A phenomenological approach was used to explore first-year seminar students’ perceptions of two modes of study skills instruction and the resulting influence on noncognitive skills. The exploration focused on two modes of study skills instruction, faculty-led class instruction and individual peer tutoring. The noncognitive skills explored were self-regulation, self-efficacy, motivation, and help-seeking behaviors. Results included that participants needed to apply skills to see the value in study skills instruction, that they preferred getting study ideas from fellow students, and that study skills instruction should be delivered at multiple points during the freshman year.