

UNITED WISDOM

How to Bring an Undertaking to Completion

Freedom and Action

Andrey Zarinsh & Maria Evilkut

A27 · EN

@andrey.zarinsh @ilkutki

How to Bring an Undertaking to Completion

Epigraph

> *a complete action*

Aristotle, Poetics, IX, S. H. Butcher translation. The source concerns artistic action and plot construction. Comparing it with an ordinary undertaking is our limited analogy, not an established project-management method.

What this article is about

An undertaking can occupy considerable time without an understandable ending. Materials, effort and partial results exist, yet every fresh look reveals another improvement. Sometimes a necessary part is missing. Sometimes the result serves its purpose while its author keeps protecting against possible judgement. Sometimes changed conditions make responsible discontinuation, rather than carrying out the original plan at any cost, the appropriate completion.

This article names the whole, necessary result and remaining commitments. Completion means neither perfection, vanished difficulty nor forgetting consequences for others. It concerns a particular undertaking with an understandable purpose. One stage can end while a question remains open. A result can be transferred while further work requires a separate agreement. These states should not merge into an indefinite feeling of incompleteness.

We consider purpose, necessary parts, verification and handover. Courage to finish may involve limiting scope, acknowledging a missing condition and honestly discussing discontinuation. It permits no disregard of quality, safety or agreements. The practice is author-created reflection on an accessible undertaking, not a replacement for professional requirements or a measure of human worth through completed tasks.

I. First understand what counts as a whole

Someone prepares a small guide for participants in a shared event. Information is collected, presentation revised and advice added. Every idea seems useful, but the guide's particular purpose and what readers should be able to do remain unknown. The file can become an endless collection of everything its author learned. Work grows without a result that can be named.

@andrey.zarinsh @ilkutki

Clarify the purpose: help participants find the venue, time, participation conditions and an accessible questions contact. The whole becomes more understandable. Certain information, accuracy and an accessible form are necessary. Project history or an extensive subject overview may be interesting without belonging to this result. They can occupy a separate place instead of repeatedly delaying the guide.

The whole need not match an initial grand intention. A small agreed stage can end without claiming all future work complete. Scope reduction must be honest, however. If people expected a detailed guide, a short reminder does not become one merely because the author is tired. Clarify expectations and agree the changed purpose while distinguishing limitation from concealed non-delivery.

Understanding the whole therefore connects personal decision and relationships. What is needed, for whom and under what conditions will it help? If the answer is unclear, clarification rather than further presentation work may come next. Naming purpose does not guarantee ease. It distinguishes necessary parts from additions and restores the possibility of considering this undertaking's end.

II. Beginning, middle and end as a literary analogy

Poetics considers an action's wholeness and the relationship between plot parts. The selected chapters concern artistic construction, where parts matter for the whole, not an experimental productivity theory. The literary analogy nevertheless asks what change our undertaking makes and what shows that this particular action's story has reached completion.

The guide's beginning might identify participants' necessary information. Its middle gathers and checks data and produces accessible text. Its end transfers a suitable version to intended users with clear conditions. This is our particular example's arrangement, not an ancient rule for modern projects. Other undertakings can have different organisation and specialised requirements.

Some actions end in agreement: participation limits are communicated and the next step understood. Others need an object, professional verification or an established acceptance process. They cannot count equally complete merely because the author feels relief. An ending image helps when it names actual change instead of replacing necessary conditions with attractive language.

Nor must all life become a completed plot. Care, relationships and learning can continue without a single final point. They contain bounded undertakings: particular assistance, conversation or a learning stage. That step can end without ending the whole domain. Literary wholeness remains an analogy for particular action, not a demand for an artificially perfect life.

III. A necessary part and a possible improvement

Once purpose is named, examine the result's parts. What is essential for use, what improves convenience and what belongs elsewhere? Accurate time and an accessible contact may be essential to the guide. Decoration can improve readability without correcting a wrong address. Distinguishing them prevents a conspicuous addition absorbing attention while a substantial condition stays unexamined.

Ask what happens if a part is absent. Can a participant no longer find the event, misunderstand conditions or merely miss additional history? These show different meanings of unfinished. Difficulty alone does not permit removal. A part supporting safety, accessibility or agreed content cannot become optional merely to finish faster. Purpose and consequences matter more than the author's convenience.

A useful part may belong outside the current stage. Community history can become a separate later resource. Retain a note without promising immediate delivery. This acknowledges the idea without inserting every thought into the guide. Moving something later must not silently cancel an agreed duty; it applies only to what is genuinely unnecessary for this result.

New information may change which parts are necessary. If some participants use another access method, convenience is no longer merely presentation. An accessible alternative may be needed and the earlier assessment updated. Completion cannot prohibit noticing changed conditions. Consider proportionately whether information changes suitability or concerns a possible future improvement.

IV. Completion criteria and perfection

A completion criterion describes what the result must enable under agreed conditions. Perfection often has no such limit. A file must look so good nobody can notice a flaw. A conversation must achieve complete understanding and approval. These expectations exceed the ordinary task and turn possible judgement into an endless reason for postponement.

For the guide, sufficiency may mean verified significant information, content fitting purpose, an accessible form and agreed delivery. This promises neither freedom from typos nor absence of improvement suggestions. A known substantial error does not disappear under sufficient either. The criterion distinguishes a purpose-affecting flaw from an addition that need not delay handover.

Professional and specialised tasks have their own requirements. Personal readiness cannot replace equipment safety assessment. Medical or legal work cannot be called complete through this general exercise. Competent checks or formal acceptance, where needed, are

part of the undertaking. Reflection can reveal them and prepare a question rather than cancel required assessment.

Discuss criteria with people depending on the result. Author and recipient may imagine different purposes: one expects a brief reminder, the other extensive support. Clarify before delivery instead of hoping attractive design conceals the difference. A small conversation now may create an understandable completion agreement and reduce larger uncertainty later.

V. The next action should close a particular gap

Naming missing parts changes the question to what precisely comes next. Finish the guide may remain too large. Confirming time, clarifying the address or checking access with an intended recipient is a bounded step with a result. It advances completion instead of another preparation cycle that leaves substantial conditions unchanged.

Notice dependencies too. Before the organiser confirms the venue, its address cannot be presented as checked. Request information or acknowledge the unknown rather than guess. An unavailable answer constrains delivery. Some materials can be transferred provisionally, but status must be clear. A preliminary version cannot become final merely to create a feeling of progress.

Useful action need not address the current gap. Choosing presentation software may be engaging without settling the meeting time. Another article may be substantive without clarifying participation conditions. Ask which necessary part this action changes. No answer may indicate a separate idea or postponement of uncomfortable clarification rather than movement towards completion.

The sequence need not be perfectly straight. Work includes returns, unexpected information and corrections. Their relationship to purpose should remain understandable. A dependency can change order, with its reason named. Never reconsidering is unnecessary. Finishing keeps actions connected to a needed result rather than producing a flawless history of correct first attempts.

VI. Deciding to deliver and fear of judgement

Delivery makes the result visible to others. Beforehand, another correction may seem capable of removing every reason for criticism. Afterwards, real use and responses become unavoidable. This difference can sustain endless improvement. It is a possible interpretation, not a diagnosis of everyone who works slowly. Actual missing conditions still require separate examination.

In the selected Psychology: Briefer Course passage, James considers experiences of decision and effort. This historical account is not a modern clinical typology. It supports comparison of consideration and action afterwards. A limited delivery can have sufficient grounds while awkwardness remains. Feeling need not disappear before decision, but neither does it certify the result's suitability.

The guide's author can arrange a particular information check, correct substantial issues and deliver a clearly designated version. This differs from asking the recipient to confirm personal worth. An error or format suggestion can be considered by content. It neither erases all work nor requires postponing delivery until the impossible state where nobody wants any change.

Persistent fear interfering with life or serious distress calls for more than an ordinary practice. This article prescribes no self-treatment or compulsory public self-presentation. An accessible undertaking can use a suitable delivery format and participation limits. Finishing must not become a test endured for the right to respect. Result and personal dignity remain separate questions.

VII. Check the result, not merely the file's existence

A file may exist without serving its purpose. Text and design are present, but the contact is wrong or recipients cannot open it. Completion checking therefore asks what is actually available after delivery. Verification can be simple and proportionate. A small reminder may need essential information confirmed, the saved version read and its delivery method checked where relevant.

Dewey's How We Think first chapter directs reflection towards grounds and consequences. Our limited connection avoids making an inner readiness feeling the sole reason for declaring completion. This philosophical and educational source is no scientifically validated acceptance protocol. The actual check depends on the undertaking, conditions and consequences worth noticing.

Proportion guards against two extremes: delivering an unchecked unsuitable result or repeating successful checks without new reasons until verification becomes another obstacle. Changed data or an error calls for reconsideration. Confirmed essentials under unchanged conditions do not make endless repetition automatically more responsible. A check's content and relationship to the task matter.

Communicate findings precisely. Checking a saved guide differs from every participant receiving and accepting it. Delivering material differs from holding the event. Unknown states need not hide behind a confident ready. Precision completes the performed part while retaining a separate question where confirmation or action remains necessary.

VIII. Transfer limits and remaining questions too

Delivery includes information about purpose: intended recipients, conditions reflected, verified aspects and open questions. Brief accompanying information may suffice. Recipients should not guess whether material is preliminary, final or illustrative. If circumstances change, indicate who communicates significant updates and through what arrangement.

An open question need not make the entire result unfinished. Material preparation can end while event confirmation remains pending. Unknown conditions cannot be presented as fulfilled, however. If usability depends on an answer, delivery remains preliminary. This avoids both declaring everything ready and treating all work as nonexistent until the final external uncertainty disappears.

Clarify remaining participation after transfer. Can the author correct a particular error, answer a defined question or hand over materials? Ongoing support must not be automatically promised when undiscussed or unavailable. Recipients likewise acquire no unlimited new work merely by accepting a file. New roles and duties require clear agreement and consent rather than silent extension.

If someone else maintains the material, handover needs understandable information: where essentials are, what conditions are known and who handles questions. A small undertaking needs no enormous documentation pack. Preserve enough to avoid losing what matters. Accompanying work should fit the task. Responsible completion retains useful results and limits without bureaucracy merely to appear serious.

IX. Completing need not fulfil the old plan

Sometimes the original result is no longer needed or attainable under acceptable conditions. Continuing for an ending alone can cause unnecessary harm. Completion may become responsible discontinuation: inform affected people, identify accomplished work, close manageable obligations and decide what happens to materials. This differs both from disappearing and from claiming the original promise was fulfilled.

In the selected On Benefits passage, Seneca considers changed circumstances alongside duties towards others. The ethical question concerns what remains significant after change. This does not universally permit breaking inconvenient agreements. Specialised duties may need competent advice. Ancient hierarchies and violence are not transferred; participants' consent remains our explicit ethical limit.

Luke14 places tower and king illustrations within discipleship and its radical demands. A contemporary means-and-cost analogy is limited. The passage is no project guide and requires no dangerous completion for faithfulness. Available means can be considered without

claiming the religious source decides how this undertaking should end. Its own meaning remains distinct.

Cancelling the event may leave some prepared material unused. The author informs people, retains necessary information and does not present a cancelled occasion as having occurred. Material may help later, without creating a new commitment yet. Past effort remains recognised while the future is separately considered. Completing consequences and continuing the original plan need not be one action.

X. Release attention without devaluing work

After clear completion, a habit of returning may remain. The file is reopened and improvements noticed despite fulfilling its purpose. Acknowledge ideas without making every one immediately obligatory. A substantial error deserves consideration. A possible improvement for a future stage may need only a separate note or a decision that it is unnecessary now.

Completion promises no total emotional satisfaction either. A useful result can be delivered while tiredness, doubt or regret remain. These feelings are allowed. They neither erase actual work status nor require another immediate task to prove success. Name what changed, what remains separate and which participation now ends.

Retain learning without a global self-judgement. Which conditions needed earlier clarification, what proved necessary and what helped delivery? These questions concern the next undertaking rather than endless judgement of the previous one. Errors and corrections can support more precise future promises without demanding perfect repetition across different tasks and conditions.

Finishing joins attention to the whole with respect for limits. Name purpose, complete necessary parts, verify suitably and deliver honestly. Changed conditions may support responsible discontinuation. Neither option measures someone's entire worth. Completion gives people clarity and releases attention for life instead of preserving every undertaking as an indefinite commitment.

What this means in practice

Choose an accessible undertaking long left unfinished. Avoid beginning with safety matters or specialised obligations requiring professional assessment. The practice names a result and next step without cancelling established quality checks, consent or agreements.

1. **Identify purpose.** Who needs the result and what should it enable? Separate this undertaking from an entire life domain. Clarify differing expectations with affected people.

2. **Name the necessary whole.** Which parts serve purpose, which improve it and which are separate ideas? Do not exclude safety, accessibility or agreed content for a quick ending.

3. **Set sufficient completion conditions.** What needs confirmation before delivery? Distinguish suitability from perfection and specialist acceptance from a readiness feeling.

4. **Choose the next gap.** What changes a necessary part now? Request external information or acknowledge unknowns rather than present assumptions as verified facts.

5. **Check proportionately.** Read the saved result, confirm essentials and check access where relevant. Repeat a successful check only for a new reason.

6. **Transfer a precisely named state.** What is ready, preliminary or open? Clarify remaining participation, updates and another person's consent if a role changes.

7. **Close consequences and release attention.** Complete manageable obligations. Treat substantial errors separately; possible improvements do not automatically become new work. Communicate discontinuation honestly if the plan ends.

The guide's author clarifies that participants need a short reminder for a particular meeting. Venue, time and contact are checked, unrelated material moved outside this stage and the saved version read. It is delivered with clear purpose and a named conditions-update arrangement. This proves neither receipt by everyone nor event success. The agreed preparation and transfer, specifically, are complete.

Someone can finish a bounded learning stage without ending all learning. Identify its assignments, check essentials and decide what follows. A part needing help remains a separate question. Endless rewriting of old notes is unnecessary for complete-readiness feelings. But an absent required assignment cannot be called finished merely to escape tension.

The practice ends when status is honestly named, the necessary step performed or an accessible route identified, and remaining duties visible. This may be a delivered result, a completed stage or responsible discontinuation. They share clarity: perfection no longer delays attention to what people and the undertaking actually need.

Key quotation

> *an organic part*

Aristotle, Poetics, VIII, Butcher translation; a noun phrase about a part's significance to plot. Our comparison considers a detail's relationship to purpose. Artistic necessity does not transfer automatically to actual duties or authorise removing inconvenient requirements.

Connections between traditions

Poetics. Aristotle considers whole action and necessary artistic plot parts. Practical comparison is an explicit analogy, not experimental productivity theory.

Historical psychology and educational philosophy. James describes decision experiences; Dewey considers grounds and consequences. They form neither a clinical method nor universal acceptance process.

Promise ethics. Seneca considers changed circumstances and duties together. Responsible discontinuation permits neither disappearing nor breaking any inconvenient promise.

Christian discipleship. Luke retains religious meaning; an available-means-and-cost analogy requires no dangerous project completion.

Sources

1. Aristotle — Poetics, S. H. Butcher translation. Selected version information and VI–IX read. Wholeness and parts concern artistic action; everyday application remains an analogy.

2. Luke14:25–35, King James version. Entire selected discipleship passage read without turning it into project or treatment guidance.

3. Seneca — On Benefits, Aubrey Stewart translation. Entire selected IV33–39 read; circumstances retain attention to duties.

4. William James — Psychology: Briefer Course. Preface and selected XXVI Will428–434 read. Historical reasoning is not a modern clinical typology.

5. John Dewey — How We Think, 1910. Chapterl read; the philosophical grounds/consequences motif excludes historical prejudices.

Tags

completion, undertaking, whole, result, purpose, necessary parts, sufficiency, quality, verification, handover, commitments, consent, boundaries, attention, decision, preparation, consequences, bounded stage, perfection, discontinuation, Aristotle, Poetics, James, Dewey, Seneca, Luke, responsibility, accessibility, updates, clarity

About the authors

Andrey Zarinsh is the author and founder of United Wisdom. He explores inner transformation, connections between traditions, intercultural dialogue and contemporary spiritual discipline. Instagram: @andrey.zarinsh.

Maria Evilkut is a co-author of United Wisdom. Alongside her research, she seeks to test these ideas in practice and observe how principles of unity and mutual understanding work in real life between people and cultures. Instagram: @ilkutki.