signals to trigger reading:</p> <ul style="list-style-type: none"> <li>Have a specific lamp or candle only used during reading.</li> <li>Make a reading playlist or listen to a soundscape.</li> <li>Use a “reading in progress” sign.</li> <li>Make a cup of tea and grab a snack.</li> </ul> <p>“You don’t need a whole room – just a corner that’s yours”.</p> <p>“Distraction is normal. A good space helps you to focus”.</p>
	Continuing to read				

#	Target behaviour <i>The stage of the reading journey</i>	Barrier	Target segment	Strategy	Example Tactics <i>High-level examples of what the broad strategy may look like in practice when used as part of a design brief</i>
21	<p>Starting to read</p> <p>Continuing to read</p>	Lack time	Aspirational, Lapsed and Engaged (for continuing to read)	<p><b>Enablement / Incentives / Persuasion / Social norms:</b> Promote audiobooks as a way to easily incorporate books into their life while they're doing other activities (and focus on messaging around increasing their Opportunity to consume books). Providing free trials may increase their engagement with these formats.</p>	<p>"I started listening on my commute – now I finish a book a week".</p> <p>"Turn chores into chapters".</p> <p>"Busy professionals like you are using audiobooks during their commute to reclaim their time".</p> <p>"Reading isn't just for quiet moments – it's for your whole life".</p> <p>Show how to pair audiobooks with daily tasks (e.g., commuting, walking, cooking, cleaning, exercising).</p> <p>Partner with platforms to offer free trials or promote borrowing through libraries and include a curated starter list: short, engaging, beginner-friendly titles.</p> <p>Scan QR codes to get a free audiobook in gyms, train stations or cafes.</p> <p>Provide a step-by-step guide to download an app, choose a book and set a listening goal.</p>
22	<p>Starting to read</p> <p>Continuing to read</p>	Lack time	Aspirational and Engaged (for continuing to read)	<p><b>Enablement:</b> Encourage them to set small goals and implementation intentions related to reading.</p>	<p>Identify natural reading windows (e.g., while drinking a morning coffee or eating breakfast, during a lunch break, on the commute or winding down before bed) and then make if-then plans:</p> <ul style="list-style-type: none"> <li>• "If I get on the train, then I'll open my book / audiobook".</li> <li>• "If I'm eating lunch, then I'll read my book".</li> </ul> <p>Encourage people to choose a time when they usually feel calm or settled and to have backup reading slots for when their mood shifts.</p>
23	<p>Starting to read</p> <p>Continuing to read</p> <p>(and overall)</p>	Lack time	Aspirational, Lapsed and Engaged (for continuing to read)	<p><b>Persuasion:</b> Use messaging that reminds of the pleasure and rewards that come with reading.</p>	<p>Remember the feeling series:</p> <ul style="list-style-type: none"> <li>• "I forgot how good it feels to get lost in a story".</li> <li>• "Reading is the only time I feel truly present".</li> <li>• "Reading is rest that feels like an adventure".</li> <li>• "Open a book, close the world".</li> </ul> <p>Show someone smiling while listening to an audiobook on a walk or a cosy scene with a book and a cup of tea: "Make time for the magic".</p>

#	Target behaviour <i>The stage of the reading journey</i>	Barrier	Target segment	Strategy	Example Tactics <i>High-level examples of what the broad strategy may look like in practice when used as part of a design brief</i>
24	Starting to read Continuing to read (and overall)	Low Motivation to read	Ambivalent, Aspirational	<b>Enablement:</b> Encourage reading buddies and book clubs to make reading a social, supportive experience and challenge the idea that reading is isolating.	Encourage sharing goals and provide some conversation prompts.  Focus on low-pressure, inclusive formats e.g., no need to finish the book, open to all genres and formats, emphasis on feelings and personal takeaways (not analysis).  “Let’s read a couple of chapters this week and talk about our favourite part”.  “Reading is better with friends”.  “You don’t have to read alone”.
25	Starting to read Continuing to read (and overall)	Low Motivation to read	Ambivalent, Aspirational	<b>Education / Persuasion:</b> Reframe what reading is – finishing every book isn’t necessary and skipping parts is ok.	“Skipping parts is ok – read what interests you”.  Leverage social norms with videos of people talking about how they stop reading books that they’re not enjoying:  <ul style="list-style-type: none"> <li>• “Life is too short to continue reading books that you’re not enjoying”.</li> <li>• “You don’t owe any book your time”.</li> <li>• “Reading is not a chore, it’s a choice”.</li> <li>• “You’re allowed to read your way”.</li> </ul> Printable or digital permission slips:  <ul style="list-style-type: none"> <li>• “I give myself permission to stop reading this book”.</li> <li>• “I can skip to the part that I care about”.</li> <li>• “I can read just for me”.</li> </ul> Promoting library books might also help here. Emphasise that the stakes are low – they haven’t paid for the book and they can return it at any time so it doesn’t matter whether they finish it or not.  All types of readers are valid – sampler, mood reader, binge reader.  “The best book is the one you enjoy, even if it’s just a few pages”.
26	Starting to read Continuing to read (and overall)	Competing priorities	Engaged, Aspirational, Lapsed	<b>Education:</b> Highlight that reading habits evolve over time and that it’s normal to go through phases of reading more or less frequently. As a result, they may want to explore different genres or formats that suit their current lifestyle.	Visuals showing different life phases (e.g., new parent, student, working professional, retiree) with matching reading suggestions (e.g., short reads for busy weeks, audiobooks for multitasking, comfort reads for stressful times).  “When I started a new job, I switched to audiobooks on my drive to work and it kept me connected to stories”.  “What books fit your life right now?”  “What’s your current reading season?”  “Life changes and so can your reading”.  “There’s always a way to reconnect with books”.

#	Target behaviour <i>The stage of the reading journey</i>	Barrier	Target segment	Strategy	Example Tactics <i>High-level examples of what the broad strategy may look like in practice when used as part of a design brief</i>
27	<p>Starting to read</p> <p>Continuing to read</p> <p>(and overall)</p>	Competing priorities	Engaged, Aspirational, Lapsed	<b>Modelling:</b> Share stories of relatable others who have made time for reading in order to make it seem more achievable (including integrating audiobooks and how it allows them to read more frequently).	<p>Short videos (parents, students, shift workers, commuters etc):</p> <ul style="list-style-type: none"> <li>• “Here’s how I make time for reading – even with a full schedule”.</li> <li>• “As a full-time nurse and mum, I thought I’d never read again. Then I started listening to audiobooks during my commute. Now I finish a book a month, without carving out extra time”.</li> <li>• “I started listening on my commute – now I finish a book a week”.</li> </ul> <p>Show people reading or listening on the bus, in the car, while folding laundry, during a lunch break:</p> <ul style="list-style-type: none"> <li>• “Reading can fit into your life – just like it does for them”.</li> <li>• “If they can do it, so can you...”</li> <li>• “I read while I...”</li> <li>• “My favourite time to listen is...”</li> </ul>
28	<p>Starting to read</p> <p>Continuing to read</p>	Competing priorities	Engaged, Ambivalent, Aspirational, Lapsed	<b>Persuasion:</b> leverage intention-behaviour gap, reader identity or emotions.	<p>“I am a reader” pledge – “I am a reader. I read in my own way, at my own pace. Every page I turn is a step toward joy, growth and connection. As a reader, I make time for books”.</p> <p>Reader reflection prompts:</p> <ul style="list-style-type: none"> <li>• What kind of reader do you want to be?</li> <li>• What book made you fall in love with reading?</li> <li>• What feeling do you want to get from your next book?</li> </ul>
29	<p>Starting to read</p> <p>Continuing to read</p> <p>(and overall)</p>	Competing priorities	Engaged, Ambivalent, Aspirational	<b>Environmental restructuring:</b> Suggest small changes like keeping books in visible spots or in their work bag, setting reminders to read or creating a reading area. Workplaces can also create reading spaces to make reading more accessible during breaks. Encourage them to establish a regular reading time.	<p>A book on the pillow / bedside table = bedtime reading.</p> <p>A book / headphones in the work bag = Read / listen on the commute or during your lunch break.</p> <p>Anchor reading to existing routines and use calendar reminders to prompt reading time:</p> <ul style="list-style-type: none"> <li>• “After lunch, I’ll read for 10 minutes”.</li> <li>• “Before bed, I’ll read one chapter”.</li> </ul> <p>Create quiet reading areas or “book break” zones in workplaces and provide access to books.</p> <p>Prompts / reminders:</p> <ul style="list-style-type: none"> <li>• “You said you wanted to read more, how about x minutes right now?” Or if not right now, schedule in sometime soon.</li> <li>• “Your next chapter is waiting – let’s go!”</li> <li>• “It’s your 10-minute reading break. Ready for a few pages?”</li> </ul> <p>Put book vending machines in public spaces.</p>

#	Target behaviour <i>The stage of the reading journey</i>	Barrier	Target segment	Strategy	Example Tactics <i>High-level examples of what the broad strategy may look like in practice when used as part of a design brief</i>
30	<p>Starting to read</p> <p>Continuing to read</p> <p>(and overall)</p>	Competing priorities	Engaged, Ambivalent, Aspirational, Lapsed	<b>Persuasion:</b> Change views on priorities, address challenge of overcoming distractions.	<p>“You make time for what matters. Let reading be one of those things”.</p> <p>“Reading isn’t stealing time – it’s giving it back to you”.</p> <p>Reflection prompts:</p> <ul style="list-style-type: none"> <li>• What usually pulls your attention away from reading?</li> <li>• What would it feel like to read without interruption for 20 minutes. Then provide tips to do so – Create a reading bubble for yourself.</li> </ul> <p>“Start small and stay present”.</p> <p>“Don’t have time? Multi-task with an audiobook”.</p>
31	<p>Starting to read</p> <p>Continuing to read</p> <p>(and overall)</p>	Reader identity	Engaged, Ambivalent, Aspirational	<b>Persuasion</b>	<p>“Most readers like you read 2x/week. You’re at 0 this week – want to catch up”.</p> <p>“What was the last book that made you feel like a reader?”</p> <p>“Hey, it’s your inner reader. I’ve been quiet lately. Can we hang out for a few pages?”.</p> <p>“Books don’t finish themselves. Your reader-self is waiting”.</p> <p>“Bookworm mode: activated”.</p> <p>“Prove your status in 15 minutes or less”.</p> <p>“Don’t silence the part of you that craves stories”.</p> <p>“This week, readers like you are diving into new worlds. Pick yours”.</p> <p>“You’re one chapter away from remembering why you call yourself a reader”.</p> <p>“Your reader-self called. They want five minutes with a book”.</p> <p>“What would a reader do right now? (Hint: grab the book)”.</p>

#	Target behaviour <i>The stage of the reading journey</i>	Barrier	Target segment	Strategy	Example Tactics <i>High-level examples of what the broad strategy may look like in practice when used as part of a design brief</i>
32	<b>Continuing to read</b>	Unappealing plot or setting, boring or confusing beginning or realisation that the book is not what was expected.	Engaged	<b>Environmental restructuring:</b> Prompting people to read sample chapters or summaries before choosing a book may help them check whether a book aligns with their expectations.	<p>“Try before you commit”.</p> <p>Add a “Read a sample” button prominently next to every book on websites.</p> <p>“Not sure? Tap to read the first 5 pages”.</p> <p>Encourage reading the first few pages in a bookshop.</p> <p>“First chapter Fridays”: readers sample the first chapter of 3-5 books, discuss which ones they’d continue and vote on which one to read next as a group.</p> <p>Provide concise, clear summaries that include tone, pacing and themes, who this book is for and who might not enjoy it and comparisons to similar titles.</p> <p>Distribute bookmarks with questions like:</p> <ul style="list-style-type: none"> <li>• Did the first page hook you?</li> <li>• Can you picture yourself reading this for a week / month?</li> <li>• Does the writing style feel right for you?</li> </ul> <p>“It’s ok to test the waters before diving in”</p> <p>Promote the library as a great way to try out multiple books - take them home and read a bit of each – “Not enjoying it - return it” – very low-stakes!</p>
33	<b>Continuing to read</b>	Unappealing plot or setting, boring or confusing beginning or realisation that the book is not what was expected.	Engaged	<b>Persuasion:</b> Reinforce that it’s ok to put down a book that doesn’t meet their expectations.	<p>Leverage social norms with videos of people talking about how they stop reading books that they’re not enjoying:</p> <ul style="list-style-type: none"> <li>• “Life is too short to continue reading books that you’re not enjoying”.</li> <li>• “You don’t owe any book your time”.</li> <li>• “Reading is not a chore, it’s a choice”.</li> <li>• “It’s ok to stop reading. Not every book is for every reader”.</li> <li>• “Choosing what not to read is part of becoming a great reader”</li> </ul> <p>Printable or digital permission slips:</p> <ul style="list-style-type: none"> <li>• “I give myself permission to stop reading this book”.</li> <li>• “I can skip to the part that I care about”.</li> <li>• “I can read just for me”.</li> </ul> <p>Prompts in reading apps to check whether people are still enjoying a book if they have been reading the same one for a while.</p>

#	Target behaviour <i>The stage of the reading journey</i>	Barrier	Target segment	Strategy	Example Tactics <i>High-level examples of what the broad strategy may look like in practice when used as part of a design brief</i>
34	<b>Overall</b>	Social Norms	All	<b>Persuasion / Modelling</b>	<p>“8 out of 10 adults in your city read at least one book this month – what’s your next read?”</p> <p>“Most college students we surveyed read for pleasure at least 2 times a week. Join them!”</p> <p>“People who read regularly are seen as more interesting, creative, and informed by their peers.”</p> <p>“In our community, taking time to read is seen as a sign of self-growth”.</p> <p>“Mums in this community have shared over 3,000 book recommendations. Find your next read”.</p> <p>Silent reading periods at school or reading breaks in offices to reinforce the social norm that reading is valuable and normal in those environments.</p> <p>Video: two people sitting on a train, one scrolling, one reading. Reader is very emotional – increasingly draws the interest of the non-reader. “Be the distraction. Inject life into your commute.”</p> <p>Community-driven book gifting / sharing model (e.g., similar to ‘lo leggo perché’ in Italy) – community organisations curate a list of desired books and when people are buying books for themselves, they can also buy a book from the list to donate.</p> <p>A book themed ‘White Night’ event that enables many different entry points to engaging with book experiences.</p> <p>Book Clubs located in Pubs or similar locations.</p>
35	<b>Overall</b>	Evoking comfort	Ambivalent, Aspirational, Lapsed	<b>Persuasion</b>	<p>“Trade the scroll for a story. Let your mind relax”.</p> <p>“Open your book. Let the day slow down”.</p> <p>“Your 20-minute reading ritual: peace, pages, pause”.</p> <p>“Reading isn’t a task – it’s a soft landing at the end of your day”.</p> <p>“Remember how it felt to get lost in a story as a kid? You still can”.</p> <p>“Bedtime stories weren’t just for kids. Reclaim that comfort. Turn off the noise. Turn on the lamp. Feel the calm of chapter one”.</p> <p>“Need a hug for your brain? Open your book”</p> <p>“Reading: the quietest form of self-care”.</p> <p>“Read just a few pages tonight, under your blanket, with your phone on silent. Feel the difference”.</p>

#	Target behaviour <i>The stage of the reading journey</i>	Barrier	Target segment	Strategy	Example Tactics <i>High-level examples of what the broad strategy may look like in practice when used as part of a design brief</i>
36	Overall	Capability beliefs	Ambivalent, Aspirational	<b>Education / Persuasion:</b> Increase confidence by reframing what it means to be a 'good' reader. Emphasise that reading confidence should come from personal engagement and enjoyment, not proficiency, and highlight the value of audiobooks, graphic novels, shorter reads, young adult, middle grade and picture books.	<p>"Being a good reader isn't about speed or difficulty – it's about connection. If you enjoy it, you're doing it right".</p> <p>"This counts" poster series – Visuals showing people reading graphic novels, audiobooks, middle grade or YA fiction, picture books – tagline: "This counts. You're a reader".</p> <p>"Not just for kids" – Curate a collection of graphic novels with complex themes, middle grade books with emotional depth or YA novels with literary merit.</p> <p>"You define what reading means to you".</p> <p>"There's no wrong way to be a reader".</p> <p>"The best reading experiences are the ones that move you, not the ones that impress others".</p>

# Appendix 2: Prioritisation

We tallied the number of 'Likely to influence', 'Larger' reach and 'Feasible' rankings in Table 5 overleaf. The scores were colour-coded (Red=0-5; Yellow=6-9; Green=10-13) to provide a visual representation of the options that were most likely to influence behaviour, had a larger potential reach and were feasible and to facilitate a discussion about the final strategies to prioritise.

Table 5:

## Prioritisation survey rankings

Strategy #	'Likely to influence' count	'Larger' reach count	'Feasible' count
1	9	7	12
2	9	6	12
3	6	4	7
4	10	9	5
5	8	5	12
6	10	7	10
7	6	6	12
8	10	8	8
9	12	4	7
10	6	9	13
11	9	10	13
12	5	5	10
13	6	9	12
14	9	4	11
15	11	5	11
16	7	3	7
17	11	5	11
18	7	6	11
19	4	7	10
20	6	6	9
21	9	12	13
22	10	7	11
23	9	10	13
24	7	2	8
25	7	4	12
26	11	11	13
27	11	10	12
28	2	5	9
29	12	9	10
30	5	9	11
31	2	8	9
32	8	3	8
33	7	6	10
34	10	10	10
35	10	10	13
36	10	8	13

# Appendix 3: Strategy transcripts

*Note: These strategies were developed as test materials for the purposes of this study and they are of draft quality. The test materials were designed to provide insights into attitudes and behaviours for each strategy and do not represent the final scripts or exact text and messages that may be adopted for any public-facing strategies.*

## Finding books can be quick and easy



**Voiceover:** Is struggling to find a good book stopping you from reading as much as you'd like?

*A woman is reading a book, looking sad. She stops reading and stares out the window with an empty shelf behind her.*

**Voiceover:** Try these quick tips to make things easier. Try downloading a library app. They can help you browse by types of books and will alert you to new releases you might like.

*A library app displays fantasy books. She is seen smiling on her computer.*

**Voiceover:** Or try looking up curated book lists, based on your interests.

*A list of genres is shown.*

**Voiceover:** Even reading-based newsletters can be a great help.

*She opens a parcel and takes out two new books, looking excited.*

**Voiceover:** Take just a moment to look for books with any one of these tips and never lose that excitement to read something you love.

*She is seen reading with a cup of tea and looking content.*

## Book recommendations can come from anywhere



*Black and white: At home, Greg, 50s, closes the cover on his latest finished book and sighs.*

**Voiceover:** Whenever Greg finished a good book, the world lost a little colour. To make things worse, he had no idea what to read next. But he wasn't going to let it stay that way.

*Greg looks hopeful and visits his butcher who shows him a book.*

**Voiceover:** On the hunt for recommendations, Greg discovered they could be found everywhere.

*Greg has coffee with a friend who is showing him a book.*

**Voiceover:** All he had to do was look.

*Greg talks to a staff member in a bookshop, underneath a big sign that says 'staff picks'. Each time a book is seen in these scenes, warm light flickers into the scene, growing each time.*

**Voiceover:** Now, with a stack of stories waiting, Greg's world is anything but grey.

*Greg arrives home and now has a big pile of books on his table.*

**Voiceover:** The key to your next read could be anywhere. All you have to do is ask.

*Greg is reading a book and looking happy. There is a glow emanating from the book.*

## Book voucher



Imagine you have received this voucher.

Want something new to read but it's not in the budget? Head to your local bookstore with this voucher to cover the cost of one or more books.

Use a book voucher to read more today.

## There is a book for all moods



*Jake is sitting on the couch with a book in his hands, looking out the window. There is a stack of books and a gaming controller on the coffee table.*

**Voiceover:** It was a Sunday afternoon and Jake felt like doing anything but reading.

*Jake puts a crime novel back on top of a stack of books. He throws a basketball, looking grumpy.*

**Voiceover:** He used to love getting lost in a good crime novel, but today they just weren't doing it for him. But then he remembered his friend had given him a graphic novel.

*Jake is reading on the couch, chuckling over his graphic novel.*

**Voiceover:** Leafing through the bright visual pages, Jake realised he was hooked. Now any time he's sick of the 'same old', Jake reaches for something new. There's a book for all moods, the right one's the one you feel like reading.

## There are ways to find time for books



*Wide shot: We're looking down on a crowded multi-lane freeway from an overpass. It's the morning commute to work and the traffic is bad.*

**Voiceover:** Being stuck in traffic was just one of the many routines Malcolm had become accustomed to.

*Between car horns, we have quick cuts between walking an energetic dog and work.*

**Voiceover:** Between all of that, books had become less of a priority for him.

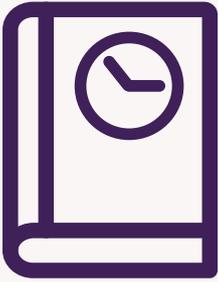
*Malcolm looks annoyed in the car. But then, we see and hear him listening to an audiobook.*

**Voiceover:** That was until he realised he could fit books into his drive to work every day.

*Malcolm smiles while listening to his audiobook.*

**Voiceover:** Now he only wishes the traffic would last longer. Even in the busiest lives, there's still time for books.

## Set intentions to read



**Voiceover:** Sam's days are always busy. Between clients, deadlines, commuting and calls, finding time to read felt almost impossible.

*Sam's to-do list is visible on her computer. She walks through a busy city street with a coffee.*

**Voiceover:** That was, until she started finding little windows in her day. Short bursts of time for herself.

*We see a close up of post-it notes on her desk, with writing 'Morning drive: 30 minutes one chapter', 'Lunch break: 30 minutes one chapter', 'Bedtime: 20 minutes'.*

**Voiceover:** Now she's smashing all her reading goals, finding the time she thought was lost.

*As we cut back to the wide shot, we slowly push in to find Sam in a corner, reading a book while she eats her sandwich, smiling to herself.*

**Voiceover:** Getting creative with your time and finding those little windows in your day can help you keep reading, no matter how busy things get.

## Rediscovering the comfort of reading



*Black and white scene: In bed at night, Dan, 60s, lies in bed, his phone casting a pale glow over his face.*

**Voiceover:** Dan used to feel like he couldn't relax at the end of the day. Even when things were quiet, he couldn't get away from the outside world.

*Dan is on his phone. His wife is next to him, happily reading in the light of a soft golden lamp, in colour.*

**Voiceover:** But then he remembered the comfort books can bring. And that, maybe, bedtime stories shouldn't just be for kids.

*Dan grabs a book. As he reads beside his partner, colour returns first to the book, then gradually washes over his face, his side of the bed and the room.*

**Voiceover:** Dan finally found a way to tune out the noise. Reclaim the comfort with a book before bedtime.

*Dan and his wife share a peaceful glance as light and colour fills the room. He is smiling while reading his book.*

## Read your way



*Black and white scene: A dull train carriage. Alex disinterestedly reads a thick, daunting classic. He stops reading and stares out the window.*

**Voiceover:** Alex always thought ‘real reading’ meant tackling the biggest, toughest, longest books he could find. But he never really enjoyed them, and so eventually, he stopped reading altogether.

*His eyes wander across the carriage and land on a happy young woman reading an adventure novel with a bright, vividly coloured cover. A warm golden glow emanates from her book and radiates colour softly around her.*

**Voiceover:** Then one day he noticed someone finding joy from reading in a way that suited her.

*We cut to a scene of an inspired Alex reading an adventure novel of his own on the train. Colour floods the carriage.*

**Voiceover:** Reading your way is the only way that truly matters. Get books back into your life.

# Appendix 4: Online survey questionnaire

## Survey

*In this survey, when we say reading books we mean reading or listening to all book formats (print, e-books and audiobooks). We are only interested in books that you read / listen to for leisure for yourself and this includes reading for self-improvement or personal research. This does not include reading newspapers or magazines (print, online or via social media).*

**To get started, we have a couple of quick questions about your reading habits.**

- 1. Please indicate, on average, how often you have read a book for leisure purposes in the past 12 months.**
  - a. Daily
  - b. 4-6 times a week
  - c. 2-3 times a week
  - d. Once a week
  - e. Every couple of weeks
  - f. At least once a month
  - g. Several times
  - h. Once or twice
  - i. I haven't read a book in the past 12 months
  
- 2. Can you recall any positive experiences with reading books in the past (e.g., enjoying a book in school)?**
  - a. Yes
  - b. No

**[Screen out only if Q1= i. "I haven't read a book in the past 12 months" AND Q2 = "No"]**

## **Demographics**

**We'd like to ask a few questions about you, such as your age and occupation.**

### **3. How old are you? [Include dropdown menu]**

**[Screen out participants who are under 15 years old]**

### **4. Do you identify as a person with disability and/or experience barriers which limit the activities you participate in or attend unless access and/or support is provided?**

- a. Yes
- b. No
- c. I don't know

### **5. Do you speak a language other than English at home?**

- a. No, English only
- b. Yes, Mandarin
- c. Yes, Arabic
- d. Yes, Vietnamese
- e. Yes, Cantonese
- f. Yes, Punjabi
- g. Yes, Greek
- h. Yes, Italian
- i. Yes, Filipino / Tagalog
- j. Yes, Hindi
- k. Yes, other (please specify)

### **6. Which gender(s) do you identify as? (select all that apply)**

- a. Male
- b. Female
- c. Non-binary / gender diverse
- d. Prefer not to say
- e. My gender identity isn't listed. I identify as (please specify)

### **7. Are you of Aboriginal and/or Torres Strait Islander origin?**

- a. Aboriginal
- b. Torres Strait Islander
- c. Aboriginal and Torres Strait Islander
- d. Neither
- e. Prefer not to say

**8. What cultural background or ethnicity do you most identify with?**

- a. Australian
- b. First Nations
- c. English
- d. Irish
- e. Scottish
- f. Asian
- g. South Asian
- h. Middle Eastern
- i. European
- j. Chinese
- k. Italian
- l. German
- m. Greek
- n. Vietnamese
- o. North American
- p. South American
- q. African
- r. Other (please specify)
- s. Prefer not to say

**9. What is your marital status?**

- a. Single
- b. Married
- c. Divorced / separated
- d. Widowed
- e. Domestic or de facto partnership
- f. Prefer not to say
- g. Other (please specify)

**10. What is your postcode? [Open text response. Allow four digits only]**

**11. What is the highest level of education you have completed?**

- a. Primary school
- b. High school: year 11 or below (or equivalent)
- c. High school: year 12 (or equivalent)
- d. Certificate, diploma, or advanced diploma
- e. University undergraduate (e.g., Bachelor degree)
- f. University post-graduate (e.g., diploma, masters, doctorate)

**12. What is your employment status? (if employed but currently on leave, this would still be classified as employed) (select all that apply) [Cannot answer the following together: (Codes A-D) and (Codes H And I)]**

- a. Employed casually
- b. Employed part-time
- c. Employed full-time
- d. Self-employed
- e. Student
- f. Engaged in home duties
- g. Engaged in volunteer work
- h. Retired
- i. Unemployed

**[Ask 11 if 10= a, b, c or d]**

**13. Which of the following industries do you work in? (select all that apply)**

- a. Agriculture, Forestry and Fishing
- b. Mining
- c. Manufacturing
- d. Electricity, Gas, Water and Waste Services
- e. Construction
- f. Wholesale Trade
- g. Retail Trade
- h. Accommodation and Food Services
- i. Transport, Postal and Warehousing
- j. Information Media and Telecommunications
- k. Financial and Insurance Services
- l. Rental, Hiring and Real Estate Services
- m. Professional, Scientific and Technical Services
- n. Administrative and Support Services
- o. Public Administration and Safety
- p. Education and Training
- q. Health Care and Social Assistance
- r. Arts and Recreation Services
- s. Other (please specify)

**14. What is your weekly gross household income (before taxes and other deductions)?**

- a. \$1-\$499 per week (\$1-\$25,999 per year)
- b. \$500-\$999 per week (\$26,000-\$51,999 per year)
- c. \$1,000-\$1,499 per week (\$52,000-\$77,999 per year)
- d. \$1,500-\$1,999 per week (\$78,000-\$103,999 per year)
- e. \$2,000-\$2,999 per week (\$104,000-\$155,999 per year)
- f. \$3,000 or more per week (\$156,000 or more per year)
- g. Negative or nil income
- h. Prefer not to answer

**15. Which of the following best describes your household?**

- a. Lone person household
- b. Couple, no children
- c. Parent(s) / guardian(s) with child/children under 18 years of age
- d. Parent(s) / guardian(s) with child/children 18 years of age or over
- e. Parent(s) / guardian(s) with children under 18 years and 18 years of age or over
- f. Group or family household with related and/or unrelated people (e.g., share house)
- g. Family household with multiple generations (e.g., parents, children, grandparents)
- h. Other (please specify)

**Segmentation questions**

**Next, we're going to ask some more questions about your reading habits.**

*When we say reading books we mean reading or listening to all book formats (print, e-books and audiobooks). We are only interested in books that you read / listen to for leisure for yourself and this includes reading for self-improvement or personal research. This does not include reading newspapers or magazines (print, online or via social media).*

**16. Once you finish a book, how soon do you generally start reading a new book?**

- a. Straight away
- b. Within a few days
- c. Within a few weeks
- d. Within a month
- e. Within a few months
- f. Within a year
- g. Longer than a year

**17. Please indicate your agreement with the following statement:**

I read books less than I intend/plan to

- a. Strongly disagree
- b. Disagree
- c. Somewhat disagree
- d. Neither agree nor disagree
- e. Somewhat agree
- f. Agree
- g. Strongly agree

**18. Have you ever read books for leisure purposes in the past?**

- a. Yes
  - i. At what time(s) in your life did you previously read books for leisure?
  - ii. How often did you previously read them?
  - iii. And why did you stop?
- b. No

**19. What book formats do you read? (select all that apply)**

- a. Print (paperback or hardback)
- b. Digital (e-book)
- c. Audio

**20. What is your preferred book format?**

- a. Print (paperback or hardback)
- b. Digital (e-book)
- c. Audio

**21. What types of books do you read for leisure? (select up to three)**

- a. Fiction (adult)
- b. Non-fiction (adult)
- c. Young adult
- d. Middle grade
- e. Children's (picture books)

**[Show Q22 if Q21 = Fiction (adult) or Young adult]**

**22. Which fiction genres do you read for leisure? (select up to three)**

- a. Fantasy
- b. Mystery and crime
- c. Dystopian
- d. Humour
- e. Romance
- f. Romantasy
- g. Graphic novels
- h. Science fiction
- i. Contemporary fiction
- j. Classics
- k. Horror
- l. Paranormal
- m. Historical fiction
- n. Other (please specify)

**[Show Q23 if Q21 = Non-fiction (adult)]**

**23. Which non-fiction genres do you read for leisure? (select up to three)**

- a. History
- b. Biographies, autobiographies and memoirs
- c. Technology and science
- d. Video games, information and lore
- e. Self-help and life hacks
- f. Philosophy
- g. Guides and how-to manuals
- h. Politics and current affairs
- i. Other (please specify)

**Pre-exposure: Reading intentions**

*When we say reading books we mean reading or listening to all book formats (print, e-books and audiobooks). We are only interested in books that you read / listen to for leisure for yourself and this includes reading for self-improvement or personal research. This does not include reading newspapers or magazines (print, online or via social media).*

**24. Thinking about the next 3 months, how likely is it that you'll read a book for leisure?**

- a. No chance at all (0%)
- b. Very unlikely (about 10–20%)
- c. Unlikely (about 30–40%)
- d. 50/50 (about 50%)
- e. Likely (about 60–70%)
- f. Very likely (about 80–90%)
- g. Certain (100%)

**25. Thinking about the next 3 months, how likely is it that you'll get a book for leisure? That is, buy, borrow or download one with the intention of reading it.**

- a. No chance at all (0%)
- b. Very unlikely (about 10–20%)
- c. Unlikely (about 30–40%)
- d. 50/50 (about 50%)
- e. Likely (about 60–70%)
- f. Very likely (about 80–90%)
- g. Certain (100%)

### **Attention check 1**

**26. Just a quick check to make sure you're paying attention. Please select "Somewhat disagree" from the list below. [Randomise order of the items below]**

- a. Strongly disagree
- b. Disagree
- c. Somewhat disagree
- d. Neither agree nor disagree
- e. Somewhat agree
- f. Agree
- g. Strongly agree

**[Each participant sees two different messages or videos, randomly selected from a pool of eight. The order in which those two messages or videos are shown is also randomised]**

### **Message exposure: Message Block 1**

*Next, you'll see a short message or a video about reading books for leisure. When we say reading books, we mean any format (print, e-books or audiobooks).*

*Please take a moment to view it carefully. We'll ask you a few questions about it afterwards.*

*Note that the following videos and messages that you will see are 'test materials' that have been developed for the purposes of this study and for this reason, they currently are drafts and include AI-generated images.*

**[INSERT MESSAGE OR VIDEO – randomly selected from 1 of 8 options. Require participants to watch the full video (length will vary) or view the message (minimum 30 seconds) at least once before moving to the next question.]**

**27. In a few words, what was this message (or video) trying to say or get you to think about? [Open-ended question]**

### **Post-exposure measures (Block 1): Perceived Message Effectiveness**

Please answer the following questions based solely on the message you just saw.

**28. How much do you agree with the following statements? [Randomise order of the items below]  
[Response scale: Strongly disagree – Disagree – Neither agree nor disagree – Agree – Strongly agree]**

This message:

- a. Made me consider how reading fits into my life.
- b. Captured my attention.
- c. Felt like it was meant for someone like me.

### **Post-exposure measures (Block 1): Perceived message Clarity and Delivery**

**29. How much do you agree with the following statements? [Randomise order of the items below]  
[Response scale: Strongly disagree – Disagree – Neither agree nor disagree – Agree – Strongly agree]**

This message:

- a. Made it clear what it wanted me to think or do.
- b. Was easy to understand.
- c. Was presented in an engaging way.

### **Post-exposure measures (Block 1): Impact on behavioural drivers**

As a reminder, reading books in this survey includes all formats: print e-books and audiobooks.

**30. How much do you agree with the following statements? [Randomise order of the items below]  
[Response scale: Strongly disagree – Disagree – Neither agree nor disagree – Agree – Strongly agree]**

This message:

- a. Did not make me feel more motivated to read for leisure.
- b. Made reading seem more worthwhile.
- c. Made reading seem less enjoyable.
- d. Made me feel it's okay to read whatever I'm in the mood for.
- e. Helped me feel confident I can find a book I will enjoy.

**31. How much do you agree with the following statements? [Randomise order of the items below]  
[Response scale: Strongly disagree – Disagree – Neither agree nor disagree – Agree – Strongly agree]**

This message:

- a. Helped me see that I can read a book in a way that works for me, such as reading a little at a time or skipping parts.
- b. Helped me realise I can read books in different formats (like audiobooks and e-books).
- c. Helped me realise that getting a book doesn't have to be difficult or expensive.
- d. Helped me realise that reading doesn't have to take a lot of time or effort.
- e. Made me more aware of when and where I could read.
- f. Made me think that many people like me read for leisure.
- g. Helped me see that people like me make time for reading.

**Post-exposure measures (Block 1): Emotional Response**

**32. How much do you agree with the following statements? [Randomise order of the items below]  
[Response scale: Strongly disagree – Disagree – Neither agree nor disagree – Agree – Strongly agree]**

This message made me feel that reading:

- a. Is a good way to relax and unwind.
- b. Is something I can turn to for comfort.
- c. Can spark curiosity.
- d. Brings joy.
- e. Is boring.
- f. Can be enlightening.
- g. Requires too much effort.
- h. Is not emotionally engaging.
- i. Can be exciting.

**Post-exposure measures (Block 1): Likelihood of reading-related behaviours**

*As a reminder, reading books in this survey includes all formats: print e-books and audiobooks.*

**33. Thinking about the next three months, if you came across this message in everyday life, how likely is it that you would... [Randomise order of the items below] [No chance at all (0%), Very unlikely (about 10–20%), Unlikely (about 30–40%), 50/50 (about 50%), Likely (about 60–70%), Very likely (about 80–90%), Certain (100%)]**

- a. Feel curious about reading when you see books or other reading materials.
- b. Think about a book you've been interested in reading.
- c. Use a tool to help you find a book to read (e.g., library app or curated book list).
- d. Look for ways to discover new books that interest you.
- e. Find moments in your day to fit in reading.
- f. Plan specific times to read.

**[Question Cont] Thinking about the next three months, if you came across this message in everyday life, how likely is it that you would... [Randomise order of the items below] [No chance at all (0%), Very unlikely (about 10–20%), Unlikely (about 30–40%), 50/50 (about 50%), Likely (about 60–70%), Very likely (about 80–90%), Certain (100%)]**

- g. Use reminders or prompts to encourage you to read.
- h. Take a book with you when you leave the house.
- i. Keep a book by your bed.
- j. Finish the books you've started reading.
- k. Look for easy or affordable ways to get a book.
- l. Explore different ways to read (not just physical books).
- m. Ask someone for a book recommendation.
- n. Look for book recommendations.
- o. Talk with others about books or reading.

**34. Do you have any other thoughts about the message or video that weren't covered in the earlier questions? [Open-ended question]**

### **Attention check 2**

**Before we show you the second message, we have a quick question.**

**35. Please select "Somewhat agree" from the list below to show you are paying attention. [Randomise order of the items below]**

- a. Strongly disagree
- b. Disagree
- c. Somewhat disagree
- d. Neither agree nor disagree
- e. Somewhat agree
- f. Agree
- g. Strongly agree

### **Post-exposure measures: Message Block 2**

*You'll now see a different message or video about reading books for leisure. When we say reading books, we mean any format (print, e-books or audiobooks).*

*Please take a moment to view it carefully. We'll ask you a few questions about it afterwards.*

*Note that the following videos and messages that you will see are 'test materials' that have been developed for the purposes of this study and for this reason, they currently are drafts and include AI-generated images.*

**[INSERT MESSAGE OR VIDEO – randomly selected from 1 of 8 options. Require participants to watch the full video (length will vary) or view the message (minimum 30 seconds) at least once before moving to the next question.]**

**36. In a few words, what was this message (or video) trying to say or get you to think about? [Open-ended question]**

**Post-exposure measures (Block 2): Perceived Message Effectiveness**

Please answer the following questions based solely on the message you just saw.

**37. How much do you agree with the following statements? [Randomise order of the items below]  
[Response scale: Strongly disagree – Disagree – Neither agree nor disagree – Agree – Strongly agree]**

This message:

- a. Made me consider how reading fits into my life.
- b. Captured my attention.
- c. Felt like it was meant for someone like me.

**Post-exposure measures (Block 2): Perceived message Clarity and Delivery**

**38. How much do you agree with the following statements? [Randomise order of the items below]  
[Response scale: Strongly disagree – Disagree – Neither agree nor disagree – Agree – Strongly agree]**

This message:

- a. Made it clear what it wanted me to think or do.
- b. Was easy to understand.
- c. Was presented in an engaging way.

**Post-exposure measures (Block 2): Impact on behavioural drivers**

*As a reminder, reading books in this survey includes all formats: print e-books and audiobooks.*

**39. How much do you agree with the following statements? [Randomise order of the items below]  
[Response scale: Strongly disagree – Disagree – Neither agree nor disagree – Agree – Strongly agree]**

This message:

- a. Did not make me feel more motivated to read for leisure.
- b. Made reading seem more worthwhile.
- c. Made reading seem less enjoyable.
- d. Made me feel it's okay to read whatever I'm in the mood for.
- e. Helped me feel confident I can find a book I will enjoy.

**40. How much do you agree with the following statements? [Randomise order of the items below]  
[Response scale: Strongly disagree – Disagree – Neither agree nor disagree – Agree – Strongly agree]**

This message:

- a. Helped me see that I can read a book in a way that works for me, such as reading a little at a time or skipping parts.
- b. Helped me realise I can read books in different formats (like audiobooks and e-books).
- c. Helped me realise that getting a book doesn't have to be difficult or expensive.
- d. Helped me realise that reading doesn't have to take a lot of time or effort.
- e. Made me more aware of when and where I could read.
- f. Made me think that many people like me read for leisure.
- g. Helped me see that people like me make time for reading.

**Post-exposure measures (Block 2): Emotional Response**

**41. How much do you agree with the following statements? [Randomise order of the items below]  
[Response scale: Strongly disagree – Disagree – Neither agree nor disagree – Agree – Strongly agree]**

This message made me feel that reading:

- a. Is a good way to relax and unwind.
- b. Is something I can turn to for comfort.
- c. Can spark curiosity.
- d. Brings joy.
- e. Is boring.
- f. Can be enlightening.
- g. Requires too much effort.
- h. Is not emotionally engaging.
- i. Can be exciting.

**Post-exposure measures (Block 2): Likelihood of reading-related behaviours**

*As a reminder, reading books in this survey includes all formats: print e-books and audiobooks.*

**42. Thinking about the next three months, if you came across this message in everyday life, how likely is it that you would... [Randomise order of the items below] [No chance at all (0%), Very unlikely (about 10–20%), Unlikely (about 30–40%), 50/50 (about 50%), Likely (about 60–70%), Very likely (about 80–90%), Certain (100%)]**

- a. Feel curious about reading when you see books or other reading materials.
- b. Think about a book you've been interested in reading.
- c. Use a tool to help you find a book to read (e.g., library app or curated book list).
- d. Look for ways to discover new books that interest you.
- e. Find moments in your day to fit in reading.
- f. Plan specific times to read.

**[Question Cont] Thinking about the next three months, if you came across this message in everyday life, how likely is it that you would... [Randomise order of the items below] [No chance at all (0%), Very unlikely (about 10–20%), Unlikely (about 30–40%), 50/50 (about 50%), Likely (about 60–70%), Very likely (about 80–90%), Certain (100%)]**

- g. Use reminders or prompts to encourage you to read.
- h. Take a book with you when you leave the house.
- i. Keep a book by your bed.
- j. Finish the books you've started reading.
- k. Look for easy or affordable ways to get a book.
- l. Explore different ways to read (not just physical books).
- m. Ask someone for a book recommendation.
- n. Look for book recommendations.
- o. Talk with others about books or reading.

**43. Do you have any other thoughts about the message or video that weren't covered in the earlier questions? [Open-ended question]**

**Thank you for taking part in this survey. We really appreciate your time and input.**

**[Only show to over 18 year olds]**

**Would you be interested in being contacted to participate in an online focus group to be held in the next few weeks?**

- a. Yes, please provide your contact information.

Please note that if you agree to be contacted, all of your responses from this survey will remain de-identified, apart from your responses to the following four questions:

- Please indicate, on average, how often you have read a book for leisure purposes in the past 12 months.
- Once you finish a book, how soon do you generally start reading a new book?
- Please indicate your agreement with the following statement: I read books less than intend/plan to
- Have you ever read books for leisure in the past?

This will help us to ensure that we include different types of readers in our focus group.

- b. No

**Would you be willing to be contacted for other future research conducted by our team?**

- a. Yes, I am willing to be contacted again
- b. No, I would prefer not to be contacted

# Appendix 5: Online survey methods

## Data cleaning

Participants were removed when their responses indicated low data quality. This applied in three situations:

1. Flatline with poor answers: participants who gave the same response across three selected questions and provided a weak written answer to explain one or more strategies (e.g., “not sure”, “no idea”).
2. Self-declared non-engagement: participants who stated they did not or could not engage (e.g., “couldn’t hear it”, “no”, “not paying attention”). Where responses were ambiguous, we checked their answers to the other strategies; if they showed comprehension elsewhere, their data were retained.
3. Speeders: participants who completed the survey in a duration significantly shorter than anticipated, relative to the sample median.

We decided to remove participants who provided a weak written answer to explain one or more strategies only when this occurred in combination with flatlining. This decision was guided by two considerations. First, best practice recommends using more than one indicator to detect poor data quality. Second, removing all poor verbatims on their own risked making the dataset unrepresentative.

## Data preparation

Negatively worded items were reverse coded so that higher scores consistently reflected more positive responses. Items indicating that the strategy did not make participants feel more motivated or made reading seem less enjoyable were reversed in the Motivation scale, and items suggesting that reading was boring, required too much effort or was not emotionally engaging were reversed in the Emotional Response scale. This ensured that the mean scores reflected the average level of agreement across items within each scale.

To reduce the number of intention items and identify whether some of them measured similar concepts, an Exploratory Factor Analysis (EFA) was conducted using the intention items from the first strategy. The analysis used principal component extraction with an eigenvalue greater than one as the retention criterion. The solution was examined using both unrotated and rotated (oblimin) factor structures, given the expectation that any intention components would be correlated. The EFA results indicated a clear two-factor solution. Items relating to seeking out reading options (for example, looking for book recommendations, discovering new books, or finding easy ways to obtain a book) loaded onto the first factor, interpreted as Discovery intentions. Items relating to organising or preparing for reading (for example, planning specific times to read, keeping a book nearby, or taking a book when leaving the house) loaded onto the second factor, interpreted as Planning intentions. The final solution supported the use of two related but distinct intention constructs (Discovery and Planning intentions) in the main analyses. The same analysis was repeated for the second strategy and confirmed the same two-factor structure.

To support the analysis, responses to individual items were averaged to create mean scores for each key measure. Mean scores were calculated for the message factors (Message Impact, Message Clarity and Delivery, Emotional Response), the behavioural drivers (Motivation, Capability, Opportunity), and intentions (Baseline intentions, Discovery and Planning intentions). All message and behavioural driver items were measured on a 1-5 scale, while intention measures were on a 1-7 scale.

## Segment identification

Participants were allocated to one of the prioritised audience segments (Avid, Aspirational, Ambivalent, Engaged and Lapsed Readers) using a decision tree model built based on the dataset from the *Understanding Australia readers* study. The decision tree (CHAID model) functions like a flow chart, using participants' responses to a small set of questions to classify them into the segment that best reflects their reading profile.

The key questions covered:

1. general reading frequency;
2. reading intensity (how quickly a Reader starts a new book); and
3. the gap between intended and actual reading habits.

The CHAID model achieved 91.9% overall accuracy, with very high accuracy for Engaged (97.0%), Ambivalent (90.8%) and Avid (95.6%) Readers, but lower accuracy for Aspirational (76.6%). In one part of the decision tree, Readers who took a month or more to start a new book were classified as Engaged Readers because their answers to the other questions used in the CHAID model (reading frequency and gap between intended and actual reading habits) more closely matched those of Engaged Readers. However, their slow reading turnaround was more consistent with the Aspirational profile. We adjusted this part of the tree so these Readers were grouped as Aspirational Readers. This change lifted Aspirational Reader accuracy from 76.6% to 91.2%, while keeping the other segments stable, and improved overall accuracy by 2.6 percentage points. Figure 4 below shows the decision tree produced by the CHAID model.

## Segment exposure across the strategies

Table 6 shows the percentage distribution of participants across segments for each of the eight interventions. The proportions of each segment were relatively consistent across conditions, indicating balanced randomisation. Avid and Engaged Readers comprised the largest groups overall (31.6% and 25.7% respectively), followed by Aspirational (18.7%), Ambivalent (11.6%), and Lapsed Readers (12.4%).

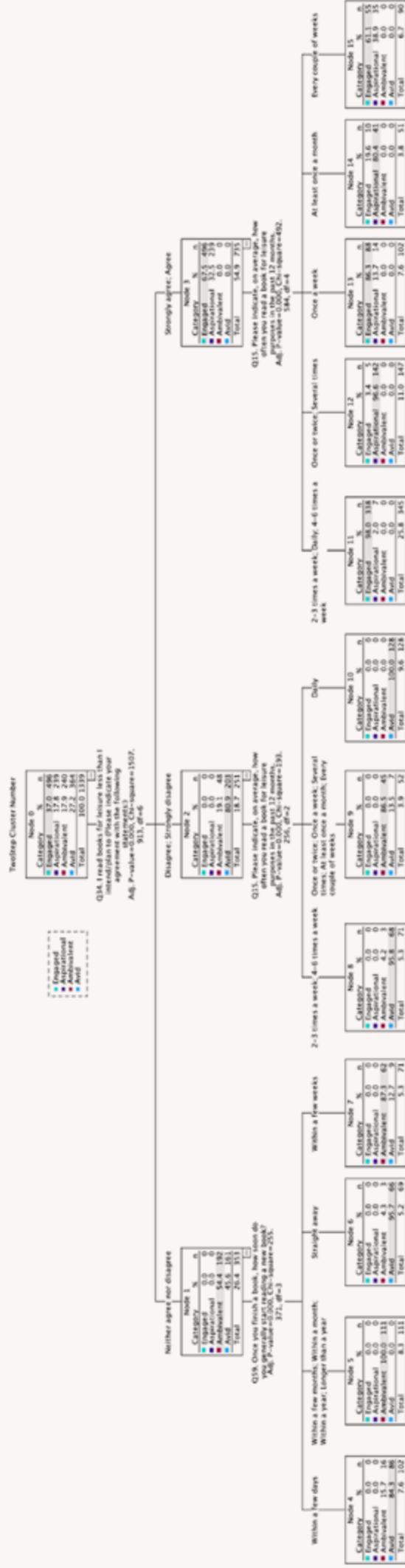
**Table 6:**

**Participant distribution by segment and intervention (percent within intervention)**

	Avid Readers	Engaged Readers	Ambivalent Readers	Aspirational Readers	Lapsed Readers	Total n
Int. 1	35.4	27.3	10.1	17.5	9.7	308
Int. 2	28.3	28.6	8.7	19.9	14.5	311
Int. 3	35.0	23.3	10.0	19.1	12.6	309
Int. 4	27.9	25.2	14.1	20.7	12.1	305
Int. 5	36.6	22.8	13.9	15.5	11.2	303
Int. 6	31.2	25.4	11.3	20.3	11.9	311
Int. 7	30.0	27.7	10.6	17.4	14.2	310
Int. 8	28.3	25.4	14.3	18.9	13.0	307

Figure 4:

Decision tree used to classify participants into audience segments



The tree can be read from top to bottom: each box shows a question used to classify participants, and each branch represents the answer that leads to the next step. The final boxes at the bottom show the segment that best fits people who followed that path.

Lapsed Readers were identified separately from the decision tree. Participants were classified as Lapsed Readers if they had not read a book for leisure in the past 12 months and could recall at least one positive reading experience in the past.

## Analysis approach

We conducted several linear mixed models to understand how effective the different strategies were. Since each participant rated two strategies, the models accounted for the repeated-measures design.

### Phase 1

Each outcome was modelled separately. The outcomes included the message factors, the behavioural drivers, and the two intention measures (Discovery and Planning). These models assessed how each of these outcomes varied across strategies, without including other outcomes as covariates in the model. Baseline intention, measured at the start of the survey, was included in the models to control for participants' initial intention to get a book and read.

The models assessed both main effects and interactions. Main effects show whether scores on each outcome (message characteristics, behavioural drivers and intentions) varied across the strategies tested, after accounting for segment and baseline intentions. Interaction tests explored whether some strategies worked better for certain segments, whether participants with stronger initial intentions responded differently to the strategies, and whether the influence of baseline intentions differed across segments.

### Phase 2

This set of models examined what predicted participants' Discovery and Planning intentions. These models extended Set 1 by including the behavioural drivers (Motivation, Capability and Opportunity) and the message factors, alongside the strategies, allowing us to test the pathways through which the strategies may have influenced Discovery and Planning intentions.

# Appendix 6:

# Focus group methods

## Design

We conducted a 2-hour, online focus group on 5 November, 2025.

## Recruitment

At the end of the survey, participants over the age of 18 years were asked if they were interested in participating in a focus group. If they agreed, their ID numbers and responses to survey questions to determine their audience segment (Aspirational, Engaged, Ambivalent or Lapsed Readers) were sent to the research team. A purposive sample (ensuring representation across segments) were then contacted by ORU and invited to participate. Participants received a \$50 digital gift card to compensate them for their time.

## Procedure

Focus group questions explored participants' understanding and interpretation of the eight strategies, language preferences and potential improvements, as well as any general reactions and reflections. The focus group was audio-recorded and notes were taken by the facilitators.

## Analysis

Data from the focus group was analysed thematically by identifying patterns and key ideas.

## Agenda

### 10:00–10:10: Welcome and introduction

- Welcome
- Acknowledgement of country
- Introduce facilitators and outline purpose of the session – strategies / images are drafts but focus is on the underlying message
- Prompt to complete consent form
- Outline format and expectations
  - We know we won't have time to cover absolutely everything
  - To make sure we don't go over time, we will have to close off and move conversations along
  - Please keep your points brief and to the point
  - We have intentionally recruited different types of Readers and Non-Readers today. So, you will all have very different views and opinions. We are interested in all of them. Please speak up if your response to something is different to what others are saying.
  - Please feel free to get up and stretch or grab a drink if you need.
- Housekeeping (e.g., demonstrate respect, mute when not speaking, ok to disagree, we've intentionally recruited people with different views because we want to hear from you all)
- Participant introductions: Can you tell us your name and one thing you enjoy doing in your leisure time?

### 10:10–10:15: Context and framing

- Briefly explain the broader goal: encouraging more Australians to read for leisure
- Explain that we will show 8 strategies (static images / messaging and videos) and that we're keen to get honest feedback on:
  - Clarity of the strategy
  - How relevant or motivating it feels
  - Improvements or suggestions
  - Language and tone
- Encourage note-taking while viewing the stimuli

### 10:15–11:35: Strategy testing (8 strategies x ~10 minutes each)

For each strategy:

1. Show the strategy (30 sec - 1 min)
2. Individual reaction time (1 min)
3. Group discussion (8 minutes)

#### 10:15–10:25: Strategy 1

- What is your initial response?
  - What stood out to you?
  - How did it make you feel?
  - Did anything confuse you or feel unclear?
- Who do you think this strategy is targeting? Does it feel relevant to you or people like you?
- Do you think this would encourage you (or others) to consider reading more? Why/why not?
- How could this strategy be improved?

#### 10:25–10:35: Strategy 2

- What is your initial response?
  - What stood out to you?
  - How did it make you feel?
  - Did anything confuse you or feel unclear?
- Why would this be effective? Why do you think this might work?
- Who do you think this strategy is targeting? Does it feel relevant to you or people like you?
- Do you think this would encourage you (or others) to consider reading more? Why/why not?
- How could this message be improved?

### 10:35–10:45: Strategy 3

- What is your initial response?
  - What stood out to you?
  - How did it make you feel?
  - Did anything confuse you or feel unclear?
- Who do you think this strategy is targeting? Does it feel relevant to you or people like you?
- Do you think this would encourage you (or others) to consider reading more? Why/why not?
- How could this message be improved?

### 10:45–10:55: Strategy 4

- What is your initial response?
  - What stood out to you?
  - How did it make you feel?
  - Did anything confuse you or feel unclear?
- Who do you think this strategy is targeting? Does it feel relevant to you or people like you?
- Do you think this would encourage you (or others) to consider reading more? Why/why not?
- How could this strategy be improved?

### 10:55–11:05: Strategy 5

- What is your initial response?
  - What stood out to you?
  - How did it make you feel?
  - Did anything confuse you or feel unclear?
- Who do you think this strategy is targeting? Does it feel relevant to you or people like you?
- Do you think this would encourage you (or others) to consider reading more? Why/why not?
- How could this strategy be improved?

### BREAK: 11:05–11:10

### 11:10–11:20: Strategy 6

- What is your initial response?
  - What stood out to you?
  - How did it make you feel?
  - Did anything confuse you or feel unclear?
- Who do you think this strategy is targeting? Does it feel relevant to you or people like you?
- Do you think this would encourage you (or others) to consider reading more? Why/why not?
- How could this strategy be improved?

### **11:20–11:30: Strategy 7**

- What is your initial response?
  - What stood out to you?
  - How did it make you feel?
  - Did anything confuse you or feel unclear?
- Who do you think this strategy is targeting? Does it feel relevant to you or people like you?
- Do you think this would encourage you (or others) to consider reading more? Why/why not?
- How could this strategy be improved?

### **11:30–11:40: Strategy 8**

- What is your initial response?
  - What stood out to you?
  - How did it make you feel?
  - Did anything confuse you or feel unclear?
- Who do you think this strategy is targeting? Does it feel relevant to you or people like you?
- Do you think this would encourage you (or others) to consider reading more? Why/why not?
- How could this strategy be improved?

### **11:40–11:50: Reflection and overall preferences**

Group discussion:

- Baseline intentions: is there anything that you think would work in a more targeted way for people who currently don't intend to find books to read books?
- Which strategies made you feel more confident and capable? And how?
- Were there any common themes or suggestions you'd give for all of them?
- Did any language or imagery particularly resonate or not with you?
- If we could do one thing to encourage people to read, what should it be?

### **11:50–12:00: Wrap up and thanks**

- Summarise key insights
- Let participants know how their input will be used
- Thank them for their time and insights
- Explain any next steps and compensation details
- Final check for comments / questions

# Appendix 7: Detailed survey results

## Phase 1

### Message Impact

#### *Main effects*

Message Impact ratings differed significantly across strategies [ $F(7, 1676.35) = 2.84, p = .006$ ], indicating a main effect of strategy, with a small effect size. After Bonferroni correction, Strategy 6 was significantly higher than Strategies 1 and 4 ( $p \leq .001$ ), and Strategy 7 was significantly higher than Strategies 1 and 4 ( $p < .01$ ). Strategies 6 and 7 did not differ from one another.

Baseline intention also showed a significant main effect [ $F(1, 1221.99) = 15.44, p < .001$ ]. Participants with higher baseline intention were more likely to view the strategies as more relevant.

#### *Interactions*

There was a significant interaction between segment and baseline intention [ $F(4, 1223.51) = 4.82, p = .001$ ]. This association was especially marked among Lapsed Readers, compared with Ambivalent Readers (reference group). For Lapsed Readers, increases in baseline intention were associated with larger increases in Message Impact scores than for Ambivalent Readers.

There was also a significant interaction between strategy and baseline intention [ $F(7, 1677.62) = 2.84, p = .006$ ]. Participants with higher baseline intentions were more likely to report that Strategies 3 and 7 were more relevant.

### Capability

#### *Main effects*

Capability scores differed significantly across strategies [ $F(7, 1604.27) = 3.34, p = .002$ ], indicating a main effect of strategy, with a small effect size. After Bonferroni adjustment, Strategy 3 received significantly lower Capability scores than Strategies 1, 2, 4, 5, 6 and 8 (all  $p < .001$ ). Strategy 7 also scored significantly lower than Strategies 1, 4, 5, 6 and 8 ( $p < .01$ ), but did not differ significantly from Strategies 2 or 3.

Baseline intention showed a significant main effect [ $F(1, 1223.08) = 3.83, p = .05$ ]. Participants with higher baseline intention were more likely to report higher Capability after viewing the strategies.

#### *Interactions*

There was a significant interaction between segment and baseline intention [ $F(4, 1224.39) = 5.41, p < .001$ ]. This association was weaker for Avid and Engaged Readers compared with Ambivalent Readers (reference group). This means that, for Avid and Engaged Readers, Capability was less dependent on how strong their baseline intention was.

## Phase 2

### Discovery intentions

#### *Main effects*

Message Impact [ $F(1, 1753.41) = 262.12, p < .001$ ] and Capability [ $F(1, 1896.92) = 124.70, p < .001$ ] were

both significant predictors of Discovery intentions. Higher Message Impact and Capability were each associated with higher intention, indicating that both factors contributed independently to participants' willingness to look for a book.

Compared to the other strategies, Strategy 2 was rated significantly higher on Discovery intention ( $p = .01$ ) after Bonferroni correction.

### *Interactions*

There was no significant interaction between Message Impact and Capability, [ $F(1, 1960.084) = 0.002, p = .967$ ]. The three-way interaction with strategies was also non-significant, [ $F(7, 1323.172) = 1.484, p = .169$ ], indicating that each factor influenced Discovery intentions independently.

## **Planning intentions**

### *Main effects*

Message Impact [ $F(1, 1916.62) = 272.73, p < .001$ ] and Capability [ $F(1, 2072.67) = 120.56, p < .001$ ] significantly predicted Planning intentions. Higher Message Impact and Capability were each associated with stronger intentions to plan to read, indicating that both factors contributed independently to participants' future reading plans.

Strategies 6 and 7 were rated significantly higher than Strategy 3 on Planning intentions ( $ps < .01$ ) after Bonferroni correction.

### *Interactions*

There was no interaction between Message Impact and Capability [ $F(1, 2143.47) = 0.06, p = .81$ ], indicating that each factor influenced Planning intentions independently.

There was a significant interaction between baseline intention and segment [ $F(4, 1112.12) = 4.49, p = .001$ ]. Among Lapsed Readers, the relationship between baseline intentions and Planning intentions was especially strong: those who began the survey with higher baseline intentions showed the largest increases in Planning intentions. A visual inspection confirmed a clear upward slope, suggesting that higher baseline intentions were linked to stronger Planning intentions in this group.

A small but significant main effect of strategy on Planning intentions remained after the message and behavioural drivers were added [ $F(7, 1382.80) = 2.20, p = .032$ ] but this effect was very small compared with the much stronger effects of Message Impact, [ $F(1, 1916.62) = 272.73, p < .001$ ],

and Capability, [ $F(1, 2072.67) = 120.56, p < .001$ ]. This pattern shows that once Message Impact and Capability were included in the model, the contribution of the strategies themselves was greatly reduced. This suggests that the strategies influenced Planning intentions primarily indirectly, through their effects on these message and behavioural drivers.

## **Baseline intention measures**

Given the central role that baseline intention played across our models, we report below the two questions used to measure participants' baseline intentions. These questions asked about:

- (1) the likelihood of getting a book in the next three months, and
- (2) the likelihood of reading a book in the next three months.

Table 7:

**Pre-exposure intentions to get a book for leisure in the next three months (percent within response category by audience segment)**

Response category	Avid Readers	Engaged Readers	Ambivalent Readers	Aspirational Readers	Lapsed Readers
No chance at all (0%)	5.7	4.5	14.8	15.9	59.1
Very unlikely (about 10–20%)	6.3	8.1	9.0	32.4	44.1
Unlikely (about 30–40%)	11.5	15.4	17.3	30.8	25.0
50/50 (about 50%)	15.6	22.4	16.9	32.9	12.2
Likely (about 60–70%)	15.8	42.9	14.1	25.0	2.2
Very likely (about 80–90%)	35.6	35.6	13.9	12.9	2.1
Certain (100%)	64.5	26.0	4.9	4.1	0.5

**Table 8:**

**Pre-exposure intentions to read a book for leisure in the next three months (percent within response category) within response category by audience segment)**

<b>Response category</b>	<b>Avid Readers</b>	<b>Engaged Readers</b>	<b>Ambivalent Readers</b>	<b>Aspirational Readers</b>	<b>Lapsed Readers</b>
No chance at all (0%)	3.1	1.5	9.2	6.2	80.0
Very unlikely (about 10–20%)	4.2	3.2	13.7	24.2	54.7
Unlikely (about 30–40%)	0.0	4.1	16.3	51.0	28.6
50/50 (about 50%)	10.6	19.6	20.6	38.7	10.6
Likely (about 60–70%)	15.1	36.7	14.1	28.6	5.5
Very likely (about 80–90%)	28.8	41.9	12.1	16.2	1.0
Certain (100%)	64.4	27.2	5.4	2.8	0.2

Tables 9–12 show intentions to get and read a book in the next three months, reported separately for age and gender groups.

**Table 9:**

**Pre-exposure intentions to get a book for leisure in the next three months  
(percent within response category by age group)**

<b>Response category</b>	<b>15-24</b>	<b>25-29</b>	<b>30-34</b>	<b>35-39</b>	<b>40-44</b>	<b>45-49</b>	<b>50-54</b>	<b>55-59</b>	<b>60-64</b>	<b>65-69</b>	<b>70+</b>
No chance at all (0%)	4.2	3.1	4.4	4.0	7.3	5.8	9.0	13.1	10.6	8.4	9.8
Very unlikely (10–20%)	12.0	13.4	11.4	9.9	7.3	7.7	4.0	4.0	12.9	6.0	8.7
Unlikely (30–40%)	6.0	1.0	7.9	4.0	3.6	2.9	5.0	4.0	1.2	8.4	2.3
50/50 (about 50%)	17.5	23.7	17.5	15.8	31.8	23.1	18.0	13.1	14.1	19.3	17.9
Likely (about 60–70%)	18.1	21.6	14.9	21.8	11.8	16.3	13.0	12.1	15.3	7.2	11.6
Very likely (about 80–90%)	22.3	16.5	17.5	17.8	12.7	20.2	9.0	15.2	11.8	14.5	12.7
Certain (100%)	19.9	20.6	26.3	26.7	25.5	24.0	42.0	38.4	34.1	36.1	37.0

Table 10:

**Pre-exposure intentions to read a book for leisure in the next three months  
(percent within response category by age group)**

Response category	15-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65-69	70+
No chance at all (0%)	4.2	3.1	1.8	3.0	5.5	5.8	7.0	8.1	5.9	8.4	6.4
Very unlikely (10–20%)	10.2	8.2	12.3	7.9	7.3	6.7	4.0	4.0	8.2	7.2	6.9
Unlikely (30–40%)	3.0	2.1	4.4	7.9	6.4	4.8	7.0	4.0	3.5	1.2	1.2
50/50 (about 50%)	17.5	24.7	19.3	13.9	18.2	21.2	14.0	14.1	11.8	15.7	9.8
Likely (about 60–70%)	19.9	17.5	15.8	20.8	17.3	18.3	9.0	9.1	11.8	13.3	19.1
Very likely (about 80–90%)	19.9	17.5	14.0	19.8	11.8	12.5	14.0	19.2	20.0	13.3	14.5
Certain (100%)	25.3	26.8	32.5	26.7	33.6	30.8	45.0	41.4	38.8	41.0	42.2

Table 11:

**Pre-exposure intentions to get a book for leisure in the next three months  
(percent within response category by gender)**

Response category	Male	Female	Other
No chance at all (0%)	7.5	6.6	22.2
Very unlikely (10–20%)	11.1	6.9	11.1
Unlikely (30–40%)	4.4	3.9	11.1
50/50 (about 50%)	22.2	16.4	11.1
Likely (about 60–70%)	16.3	13.4	22.2
Very likely (about 80–90%)	13.1	18.4	22.2
Certain (100%)	25.4	34.4	0.0

Table 12:

**Pre-exposure intentions to read a book for leisure in the next three months  
(percent within response category by gender)**

Response category	Male	Female	Other
No chance at all (0%)	5.5	5.1	0.0
Very unlikely (10–20%)	9.6	5.9	0.0
Unlikely (30–40%)	3.8	3.9	22.2
50/50 (about 50%)	17.3	15.1	11.1
Likely (about 60–70%)	18.1	14.1	22.2
Very likely (about 80–90%)	15.5	16.6	22.2
Certain (100%)	30.2	39.3	22.2

## Demographic details

Tables 13 to 18 provide demographic information about the sample.

**Table 13:**

### Age distribution of participants

Age group	n (%)
15–24	166 (13.5)
25–29	97 (7.9)
30–34	114 (9.3)
35–39	101 (8.2)
40–44	110 (8.9)
45–49	104 (8.4)
50–54	100 (8.1)
55–59	99 (8.0)
60–64	85 (6.9)
65–69	83 (6.7)
70+	173 (14.0)

**Table 14:**

### Gender identity of participants

Gender identity	n (%)
Male	614 (49.8)
Female	611 (49.5)
Non-binary / gender diverse	4 (0.3)
Gender identity not listed	2 (0.2)
Prefer not to say	3 (0.2)

*Note: Participants could select more than one response because this was an “select all that apply” question*

**Table 15:**

### Ethnic background of participants

Cultural / ethnic background	n (%)
Australian	793 (64.4)
First Nations	3 (0.2)
English	64 (5.2)
Irish	9 (0.7)
Scottish	8 (0.6)
Asian	57 (4.6)
South Asian	34 (2.8)
Middle Eastern	18 (1.5)
European	56 (4.5)
Chinese	35 (2.8)
Italian	22 (1.8)
German	8 (0.6)
Greek	12 (1.0)
Vietnamese	10 (0.8)
North American	12 (1.0)
South American	11 (0.9)
African	8 (0.6)
Other	53 (4.3)
Prefer not to say	19 (1.5)

Table 16:

### Aboriginal and Torres Strait Islander status of participants

Indigenous status	n (%)
Aboriginal	20 (1.6)
Aboriginal and Torres Strait Islander	1 (0.1)
Neither	1188 (96.4)
Prefer not to say	23 (1.9)

Table 17:

### Marital status of participants

Marital status	n (%)
Single	349 (28.3)
Married	577 (46.8)
Divorced or separated	92 (7.5)
Widowed	36 (2.9)
Domestic or de facto partnership	160 (13.0)
Other	4 (0.3)
Prefer not to say	14 (1.1)

Table 18:

### Employment status of participants

Employment status	n (%)
Employed casually	85 (6.9)
Employed part-time	185 (15.0)
Employed full-time	515 (41.8)
Self-employed	67 (5.4)
Student	53 (4.3)
Engaged in home duties	45 (3.7)
Engaged in volunteer work	8 (0.6)
Retired	261 (21.2)
Unemployed	52 (4.2)

Note: Participants could select more than one response because this was an "select all that apply" question



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