
Distinguish the Duties and Responsibilities of the Kitchen Brigade

Unit: Culinary Arts

Problem Area: Career Opportunities in Culinary Arts

Lesson: Distinguish the Duties and Responsibilities of the Kitchen Brigade

■ **Student Learning Objectives.** Instruction in this lesson should result in students achieving the following objectives:

- 1 Explain the origin of the kitchen brigade system.**
- 2 Identify the purpose of the kitchen brigade system.**
- 3 Distinguish the duties and responsibilities of chefs and cooks in the kitchen brigade system.**

■ **Resources.** The following resources may be useful in teaching this lesson:

“Bureau of Labor Statistics,” *Occupational Outlook Handbook*. Accessed April 25, 2010. <<http://www.bls.gov/oco/ocos161.htm>>.

McGreal, Michael J. *Culinary Arts: Principles and Applications*. American Technical, 2008.

Wall, Garry. “The Kitchen Brigade,” *Kitchen Management* 275. Accessed April 25, 2010. <<http://www.members.shaw.ca/gwall/kmgt275/brigade.htm>>.

Wellman, Jos. “History of Georges Auguste Escoffier,” *Hub: UK*. Accessed April 25, 2010. <<http://www.hub-uk.com/interesting/escoffier.htm>>.



■ **Equipment, Tools, Supplies, and Facilities**

- ✓ Overhead or PowerPoint projector
- ✓ Visual(s) from accompanying master(s)
- ✓ Copies of sample test, lab sheet(s), and/or other items designed for duplication
- ✓ Materials listed on duplicated items
- ✓ Computers with printers and Internet access
- ✓ Classroom resource and reference materials

■ **Key Terms.** The following terms are presented in this lesson (shown in bold italics):

- ▶ Careme
- ▶ chef de partie
- ▶ classical cuisine
- ▶ commis
- ▶ executive chef
- ▶ Georges Auguste Escoffier
- ▶ guild
- ▶ haute cuisine
- ▶ hors d'oeuvres
- ▶ kitchen brigade system
- ▶ mise en place
- ▶ organization
- ▶ resource management
- ▶ responsibilities
- ▶ sous chef
- ▶ workstations

■ **Interest Approach.** Use an interest approach that will prepare the students for the lesson. Teachers often develop approaches for their unique class and student situations. A possible approach is included here.

■ *Ask the students:* ■

- ◆ *How many of you enjoy dining out at restaurants? Have them respond with their level of enjoyment (from love to eat out to tolerate eating out).*
- ◆ *What are your favorite restaurants? List the identified restaurants.*
- ◆ *How many times a week do you dine out? Record the student responses, and calculate an average number of times class members eat out weekly.*
- ◆ *What would you think about dining out if it took 12 to 14 hours for your meal to be served?*

Explain that when *grande cuisine* was popular, this timeframe was an expected part of the dining experience. Some vital changes have happened to the restaurant industry to make it what it is today.

CONTENT SUMMARY AND TEACHING STRATEGIES

Objective 1: Explain the origin of the kitchen brigade system.

Anticipated Problem: What is the origin of the kitchen brigade system?

- I. Kitchen brigade system origins
 - A. The origin of the **kitchen brigade system** (an established chain of command in the kitchen) is an interesting story. Several events led to the formation of the kitchen brigade by Georges Auguste Escoffier.
 1. Italy is where food history begins. The De Medici family was instrumental in elevating food and cuisine to an art form. Catherine De Medici's monetary endowments to talented chefs helped to elevate the profession.
 2. France is where restaurants began and where recipes, or formulas, were recorded. The act of writing down the methods and techniques allowed chefs to be prepared in ways other than apprenticeship—as via culinary schools (e.g., Le Cordon Bleu and Les Trois Gourmands—both in Paris).
 3. The modern day culinary profession began with the formation of a culinary **guild** (a professional organization) that focused on the craft of food preparation. The guild monitored:
 - a. Who could perform various types of food preparation
 - b. Which foods were to be used for typical culinary dishes
 - c. How the food dishes were to be prepared
 4. Elite and wealthy families used the guild.
 5. A person identified only as “Monsieur Boulanger” (originally a vendor of soup in Rue Bailleul) owned a pub and decided to prepare and sell food items in his establishment.
 - a. The guild sued him on the grounds that only guild-approved individuals should be allowed to sell food products and services to the public.
 - b. Boulanger won his case against the guild and re-opened his pub. He is said to have marketed his soup with a sign that read “Boulanger’s soups are restorative.” He is credited with naming restaurants when, over the years, “restorative” became restaurant. This marks the beginning of the restaurant industry.

- B. Marie-Antoine **Careme** is the late 19th-century chef who created and institutionalized the cooking methods and standards known as grande cuisine (**haute cuisine** or high cuisine). This style of food preparation takes many hours to prepare because of the elaborate preparations and principles involved. grande cuisine style continues in very fine dining establishments and hotels today and includes:
1. Garnishing and sculpting a customer’s plate, as someone would construct art-work
 2. Spending approximately 12 to 14 hours preparing a customer-ordered meal
- C. **Georges Auguste Escoffier**, a 19th-century French chef, is considered the father of the culinary arts and founder of the kitchen brigade system. The kitchen brigade is comprised of a team of chefs with specific duties that help to simplify food production in contrast to the grande cuisine style of food preparation, which requires more time, ingredients, and labor. Escoffier made French cuisine world famous and his seminal cookbook, *Le Guide Culinaire*, was first published in 1903. It is read today by all novice and expert chefs alike. The seemingly simple act of documenting common food preparation methods and techniques has made it possible for the culinary arts to be shared with all who wish to know how to cook. Prior to the publication of *Le Guide Culinaire*, people were required to apprentice with a pastry chef to learn how to prepare pastry or to apprentice with a garde-manger to learn how to prepare **hors d’oeuvres** or forcemeats. He developed several other practices that were very influential to the 19th-century restaurant industry. His **classical cuisine** style of cooking:
1. Uses the freshest and highest quality ingredients
 2. Uses refined cooking techniques (in contrast to the laborious Grande Cuisine style)
 3. Structured and documented the methods and techniques to create the “Mother Sauces” that restaurants worldwide use today

Teaching Strategy: Use VM–A as a handout for student note-taking about restaurant history and the origins of the kitchen brigade system.

Objective 2: Identify the purpose of the kitchen brigade system.

Anticipated Problem: What is the purpose of the kitchen brigade system?

- II. Purpose of the kitchen brigade system
- A. Simplify food production
1. To simplify production, a restaurant organizes food preparation and sanitation tasks. **Organization** is a plan developed to minimize chaos and to produce superior products by assigning individuals to specific tasks and kitchen areas.

2. Escoffier identified titles for the kitchen brigade positions and helped to make food production run like a well-oiled machine.
 - a. Chefs who remain focused on one task (or menu category) rather than having responsibility for multiple tasks are able to repeatedly produce superior products.
 - b. Focused tasks allow the chef or cook to become proficient in his or her duties and to remain in a dedicated workstation.
 3. **Workstations** are areas of the kitchen dedicated to specific food production tasks (e.g., the pastry station, the garde-manger station, or the vegetable station).
 - a. To assist in the organization of the kitchen workstations, the required equipment (e.g., refrigerators, ovens, mixers, whisks, whips, copper bowls, and spatulas in the pastry workstation) is needed to accomplish the station's tasks.
 - b. These brigade positions may include Escoffier's original positions or the contemporary brigade positions used in today's restaurants. Each chef or cook is assigned specific food preparation responsibilities for the menu to avoid duplication of effort.
 4. **Responsibilities** are duties each chef or cook is assigned to be completed with accuracy and efficiency as well as to meet specified preparation and presentation standards. If one chef fails to complete his or her duties, the entire food production process suffers and the customer's meal is delayed.
- B. Conserve resources
1. **Resource management** is a plan that helps ensure that facility resources are used in the most efficient manner possible. Food production resources are carefully monitored to ensure business prosperity.
 2. Time is an important economic resource of the restaurant.
 - a. Chefs are hired if they demonstrate the skills and knowledge for each workstation.
 - b. Chefs utilize ***mise en place*** (a French term for "put in place"). *Mise en place* ensures that ingredients are prepared ahead of time for use when the food dishes are ordered.
 - (1) Assembling all ingredients prior to cooking
 - (2) Chopping vegetables for soups, salads, and stocks
 - (3) Par baking or cooking foods (e.g., spaghetti, vegetables, and pound cake to prepare Baked Alaska)
 - (4) Preparing the stocks or sauces ahead of time to add to food dishes (e.g., simple syrup, crème fraiche, clarified butter, or brown stock)
 3. Finances (cash, loans, and credit) are a resource in food production and fund the goods and services provided by a restaurant. The bottom line in the restaurant business is not how well the food items are prepared, but how well the finances are managed. Good food and poor financial management usually mean the business will fail.

4. Energy conservation is important to restaurant success.
 - a. Labor is an example of a human resource and includes completing tasks with a minimum of wasted effort.
 - b. Utility costs represent the energy used to operate the restaurant (e.g., electricity, natural gas, and propane).
5. Goods are a restaurant resource. Food service goods fall into three different categories: durable goods, semi-durable goods, and non-durable goods.
 - a. Durable goods are those that last many years, if not a lifetime.
 - (1) Facilities
 - (2) Equipment
 - (3) Furniture
 - b. Semi-durable goods are those that may be used several times, but they do not last for extended periods of time.
 - (1) Cloth table covers
 - (2) Cloth napkins
 - (3) Aprons, chef jackets, and chef hats
 - (4) Kitchen and service towels
 - c. Non-durable goods are one-use items.
 - (1) Food items (e.g., crackers, rolls, garnishes, and individually packaged food items)
 - (2) Disposable table service (e.g., paper, plastic, aluminum foil, and styrofoam)
 - (3) Centerpiece flowers

Objective 3: Distinguish the duties and responsibilities of chefs and cooks in the kitchen brigade system.

Anticipated Problem: What are the duties and responsibilities of the main positions of the kitchen brigade system?

III. Main kitchen brigade positions

- A. The **executive chef** is the first in command of food production and food production employees in a restaurant kitchen. He or she is responsible for menu planning, for the addition of new recipes and dishes to the menu, and for supervising all food production positions. The executive chef is also responsible for the kitchen budget, invoices, inventory, and purchasing.
 1. The standard daily dress (designed to minimize injuries and sanitation risks) for an executive chef (and most other chefs) includes a cleaned, pressed, and/or polished:
 - a. Toque (tall chef hat)
 - b. Necktie (or neckerchief)
 - c. Double-breasted chef jacket (traditionally white in color)

- d. Chef trousers (traditionally a black and white check)
 - e. Shoes (traditionally clogs)
 - f. Apron
 - g. A wedding ring may or may not be allowed. (Chefs generally wear no jewelry.)
2. To ensure that food production standards are met, the executive chef usually completes his or her culinary education and the training requirements in one of two ways:
 - a. The executive chef may have attended and graduated from an accredited culinary education program. Various certifications and degrees are available, such as an associate's degree and a bachelor's degree in culinary arts.
 - b. A culinary student or intern may use the apprenticeship system to achieve experience in food production.
 - (1) A **commis** is an apprentice cook who job shadows a professional chef. The commis often works in a food production establishment while enrolled in a culinary education program.
 - (2) The apprenticeship system allows student to gain experience and improve their level of experience. Most chefs are in commis positions for two to four years.
 3. The salary for an executive chef typically ranges from \$95,000 to \$150,000 annually based on:
 - a. Experience
 - b. Degrees or certifications
 - c. Training (especially with a renowned chef or restaurant)
 - d. The size and prominence of the establishment (e.g., An executive chef at Chili's would probably be offered a higher salary than an executive chef at Ponderosa.)
- B. The **sous chef** is the second in command of the kitchen brigade. He or she assists the executive chef in carrying out the daily duties and orders. He or she is first in command when the executive chef is absent.
1. Food production duties may include sauce preparation and assisting and instructing kitchen brigade personnel in food production and presentation.
 2. The standard daily dress is the same as that for an executive chef, but the sous chef's toque is sometimes shorter than that of the executive chef.
 3. The education and training requirements are the same as those for an executive chef. The sous chef may have less experience than the executive chef and may be working his or her way up to the executive chef position.
 4. The salary for a sous chef typically starts at \$45,000 and increases annually, based on experience, education, training, and establishment size.

- C. The **chef de partie** is the line cook or the station chef in the kitchen brigade. This chef is responsible for specific food production duties in a workstation.
1. When more than one chef de partie is present, each retains the name of their workstation (e.g., chef de partie du pastry or chef de partie du garde-manger).
 2. These positions have a hierarchy in the kitchen brigade command system, and the number of positions depends on the establishment size. A larger establishment will obviously need more positions.
 3. The average annual salary ranges from \$25,000 to \$35,000. Again, the type and size of the establishment affect the salary.

Teaching Strategy: Use VM–B as a student handout and as an outline of information. Remind students that few restaurants utilize each of the kitchen brigade positions and that smaller operations may assign one chef to several duties and workstations. Assign LS–A.

- **Review/Summary.** Use the student learning objectives to summarize the lesson. Have students explain the content associated with each objective. Student responses can be used in determining which objectives need to be reviewed or taught from a different angle. Questions at the ends of chapters in the textbook may also be used in the review/summary. If you want the students to memorize the position names and duties from VM–B, have them make flashcards with a picture or a drawing to identify the position and the name printed on the opposite side.
- **Application.** Use the included visual master(s) and lab sheet(s) to apply the information presented in the lesson.
- **Evaluation.** Evaluation should focus on student achievement of the objectives for the lesson. Various techniques can be used, such as student performance on the application activities. A sample written test is provided.

■ **Answers to Sample Test:**

Part One: Matching

1. g
2. d
3. f
4. e
5. h
6. a
7. c
8. b

Part Two: Short Answer

- Answers may vary but should include three of the following ways Escoffier influenced the restaurant industry:
 - He was the father of the kitchen brigade system in which an established chain of command serves the kitchen staff by eliminating chaos and focusing a chef's time and talent on one workstation's tasks.
 - The classical cuisine style requires less preparation time than grande cuisine style.
 - He documented food preparation methods and techniques in his book *Le Guide Culinaire*.
 - He structured and documented the "Mother Sauces."
- Answers will vary but should include two of the following duties of the executive chef:
 - He or she is the first in command of food production and food production employees in the restaurant kitchen.
 - He or she writes the menu.
 - He or she conducts a kitchen inventory.
 - He or she supervises all kitchen personnel.
 - He or she is responsible for the kitchen's budget, invoices, inventory, and purchasing.
- Answers will vary but should include three of the following resources and one example of each resource.

Resource	Examples
Time	<ul style="list-style-type: none">Hire well-trained chefsChefs utilize mise en place
Finances	<ul style="list-style-type: none">Manage cash flowManage any loansManage credit cards
Energy	<ul style="list-style-type: none">LaborUtility costs
Goods	<ul style="list-style-type: none">Durable goods (e.g., facility, equipment, and furniture)Semi-durable goods (e.g., cloth table covers, cloth napkins, aprons, chef jackets, chef hats, and towels)Non-durable goods (e.g., food items, disposable table service, and centerpiece flowers)

Part Three: Completion

- classical
- "put in place"
- commis
- shoes (or clogs)
- Georges Auguste Escoffier
- executive chef
- garde-manger

Distinguish the Duties and Responsibilities of the Kitchen Brigade

► Part One: Matching

Instructions: Match the term with the correct definition.

- | | |
|------------------------------|------------------------|
| a. Georges Auguste Escoffier | e. organization |
| b. kitchen brigade system | f. resource management |
| c. workstations | g. executive chef |
| d. chef de partie | h. sous chef |

- ____ 1. The person in highest command of food production
- ____ 2. A line cook
- ____ 3. A plan that helps ensure that facility resources are used in the most efficient manner possible
- ____ 4. A plan developed to minimize chaos and to produce superior products by assigning individuals to specific tasks and kitchen areas
- ____ 5. The person who is second in command of the kitchen brigade
- ____ 6. Father of culinary arts and founder of the kitchen brigade system
- ____ 7. Areas of the kitchen dedicated to specific food production tasks
- ____ 8. An established chain of command in the kitchen



► Part Two: Short Answer

Instructions: Answer the following.

1. List three ways in which George Auguste Escoffier influenced the restaurant industry.

2. Describe two duties of the executive chef.

3. List three resources the kitchen brigade system strives to conserve and an example of each resource.

► Part Three: Completion

Instructions: Provide the word or words to complete the following statements.

1. Escoffier's style of cooking is the _____ style that uses fresh, high-quality ingredients and refined cooking techniques.
2. Mise en place is the French term for _____.
3. A(n) _____ is an apprentice cook.
4. A typical chef's uniform includes a toque, necktie, double-breasted chef jacket, chef trousers, an apron, and _____.
5. *Le Guide Culinaire*, the groundbreaking cookbook, was written by _____.
6. The sous chef is the second in command in the kitchen brigade system and is first in command when the _____ is absent.
7. The chef who processes raw meat, cold dishes, forcemeat, pates, pies, galantines, and cold hors d'oeuvres is the _____.

RESTAURANT HISTORY AND THE ORIGIN OF THE KITCHEN BRIGADE

Directions: Record facts about each term below. At the end of the class, we will share identified facts.

1. Guild—
2. “Monsieur Boulanger”—
3. Marie-Antoine Careme—
4. Georges Auguste Escoffier—
5. Kitchen brigade system—
6. Grande cuisine—
7. Classical cuisine—

RESTAURANT HISTORY AND THE ORIGIN OF THE KITCHEN BRIGADE

1. Guild—A professional organization that focused on the craft of food preparation. The guild monitored:
 - a. Individuals who could perform various types of culinary food preparation
 - b. The foods to be used for typical culinary dishes
 - c. How the food dishes were to be prepared
 - d. Elite and wealthy families used the guild.
2. “Monsieur Boulanger”—He owned a pub and decided to prepare and sell food items in his establishment. The guild sued him, arguing that only guild-approved individuals should be allowed to sell food products and services. Boulanger won the case and reopened his pub. He is also credited with naming restaurants. This was the beginning of the restaurant industry.
3. Marie-Antoine Careme—She was the late 19th-century chef who created and institutionalized cooking methods and standards known as *grande cuisine* (*haute cuisine*). The *grande cuisine* style of food preparation takes many hours to prepare because of the elaborate preparations and principles involved.
4. Georges Auguste Escoffier—He was the 19th-century French chef who is considered the father of the culinary arts and the founder of the kitchen brigade system that helped to simplify food production and titled classical cuisine. His style was in contrast to the *grande cuisine* style of food preparation that requires more time, ingredients, and labor. Escoffier made French cuisine world famous in his seminal cookbook, *Le Guide Culinaire*, which was first published in 1903. It is read today by all novice and expert chefs alike. The seemingly simple act of documenting common food preparation methods and techniques has made it possible for the culinary arts to be shared with all who wish to know the way to cook. Among other things, Escoffier structured and documented the methods and techniques to create the “Mother Sauces” that restaurants worldwide use today.
5. Kitchen brigade system—The kitchen brigade system is an established chain of command in the kitchen. The brigade is comprised of a team of chefs with very specific duties that help to simplify food production, in high contrast to the *grande cuisine* style of food preparation that requires more time, ingredients, and labor.

6. Grande cuisine—It is a style of culinary preparation that is time and labor intensive. It continues in very fine dining establishments and hotels today and includes:
 - a. Garnishing and sculpting a customer’s plate, as one would construct artwork
 - b. Spending approximately 12 to 14 hours to prepare a customer-ordered meal
7. Classical cuisine—Escoffier developed several other practices that were influential to the 19th-century restaurant industry. These practices became known as the classical cuisine style of cooking and are:
 - a. Using the freshest, highest quality ingredients
 - b. Using refined (less labor intensive) cooking techniques
 - c. Using the “Mother Sauces” that restaurants worldwide use today
 - d. Formally recording recipes and formulas in a seminal French cookbook

KITCHEN BRIGADE SYSTEM POSITIONS

There are more positions in modern kitchens than in Escoffier's classical kitchen brigade. For brigade positions and/or workstations with multiple chefs, the chain of command is shown.

◆ Executive Chef

- This is the highest command level. This individual coordinates all kitchen brigade functions and writes menus. He or she usually has a diploma or a certificate and often spends more time doing organizational duties (e.g., budgets, invoices, and purchasing) than cooking.



◆ **Sous Chef**

- This is the second command level. The sous chef is responsible for the physical operation of the kitchen, including assisting with the executive chef duties. The sous chef is first in command when the executive chef is absent and assists and trains the chefs de partie as needed. He or she may prepare sauces.

◆ **Chef de Partie**

- This is a line chef position in the modern kitchen brigade workstation. Each of the following chefs would be considered a chef de partie for a specific workstation.

◆ **Saucier** (Sauce Chef)

- This is the third command level. The saucier is responsible for the preparation of fish, sautéed dishes, stews, hot hors d'oeuvres, hot entrees, sauces, and, in some cases, soups. This is one of the most demanding positions in the kitchen brigade. The person in this position also oversees the following positions:
 - Poissonier: Fish station chef
 - Rotisseur: Roast station chef (e.g., oven and spit-roasted meats)
 - Friturier: Fry cook station and prepares deep-fried foods
 - Grillardin: Grilled food station chef

◆ **Garde-Manger** (Pantry and Cold Chef)

- This is the fourth command level. He or she processes raw meat, cold dishes, forcemeat, pates, pies, galantines, and cold hors d'oeuvres (appetizers). The garde-manger also oversees the following positions:
 - Charcutier: Preserved meats station chef (e.g., bacon, ham, and sausage)
 - Boucher (Butcher): Cuts and slices meats and poultry for the kitchen brigade stations

◆ **Entremetier** (Vegetable Chef): Prepares soups (in smaller establishments, the saucier may prepare soups), vegetables, pasta, and foods made from flour, eggs, and cheese. In addition, he or she commands the following positions:

- Potager: Soup station chef
- Legumier: Vegetable station chef

◆ **Patissier** (Pastry Chef): Prepares all basic desserts: hot, cold, and frozen desserts and hot and cold pastries. He or she commands the following positions:

- Boulanger (Baker): Bread baking station chef



- Glacier (ice creams, sorbets, ices): Chilled and frozen desserts station chef
 - Confiseur (candy and cakes): Petit four and specialty cake maker station chef
 - Decorateur (Cake Decorator): Prepares showpieces and centerpieces and is a specialty cake station chef
- ◆ **Tournant** (Swing Chef): Covers many positions and fills in for numerous chef positions
- ◆ **Commis** (Apprentice): Assists any chef de partie and trains in each of the kitchen brigade positions

Kitchen Brigade System Project

Purpose

The purpose of this activity is to learn more about those individuals who influenced the development of the modern kitchen brigade and the various types of brigades.

Objectives

1. Research and compile information on the life and achievements of people influential to the modern kitchen brigade system.
2. Develop an informational poster with pictures and facts about the influential people, their lives, and achievements as well as how the kitchen brigade system has impacted the restaurant industry.

Materials

- ◆ lab sheet
- ◆ poster board
- ◆ glue
- ◆ scissors
- ◆ art materials
- ◆ multiple copies of the project rubric for each group

Procedure

1. Work in groups of three.
2. Choose one of the following people or topics to research. Your research should include facts about one of the individuals or kitchen systems and how the influence has affected the modern kitchen brigade. Use print and online resources to collect the data. NOTE: Your instructor may add additional names or systems to this listing.
 - a. Georges Auguste Escoffier



- b. Marie-Antoine Careme
 - c. “Monsieur Boulanger”
 - d. Julia Child
 - e. Wolfgang Puck
 - f. Rick Bayless
 - g. Emeril Lagasse
 - h. Charlie Trotter
 - i. Grande cuisine system
 - j. Classical cuisine kitchen brigade system
 - k. Modern kitchen brigade system
 - l. OTHER: _____
 - m. OTHER: _____
3. Facts would include:
- a. Education and training (of the individual)
 - b. Accomplishments (of the individual)
 - c. Impact on the food and restaurant industry (individual or system)
 - d. Graphic representation of the system (line and staff chart)
4. Pictures would include representations of the information gathered.
5. Sort through the information and pictures and create a neat and informative poster. The project rubric is as follows:

Category (With Recommended #)	Excellent	Good	Needs Improvement	Nothing
Facts (Minimum of 10)	3	2	1	0
Photos (Minimum of three)	3	2	1	0
Neatness (Labels, writing, cutting, gluing, and coloring)	3	2	1	0
Teamwork (Degree to which all group members participated in the research, development, and presentation of the project)	3	2	1	0
Total score	_____ of a possible 12 points			
Comments				

6. As a group, present your information to the class and display your poster.
7. Use the rubric to rate the other groups' projects.
8. Read the comments about your project.
9. Turn in your group project to your instructor.